Bradford College

MINUTES OF THE MEETING OF THE QUALITY & STANDARDS COMMITTEE
HELD: on Thursday 12 March 2026 at 15:00 in 4F07- DHB Boardroom / MS Teams

Present	**In Attendance**
Billy Khokhar (Chair)	Liz Leek (DCEO Quality & Curriculum)
Fiona Thompson (Vice Chair)	Sarah Towan (VP Recruitment & Communications)
Chris Webb (CEO)	Sarah Applewhite (VP Quality, Teaching & Learning)
Shahnaz Anwar-Bleem	Alina Khan (VP Equality, Diversity & Inclusion)
Umar Rafique	Allison Booth (Governance Director)
Mussarat Ali	Rachel Henry (Deputy Governance Director)
Gemma Simmons-Blench	
Pauline Hughes	
Mohammad Qasim	
Observing	
Rajia Khokhar	
Apologies	
Maqadas Bashir	

The quorum was four committee members

L/J Denotes the time any individual left/ re-joined the meeting.

Item		**Action / Report Item**
1.	**<u>Introductions, Apologies for Absence and Disclosures of Interest</u>**	
1.1	Fiona Thompson had previously agreed to Chair the meeting when it had been rescheduled to an earlier start.	
1.2	The Chair welcomed everyone to the meeting and introductions were made.	
1.3	Apologies were noted for Maqadas Bashir.	
1.4	There were no disclosures of interest.	
2.	**<u>Chair's action</u>**	
2.1	There had been no use of Chair's actions since the last meeting.	
3.	**<u>Minutes of the meeting held on 27 November 2025</u>**	
3.1	**RESOLVED:** The Minutes of the meeting held on 27 November 2025 were approved as an accurate record and would be signed by the Chair.	

4.	**Matters Arising**	
4.1	The Matters Arising Report was reviewed: *8.2 – The VPQT&L to arrange an update on the laptop availability issue at the next Q&S Committee meeting* – The DCEO Q&C advised that the issue was one of utilisation and scheduling rather than lack of resource. This had been shared with the relevant management teams, who were actively working together to identify solutions and ensure students received the resources they required. Student Funding had offered laptops to 1392 students, with 276 responses and 170 collected to date; with endeavours being undertaken to increase uptake. Members agreed that the matter could be closed.	
5.	**Executive Summary**	
5.1	The DCEO Q&C presented the Executive Summary which highlighted key areas of focus on the agenda, drawing members' attention specifically to the following reports: • Accountability Statement • OfS Assurance • Mid-year Student Outcomes • Bradford College's Student Union Constitution ***GSM/J*** The Chair praised the Apprenticeship Team who had recently won 'Apprenticeship Provider of The Year' at the National Apprenticeship and Training Awards 2026. Members acknowledged that this was an excellent achievement.	
6.	**Data Dashboard**	
6.1	The VPQT&L provided an overview of the Data Dashboard, advising that SO2, 3 and 7 had been updated.	
6.2	**Q. Is the decline in attendance from Q1 to Q2 usual and can you summarise the overall reasons for this?** A. Yes, this pattern is typical. Attendance can dip after the November resits and declines are seen in-year. Last year attendance levels did improve by year-end. There is significant variation in attendance across departments, with some at 80–90% and others in the high-60s (notably E3 and L1). Attendance remains an issue, with a lot of work being done at a granular level to target specific areas of concern. We continue to scrutinise how attendance correlates with outcomes; recognising that engagement is more complex to measure.	

6.3	**Q. Have you noticed any widening gaps in attendance or any related concerns?** A. Not unexpectantly. Our L1 PLW students – largely from IMD Quartile 1 and furthest away from educational attainment – tend to start with low attendance and it often takes a year to rebuild their relationship and engagement with learning. However, by L2 and 3 we do not see demonstrable gaps in achievement or attendance.	
7. 7.1	**Report from the Student's Union** A report had been provided on the Students' Union and Personal Development Team activity that had taken place for students and future planned activity. The DCEO Q&C advised that feedback from both students and Governors from the Strategic Planning Event had been positive. Students had reported feeling heard and valued and Governors had expressed that they felt that those attending provided a strong and representative cross-section of the wider student body. The Chair commended the multi-campus Welcome Back activities that had taken place in January which helped re-energise engagement, and acknowledged that the Learner Forums, supported accountability and continuity through regular review of agreed actions. Members were advised that since the previous report in November, a further 60 students had accessed the advice and advocacy service for support with various questions and concerns. This rise aligned with the increase in student complaints received, which members suggested likely reflected a better understanding of the complaints process. The Committee were assured that all complaints were fully followed up, with students being asked to confirm that issues had been resolved to their satisfaction before closing them. The DCEO Q&C advised that an increased need for mental health support was being seen and advised that work was underway to expand the offer. The Chair thanked the Students Union for the report and commended the wide range of activities being undertaken.	
8. 8.1	**How well are local needs met? (Accountability Statement)** The DCEO Q&C advised that the newly appointed FE Commissioner had written to colleges outlining the key aspects of focus. Specific to the Annual Accountability Statement she highlighted 'effective	

	practice in strategic planning in further education' which signalled a change in expectations for that document. The FE Commissioner stated 'The accountability statement is directly informed by the strategic plan and serves as a mechanism for review and reflection. It includes annual objectives, key performance indicators and case studies that illustrate how strategic goals are being met.' In reviewing this guidance, the DCEO Q&C confirmed that the majority of these requirements were already in place. These included: • The College's Strategic Objectives • Master Targets File • Data Dashboard • Annual Report It was proposed that these items be added to a newly created 'Accountability Portal' on the College website, specifically for access, in the first instance, by Governors. Feedback would be sought from the FE Commissioner's office on the new approach adopted and the 'Accountability Portal' made visible to the Commissioner and, for example, to participants in the College's Annual Strategic Conversation with the DFE.	
8.2	**Q. How confident are you that the information provided on the Accountability Portal will cover how the College will be contributing to the skills deficit areas within region for 2026-27?** A. Clear reference is made throughout the Strategic Objectives to the Local Skills Improvement Plan, the National Strategy and curriculum reforms.	
8.3	The Chair questioned how extensively the new portal was likely to be used and where a clear synopsis of progress would sit. The DCEO Q&C advised that the College was in a transition period, with the annual report becoming the key document to demonstrate delivery against the strategic plan. It was proposed that this would include both the EDI report and the Annual Accountability report, bringing all elements together and highlighting key successes. It would be presented to Governors as the consolidated outcome of the strategic planning process and would form the core accountability mechanism. Members agreed to share the Accountability Statement report with the Corporation for information.	

9.	**<u>OFS Assurance</u>**	
9.1	The VPQT&L advised that the Office for Students Assurance report drew the Committee's attention to the rapidly changing external landscape in higher education, including recent developments related to the Teaching Excellence Framework (TEF).	
9.2	**Q. Have the risks referenced in the report been adequately captured in the risk register?** A. Reference to the TEF dashboard has been included but further work is needed to understand the emerging risks for both the College and the wider sector as the implications of recent changes become clearer.	
9.3	The VPQT&L advised that the NSS 2025 was underway, with the College recording a 54% participation rate to date which was in line with the previous years' position at this point. The target rate was 78% and considerable effort was being made to encourage student participation and ensure that they felt their voices were valued. The VPQT&L advised that when the Strategic Objectives were revised prior to 2026-27, more metrics would reference the TEF dashboard as a data source and this would be reflected on the data dashboard for the next academic year.	
FE, HE, Apps, Adult Programmes		
10.	**<u>Learning, Teaching and Assessment</u>**	
10.1	The VPQT&L provided a brief synopsis of the RAISE programme for newer members and advised that it represented an important step in raising standards and achieving excellence in Teaching, Learning and Assessment. Success had already been seen through its roll out in FE Provision and the programme was now being adopted within HE.	
10.2	**Q. Can you provide more detail on the RAISE Apprenticeships Pilot?** A. It is a blended model; where relevant, teaching and learning will be scrutinised. It depends on the type of apprenticeship as to what is involved. As the pilot data is collated, the process will be reviewed and refined as necessary. The Pathway pilot enabled allocation of resources more effectively, to ensure that support and mentoring were directed towards the staff who needed them most. ***AK/J***	

10.3	The VPQT&L advised that the RAISE process, combined with the Quality of Education Reviews (QER's), informed the College's assessment of its position against target. Multiple actions were still being generated through the QER process but these were being closed down quickly due to a stronger commitment to using the process to drive meaningful in-year change. Both processes had gained momentum and demonstrated progress on the previous years' position in terms of excellent teaching and learning.	
10.4	**Q. Should staff who consistently achieve 'blue' judgements receive enhanced recognition for their sustained demonstration of best practice?** A. This is celebrated by inviting these staff members to share their practice more widely. We also celebrate excellent practice through the Staff Awards ceremonies. There is a culture of celebrating best practice where possible.	
10.5	**Q. Do you have a workplace strategy to keep high performing teaching staff in the classroom?** A. Not to keep them in the classroom no, we have a development strategy which is tailored to them. We put an extraordinary amount of resource into our staff development and it remains a priority.	
10.6	**Q. Are there any concerns or risks on the implications associated with the use of AI in teaching and learning?** A. Traditionally, essay-based assessment methods have been used at higher levels and this is where we have seen the greatest use of AI to generate assignments or complete assessments. As a result, we are reviewing and adapting assessment strategies where appropriate. We are also committed to embracing AI in a way that supports students to use it ethically, responsibly and with critical awareness.	
10.7	**Q. Is there a risk to outcomes because of student reliance on AI?** A. We do identify and address inappropriate use of AI. We are highly aware of the issue, are compliance-focused and have staff engaging with AI in innovative, positive ways. We will continue to monitor the emerging landscape and respond as needed. It is recognised that the situation will become increasingly complex, with implications for education at all levels and may ultimately require a shift back towards more personal, in-person forms of assessment and engagement; though this would carry significant resource implications. ***BK/J***	

11. 11.1 11.2 11.3 11.4 11.5	**<u>Mid-year Student Survey</u>** The VPQT&L provided Governors with a summary of stakeholder feedback gathered during the second quarter of the 2025/26 academic year. **Q. Have you noted any widening gaps in satisfaction compared to previous surveys?** A. No, this has been scrutinised at departmental level through Performance Reviews. A lot of the gaps that existed last year, particularly around students feeling safe, have started to close. Members discussed how very high headline scores could mask important variation, noting that consistently strong results may not fully reflect the underlying movement within the 'strongly agree' category. The value of distinguishing between students who were genuinely very happy and those who are simply satisfied was highlighted and members suggested exploring approaches such as a net provider score or, once performance reached a certain level, setting targets around percentage-based ratings. Members agreed that the disaggregated data should be reviewed which would then inform next steps strategically. **ACTION:** The VPQT&L to provide disaggregated data on future Student Surveys to allow deeper analysis and review by the Committee. The CEO advised that survey feedback was broadly consistent across all departments, which marked a change from previous patterns. Rather than highlighting departmental differences, the results pointed to specific thematic areas that could be strengthened. Overall, this was seen as an encouraging picture and triangulated with the Self-Assessment Reviews, provided evidence that the wider strategy was having an impact at an operational level.	 **VPQT&L**
12. 12.1	**<u>Mid-year Outcomes</u>** The VPQT&L gave an overview of the achievement outcomes to date for the 2025/26 academic year. Members requested that further detail be provided on student eligibility for GCSE resits, including the College's rationale, to provide appropriate context, as eligibility criteria was not consistent across the sector. Further detail was also requested to give context to the gaps visible between the pass rate outturn for English and Maths GCSEs between the 16-18 cohort and the 19+ cohort.	

12.2	**ACTION:** The VPQT&L to add further detail on rationale and context in future outcomes reports in relation to student eligibility for GCSE resits and the variation in pass-rate outturns between the 16–18 and 19+ cohorts.	**VPQT&L**
12.3	The VPQT&L advised that the percentages presented reflected the headline figures of all entries made. These outcomes were consistent with the College's inclusive strategy and its use of the resits to actively measure students' progress in-year. The results were shaped by the specific context of the College and the demographics of its learners. Members acknowledged the College's 19+ achievement rates within the GCSE resits were high for the year, with a 97.33% pass rate outturn for 19+ in English and 100% for 19+ in Maths. The VPQT&L advised that the College's progress scores did not align in with the DfE's published progress scores. Under the DfE methodology, the College appeared to sit around the middle of the national table. Further analysis of the data was required, including looking into the DfE's provision of disadvantaged progress scores.	
12.4	**ACTION:** The VPQT&L to review the DfE's disadvantaged progress scores to aid comparison with the College's and provide an update at the next meeting.	**VPQT&L**
Policies		
13.	**<u>Bradford College Students' Union Constitution</u>**	
13.1	Due to an issue being raised regarding the consultation process on the Students' Union Constitution, members agreed to defer the item until the next meeting.	
Governance & Risk		
14.	**<u>Risk Monitoring</u>**	
14.1	The Committee reviewed the strategic risks for which it has oversight and noted the updates to commentary. Members requested the following changes/updates: • SR4 – An update to reflect the new Ofsted toolkit; including its potential impact on ITE and Skills. • SR4 – Addition of a reference to the post-16 qualification report. • SR5 – A progress update to be added. • SR7 – Further information to be added to the risk consequences in terms of outcomes.	

14.2	**ACTION:** The VPQT&L to review the Risk Register prior to it being presented at Corporation in March. ***MQ/L***	**VPQT&L**
15.	**<u>Academic Board Minutes – 18 November 2025*</u>**	
15.1	The Academic Board minutes for 18 November 2025 were provided for information.	
Any Other Business		
16.	**<u>Morgan Sindall Student Social Value slide</u>**	
16.1	The Morgan Sindall Student Social Value slide was provided for information on behalf of the Capital Special Interests Group.	
17.	**<u>Items for report to the Corporation</u>**	
17.1	• Minutes of meeting - 12 March 2026 • Change to the Accountability Statement – for information • Attendance (verbal update) – for information	
18.	**<u>Any other business</u>**	
18.1	The Chair advised that volunteers were still required for Skills Link Governor role. A member of the Committee volunteered to take on the role. The GD advised that she would arrange a discussion on next steps.	
18.2	The Chair advised that training on the new Ofsted framework would be delivered at the Corporation Training & Development session on 23 April.	
18.3	There was no other business.	
18.4	The Chair closed the meeting at 16:35.	
19.	**<u>Meeting evaluation form</u>**	
19.1	To be circulated by the Deputy Governance Director.	**DGD**

Approved by the Committee:

B. Khokhar	25.06.2026
Signed by the Chair	Date

Agreed actions

No	Minute	Action	Who?
1	11.4	The VPQT&L to provide disaggregated data on future Student Surveys to allow deeper analysis and review by the Committee.	VPQT&L
2	12.2	The VPQT&L to add further detail on rationale and context in future outcomes reports in relation to student eligibility for GCSE resits and the variation in pass-rate outturns between the 16–18 and 19+ cohorts.	VPQT&L
3	12.4	The VPQT&L to review the DfE's disadvantaged progress scores to aid comparison with the College's and provide an update at the next meeting.	VPQT&L
4	14.2	The VPQT&L to review the Risk Register prior to it being presented at Corporation in March.	VPQT&L
5	19.1	Meeting Evaluation to be circulated by the Deputy Governance Director	DGD