Bradford College

MINUTES OF THE MEETING OF THE EXTRAORDINARY SEARCH & GOVERNANCE COMMITTEE
HELD: Thursday 20 June 2024 at 16:00 via MS Teams / 4F07 - DHB Boardroom

Present	In Attendance
John Williams (Chair)	Alina Khan (VPEDI&SE)
Chris Webb (CEO)	Allison Booth (Clerk)
Paul Birtles (Via MS Teams)	Rachel Henry (Assistant Clerk)
Sharon West (Via MS Teams)	
Bulbul Barrett (Via MS Teams)	
Apologies	
Billy Khokhar	

L/J Denotes the time a Governor left/joined the meeting

Item		Action
1.	**Introductions, Apologies for Absence and Disclosures of Interest**	
1.1	The Chair welcomed everyone to the meeting.	
1.2	Apologies were noted for Billy Khokhar.	
1.3	There were no disclosures of interest.	
2.	**Strategic Objective - To be a truly inclusive college**	
2.1	The VPEDI&SE presented the Strategic Objective- To be a truly inclusive college. The Committee considered the 4 Key Objectives in turn:	
2.2	<u>To create a supportive and inclusive culture</u> *To deliver an outstanding programme of induction that creates a psychological contract with learners to embed a sense of belonging and safety* had replaced *Create a sense of belonging for learners through a revised programme of induction*; with embedding now being the key focus. A purposefully ambitious target of 96% had been set for *Students know how and where to report concerns and/or hate crimes, through a robust induction and good promotion of student services.* *To ensure the College estate is fully inclusive and provides a range of access to facilities* – Would be addressed in future building planning, refurbishments and redesigns, one of these aims was to provide access to inclusive toilets on each campus.	

Staff are consistent and relentless in creating a positive and inclusive learning environment – The two desired outputs for 2024-25 linked with this target *had been* set at 96% and 95%. Members noted that these percentages were particularly high and asked for an estimated position for the current year. The VPEDI&SE advised that the student surveys would need to be consulted to accurately determine the current position, but that the percentage was usually in the early 90% range. E*nsure accessibility for students and staff with disabilities across the estate* – This is within the annual external audit; the target was to resolve all priority actions within 12 months. The introduction of mentorship programmes and activity among marginalised students would model the WoW Festival speed mentoring event but with widened participation, to include other characteristic groups. Marginalised students would be paired with department/professional mentors to provide guidance and support. Members commented positively on the high expected output related to the aspect of *creating an environment where staff feel valued, included and their views are considered*, and asked if the College were close to achieving this. The VPEDI&SE advised that actions related to this target were included in staff QIPs and that the College was on track to achieve the target percentage this academic year. Members commended the work done by the College to attain such a high level of positive staff responses in the staff survey. *To maintain fairness and parity in the application of staff disciplinary processes through robust and regular staff training* – This had been removed as there was no evidence of disparity gaps. The VPEDI&SE assured members that this was still being monitored through the HR monthly report. *Ensure an inclusive College culture is embedded, and areas for improvement are identified* – Departmental action plans had been developed based on the staff and student survey results. *Implementing training programmes for staff and students on topics such as unconscious bias, microaggressions and inclusive language* – To be met by establishing a Cultural Competency Training programme. The training would be delivered by departmental champions throughout the College.	
2.3 <u>To drive engagement in EDI at all levels within the organisation</u>	

	Areas of underrepresentation in groups of staff is addressed – The College remained focused on areas of underrepresentation and how the demographic gaps identified could be addressed. There had been positive growth in the number of female staff members recruited to the Construction and Engineering department; this had risen from 2% to 16.4%. The same positive active approach would be applied to roles in Adult & Community, Early Years, Education and Social Care and HR for candidates aged between 20-30 years old, as age disparity had been identified in these areas. The VPEDI&SE advised members that the College was keen to ensure that its workforce represented its current population which was on the younger end of the scale, but acknowledged that the age demographic was a sensitive area.	
2.4	**Q. What is the average age of the College workforce?** A. The average age of staff is within the 40-55-years bracket. The College profile data could be provided at a future S&G meeting to allow members to investigate this further.	
2.5	**Q. Is there a reason we don't attract more older students?** A. The Adult and Community department have a considerable number of older students, but most of these only complete part-time courses.	
2.6	**ACTION:** The VPEDI&SE to provide the College profile data at the next S&G Committee meeting in September.	**VPEDI&SE**
2.7	*To increase the likelihood of staff from an underrepresented group accessing CPD or non-mandatory training* – The VPEDI&SE advised that the College's current platform, which recorded staff CPD and training, had not been effective at collating the required data to enable analysis of such areas. The College wanted to ensure that individuals with certain protected characteristics were given the same CPD or non-mandatory training opportunities as other staff members.	
2.8	**Q. How big is the cohort of staff from underrepresented groups?** A. This is difficult to determine at present as whilst the current platform records which staff are engaging in CPD and non-mandatory training, it does not identify whether they are from an underrepresented group. Also, some staff are reticent to share sensitive data on protected characteristics and therefore we cannot ascertain a full picture. However, we will be working hard to increase the uptake of CPD within underrepresented groups of staff.	
2.9	*To ensure resources are allocated to support student-led EDI initiatives and campaigns* – The College would look to deliver at least 4 EDI	

student-led initiatives through the Students' Union next year and was committed to ensuring resources were appropriately allocated.

The College aimed to *change attitudes and behaviour through ongoing professional development opportunities related to EDI* including provision of a staff induction for all staff within the first 8 weeks of their employment and further CPD inputs throughout the year which would feed into PRs and PDRs.

| 2.10 | <u>To deliver curriculums that are inclusive, representative and decolonised</u>

The College would take a staged approach to *ensure all college materials are inclusive and incorporate diverse perspectives, voices and experiences across all disciplines*. The focus had started with A Levels, and would now be widened to HE courses, where a working group would be involved in the design of a culturally responsive curriculum strategy. A plan for a college-wide culturally responsive approach across both HE and FE would then be put in place.

To ensure programme delivery is culturally responsive and inclusive, the College would partner with local community organisations, advocacy groups and indigenous communities to co-create culturally relevant and responsive curriculum content. This would be measured through obtaining student feedback.

Universal Design for Learning (UDL) Principles to be incorporated into all programmes of study – The UDL toolbox would be launched and activity monitored though the Quality Enhancement Review (QER). The College would work with awarding organisations to ensure regulatory width is given for UDL principles.

To ensure that all staff understand their students' additional support needs and create an inclusive environment for all learners – The College would be seeking to ensure the adaptations outlined in learning support agreements are being implemented and observed in the QER. An expected output of 2024-25 would be that 40% of QER reviews would identify the use of Additional Learning Support (ALS) as a strength.

To integrate anti-racism, decolonisation, and social justice frameworks, principals of critical pedagogy would be incorporated into teaching methodologies, pastoral course content and enrichment – Students would be encouraged to question power dynamics and challenge dominant narratives and the fostering of critical consciousness among future educators would be implemented in the curriculum design of teaching modules.

		The College's enrichment programme will include EDI, sustainability and social responsibility themes across all campuses to ensure that *students can engage in activities that support EDI and create a respectful environment.*	
2.11		<u>To enhance and embed EDI activity across the College</u> *To ensure parity in opportunities for disabled students to take part in work experience placements*- the College would seek to raise further awareness with local employers as part of the wider Bradford district initiative to become more neuro diverse.	
2.12		**Q. Will there be some more specific targets identified for this action?** A. Yes, work to ascertain these targets will be done with the CIO and Head of Disability Services.	
2.13		EDI Champions were yet to be established across all departments. Once in place, these staff would take responsibility for coordinating, implementing and communicating EDI initiatives, programmes and policies within their teams. Equality Impact Assessments (EIA) would be broadened to include socioeconomic factors and would be completed for policies and activity monitored through the EDI Committee. This would *ensure that EDI considerations are integrated all College policies, procedures and practices, with regularly reviews and updates to ensure alignment with best practices and emerging trends.* The College would look to *integrate EDI considerations into all aspects of College governance, including strategic planning and resource allocation*. The ED&I Link Governor had also suggested that ED&I be considered on the Risk Register. *SW/L* *Ensure procurement partner organisations are committed to the Bradford College values* – Due diligence would continue, with the requirement of organisations to agree to the College's EDI values, including its commitment to fair trade. *Areas of dissatisfaction of underrepresented groups in departmental areas is addressed* – departmental actions would be evidenced in departmental QIPs. However, the VPEDI&SE advised members that these groups were among the most poorly represented in the staff survey, so areas of disparity were difficult to ascertain.	

	Increase recruitment of women into STEM subjects – Ambassador outreach events would be conducted with schools. The Chair suggested that with the desired output set to double between 2024-25 and 2025-26 from 5 to 10 schools engaged in activity, it might be prudent to increase the target percentage. The VPEDI&SE advised that she would consult with the VPR&C to ascertain a realistic percentage. *Improve attainment and aspirations of white working-class males through outreach and partnership with schools* – The desired output for 2024-25 was to increase male continuation on full time undergraduate programmes to 83%. The College would aim to *deliver the outreach and engagement targets within the revised Access Participation Plan* and ensure the EDI targets are met within recruitment plans. Members were mindful that, in comparison to the College, many organisations do not have the same depth of ED&I focus or practice, and were concerned that the contrast may prove to be a shock for students entering the work place. The VPEDI&SE acknowledged that there may need to be some work done with students to prepare them for this. Members agreed the significance of students learning about and being a part of EDI, which was done so well at Bradford College and acknowledged the great opportunity students will have to be a catalyst for social change as a result of experiencing this.	
2.14	**RECOMMENDATION:** Subject to a few minor changes to target figures, that the Strategic Objective- to be a truly inclusive college be recommendation to Corporation for approval. *AK/L*	
3.	**Planning for January 2025 Governor's Strategic Event**	
3.1	Members commenced discussions around planning for the January 2025 Governor's Strategic Event. A number of potential topics and speakers were identified: • College Effectiveness, including Governor and Governance Effectiveness and Leadership Effectiveness – speakers from other outstanding institutions or leaders in their field / Active Support from FEC or ETF.	

	• The changing political landscape and how this will affect policies that will, in turn, impact the College – WYCA • The revised strategy for FE under a new Government • Bradford's future employer needs with skills focus – Local Combined Authority • Political landscape – A speaker from the UN Global Compact or the Tony Blair Institute for Global Change (TBI) / Tracy Brabin (Mayor of West Yorkshire) / Susan Hinchcliffe (Leader of Bradford Council) / Lorraine O'Donnell (the new CEO of Bradford Council)	
3.2	Members agreed that Hollins Hall had been an ideal location for the Strategic Planning Event last year in terms of convenience and the excellent service provided and suggested it be considered again.	
3.3	**ACTION**: The VPF&CS and Clerk to present a DRAFT agenda to the September S&G meeting.	**VPF&CS/ Clerk**
3.4	**Succession Plan – Governor Recruitment** On Tuesday 18 June, a panel comprising of John Williams, Sharon West and the Clerk, interviewed Kimberley Rape regarding the role for an Independent Governor to join the Audit Committee and Shahnaz Anwar regarding the role for an Independent Governor to join the Quality & Standards Committee. Both had the required skill set and motivation, and their reasons for pursuing the role of governor fit with the College's values. In terms of the Governor Succession Plan, Kimberley would be onboarded as a designate Audit Committee Member until an existing member stepped down (due to an end of tenure) from the Audit Committee in November 2024. The Corporation would need to increase its current composition of 15 Independent Governors to 16 in order to onboard Shahnaz onto the Quality & Standards Committee. All three resolutions would be recommended to the Corporation for approval by the Search & Governance Committee. The Clerk advised that as the next Corporation meeting was three weeks away, a Written Resolution would be actioned so that the candidates could be notified in good time. The resolutions would be: • The appointment of Kimberley Rape as Independent Governor for a term of 4 years and as an Audit Committee member. • The appointment of Shahnaz Anwar as Independent Governor for a term of 4 years and as a Q&S Committee member.	

	• The proposed changes to the Corporation composition along with any subsequent changes required to the Standing Orders and the Instrument & Articles.		
Any other business			
4.	**Items for report to the Corporation**		
4.1	a) Minutes of meeting – 20 June 2024 b) Strategic Objective - To be a truly inclusive college c) Governor's Strategic Planning Event		
5.	**Any other business**		
5.1	The Chair closed the meeting at 17:21.		
6.	**Meeting Evaluation**		
6.1	Link to meeting evaluation form to be circulated via email.		**Assistant Clerk**

Approved by the Committee:

…....**J. Williams**......   …**26.09.2024**…

Signed by the Chair   Date

Agreed actions

No	Minute	Action	Who?
1	2.6	The VPEDI&SE to provide the College profile data at the next S&G Committee meeting in September.	VPEDI&SE
2	3.3	The VPF&CS and Clerk to present a DRAFT agenda to the September S&G meeting	VPF&CS/Clerk
3	6.1	Link to meeting evaluation form to be circulated via email.	Assistant Clerk