

**MINUTES OF THE MEETING OF THE QUALITY & STANDARDS COMMITTEE  
HELD: on Monday 14 October at 16.15 via MS Teams**

<b>Present</b>	<b>In Attendance</b>
Billy Khokhar (Chair)	Sarah Applewhite (VP Quality, Teaching & Learning)
Fiona Thompson (Vice Chair)	Asa Gordon (VP Curriculum)
Adam Faisal	Alina Khan (VP Equality, Diversity & Inclusivity)
Chris Webb (CEO)	Sarah Towan (VP Recruitment & Communications)
Umar Rafique	Jess Leech (Designated Safeguarding Lead)
Maqadas Bashir	Allison Booth (Clerk)
Shahnaz Anwar-Bleem	Rachel Henry (Assistant Clerk)
<b>Apologies</b>	
Lynette Leith	
Tiffany Lythgow	
Richard Woods	

The quorum was four committee members

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

<b>Item</b>		<b>Action / Report Item</b>
<b>1.</b>	<b><u>Introductions, Apologies for Absence and Disclosures of Interest</u></b>	
1.1	The Q&S Committee had previously agreed to reschedule the meeting of the 3 October as it had coincided with the recent Ofsted inspection.	
1.2	<u>Ofsted</u>  An Ofsted Inspection had taken place on 1-4 October. Members acknowledged that the College was achieving beyond all expectation and for that reason it was truly inclusive and outstanding. It was recognised that Ofsted Inspections can leave staff feeling deflated. The Committee recognised and commended Staff and students for all their hard work.	
1.3	The Chair welcomed Shahnaz Anwar-Bleem (Independent Governor) and Maqadas Bashir (Student Governor) and Jess Leech (DSL) to their first Quality & Standards Committee meeting.	
1.4	Apologies were noted for Lynette Leith, Tiffany Lythgow and Richard Woods.	
1.5	There were no disclosures of interest.	
<b>2.</b>	<b><u>Chair's action</u></b>	

2.1	There had been no use of Chair's actions since the last meeting.	
<b>3.</b>	<b><u>Minutes of the meeting held on 27 June 2024</u></b>	
3.1	<i>12.2- Access and Participation Plan 2025/6-</i> The VPQT&L advised that the first draft of the APP had not been referred to the Committee, due to time constraints. It had been submitted to the OfS and would be circulated to the Committee for consideration when OfS feedback was received.	
3.2	<b>RESOLVED:</b> The Minutes of the meeting held on 27 June 2024 were approved as an accurate record and would be signed by the Chair.	
<b>4.</b>	<b><u>Matters Arising</u></b>	
4.1	The Matters Arising Report was reviewed and it was noted all items were complete.	
<b>5.</b>	<b><u>Executive Summary</u></b>	
5.1	The VPC presented a report which highlighted key areas of focus on the agenda, drawing members attention specifically to the following reports: <ul style="list-style-type: none"> <li>• Data Dashboard</li> <li>• Annual Work Experience Report</li> <li>• FE, Apprenticeship and HE results 23/24</li> </ul>	
<b>6.</b>	<b><u>Data Dashboard</u></b>	
6.1	An overview of the Data Dashboard was provided, which detailed the end of year position and now included achievement figures. The VPC advised that further work was required on progression destination areas, particularly progressing students from L1 to L2 and from L2 to L3 as there were a considerable number of students staying at the same level. Whilst work was needed in progressing students from L3 to Employment/Apprenticeships, progression from L3 to Higher Education was above target. <p>The VPQT&amp;L advised that the end of year position would be covered in the meeting papers, with achievement rates in Quality, Learning and Assessment being a key area of focus.</p>	
<b>7.</b>	<b><u>Stakeholder Engagement Update</u></b>	

7.1	<p>The VPC presented a report which provided members with an overview of employers, community and civic partners which the College engaged with as part of the Ofsted Skills Judgement and in line with the Annual Accountability Statement.</p> <p>It was noted that the report had been written prior to the recent Ofsted Inspection.</p> <p>Members agreed that the report reflected well on the College’s investment in creating effective stakeholder partnerships and evidenced the significant engagement with a wide range of employers.</p>	
8.	<b><u>External examiner verification reports - verbal update</u></b>	
8.1	<p>The VPQT&amp;L provided a verbal update on the current figures for the External Examiner Verification reports. Over 90% of reports had been received and there were currently no immediate areas of concern. A detailed report would be presented at the next Q&amp;S meeting in November.</p>	
9.	<b><u>Annual Work Experience Report 2023/24</u></b>	
9.1	<p>The VPC presented the Annual Work Experience Report which provided an end-of-year update on Work Experience and Industry Placements since the start of the academic year 2023-24. The report detailed the actions undertaken by the College and the Work Experience department to mitigate any risks and impact on students in the year and the strategic plans to continue to provide Work Experience and Industry Placements into 24-25.</p> <p>It was suggested that an amendment be made under the End-of-Year Performance and Activity section; replacing the terminology ‘L2 &amp; L3 Placements completed’ with ‘L2 &amp; L3 Work-related Experience completed’ to better reflect the College’s position.</p>	
<b>FE Study Programmes</b>		
10.	<b><u>10.1 Progress/ results (summary 23/24)</u></b>	
10.1	<p>The VPQT&amp;L presented an overview of further education outcomes for the 2023/24 academic year within the cohorts of 16-18: Education for Young People, 19+: Adults Achievement and Learners with High Needs Achievement.</p>	
10.2	<p>Members acknowledged the exceptional set of outcomes achieved which indicated the effectiveness of the SAR process.</p>	

10.3	<p><b>Q. What was the outcome on the final year of A Levels?</b></p> <p>A. The College received its highest achievement rate in A Levels, with all students in the final cohort passing.</p> <p>The Committee formally recognised the strength and determination of staff in their commitment to the final cohort of A Level students and commended the high results achieved.</p>	
10.4	<p><b><u>10.2 Learning, Teaching &amp; Assessment (summary of 23/24)</u></b></p> <p>The VPQT&amp;L presented a summary of Learning, Teaching and Assessment (LTA) activity across the FE curriculum in the 23/24 academic year. The summary highlighted key areas of development and reported on the impact of the college’s approach to supporting practitioners to improve the quality of LTA.</p>	
10.5	<p><b>Q. Are students seeing staff learning new skills in the new Skills Hub?</b></p> <p>A. Both staff and students use the space which has been a great success story to date. There is no formal behaviour management in the space, but the presence of staff provides naturally occurring opportunities for the modelling of positive behaviours.</p> <p><b>Q. Does RAISE provide strategies to strengthen the 3Is?</b></p> <p>A. RAISE is really focused on the <i>Implementation</i> part of the 3Is in the Ofsted Inspection Framework, which leads to subsequent <i>Impact</i>. Its <i>Intent</i> is focused on outstanding Teaching Learning and Assessment.</p>	
10.6	<p><b>Q. How do we quality assure judgements to ensure teaching is outstanding and sustained over time?</b></p> <p>A. The College moved through various iterations and ended the year with an internal moderation process. Triangulation between assurance and quality is consistently sought.</p>	
10.7	<p><b>Q. Please explain the frequency and evidence considered in deep dives?</b></p> <p>A. All programmes receive a deep dive once a year and then a check-in visit is performed. An opportunity to request further iterations is available. The evidence considered in the deep dives matches the Ofsted Inspection Framework.</p>	
10.8	<p><b>Q. Could case studies be considered to further show impact of TLA?</b></p> <p>Yes, 3 case studies were evidenced for the recent Ofsted Inspection. These demonstrated how the College modelled improvement across Construction, Engineering and Access to HE programmes.</p>	
10.9	<p><b><u>10.3 Student Recruitment</u></b></p>	

10.10	<p>16-18 recruitment was performing above target as expected, with large growth at L2 and L1 across the majority of subjects, maintaining at E3 and slight growth at L3.</p> <p>Adult FE recruitment infill was on target, English, Maths &amp; ESOL were slightly behind profile but were continuing to enrol, Community Learning later starts would start to enrol in October.</p> <p><b><u>10.4 Student Survey Feedback</u></b></p> <p>The report provided members with the results of the end of course survey for further education provision. The overall return rate for the 23/24 end of course survey was 78%. The executive would work with Heads of Departments to ensure that areas for improvement were addressed in a timely manner and drive improvement through the 24/25 academic year.</p>	
10.11	<p><b>Q. Is there anything the Committee should be particularly mindful of on student satisfaction rates?</b></p> <p>A. There was a very high participation rate and the fall in satisfaction rates had been driven by particular courses in certain areas. The dip in satisfaction rates however, is diametrically opposed to achievement rates in those areas, no significant issues have been uncovered.</p>	
<b>FE Apprenticeships</b>		
11.	<p><b><u>11.1 Progress/ results (summary (23/24))</u></b></p>	
11.1	<p>The end of year achievement rate for 23/24 was 70.1%. This was a rise of 5% on 22/23 and at college target. Within this achievement rate, BAME apprentices' achievement was higher than their white peers at 72.2%. The college had 26.2% BAME apprentices compared to the national rate of 14.5%; as a result, the college judges its apprenticeship provision to be truly inclusive and outstanding.</p>	
11.2	<p><b>Q. In terms of the Skills Judgement outcome, is further work required to reach a stronger position?</b></p> <p>A. The College has outstanding achievement results in this area. Further work will be done to ensure we can strongly evidence the impact of the skills curriculum on student destinations going forward.</p> <p>Members agreed that the FE Apprenticeships Outcomes were exceptional, with students being supported to obtain their potential far beyond expectation.</p>	

<p>11.3</p> <p>11.4</p> <p>11.5</p>	<p><b><u>11.2 Learning, Teaching &amp; Assessment (summary (23/24))</u></b></p> <p>The VPQT&amp;L presented a summary of Learning, Teaching and Assessment (LTA) activity across the college’s apprenticeship provision in the 23/24 academic year. It was noted that it had been a busy and productive year across learning, teaching and assessment activity. The overall response to RAISE and QER had been positive and had providing rich data to inform future planning. The LTA profile for apprenticeships was strong and further supported by an end of year achievement rate of 70.1%.</p> <p><b><u>11.3 Student Recruitment</u></b></p> <p>The apprenticeships provision was looking positive with the pipeline full and set to achieve Q1 starts. The provision had been reviewed, and Apprenticeship Standards with consistent low-quality metrics would be discontinued.</p> <p><b><u>11.4 Student Survey Feedback</u></b></p> <p>The apprenticeship survey was open from September 2023 until August 2024 for all stages of the programme. A sample of 342 Apprentices were targeted with responses from 294, giving a response rate of 86%. This rate is classified as a very good response for this type of survey. Overall satisfaction was high, with the College scoring in the upper quartiles for most questions when compared with other similar large providers.</p>	
<b>HE</b>		
<p>12.</p> <p>12.1</p> <p>12.2</p>	<p><b><u>12.1 2023-24 results</u></b></p> <p>There was a positive trajectory of HE outcomes at the College. The focus on the last few years of driving up continuation rates appeared to have had an impact in raising these above all relevant thresholds. However, work must now focus on supporting graduates in securing highly skilled employment or further study.</p> <p>Members were asked to note that the College was still in the appeal period for the 22/23 and as such some adaptation to the results may occur. It was also noted that data on student outcomes would be covered in the SAR.</p> <p><b><u>12.2 OfS Assurance*</u></b></p> <p>The College had met its deadlines for regulatory activity to date this academic year. It had submitted the annual fees returns and eligible</p>	

	<p>students for the NSS 2024 cycle, together with cohort data for its graduate outcomes activity.</p> <p>The OfS had introduced a new condition of registration relating to incidents of harassment and/or sexual misconduct relating to students for all HE providers. Members were advised that the relevant policies and procedures were in place and a task and finish group had been assembled to ensure the condition is met.</p>	
12.3	<p><b><u>12.3 NSS Survey 2024</u></b></p> <p>The 2024 National Students Survey (NSS) had delivered a set of outcomes which contributed to an improvement in the 4-year rolling trend. However, there were clear areas for improvement within the data which required remedial action. The results would be further scrutinised at performance reviews and actions to address poor performance would be mapped into Quality Improvement Plans for 2024/25.</p>	
12.4	<p><b><u>12.4 Graduate Outcomes Survey</u></b></p> <p>An overview of college performance in the 2022 Graduate Outcomes survey – released in June 2024 was provided to members. Progression remained a clear focus for the College.</p>	
12.5	<p><b><u>12.5 Learning, Teaching &amp; assessment</u></b></p> <p>The College had seen a busy and productive year across learning, teaching and assessment activity. Moving forward, HE staff would be supported in their CPD through the RAISE process which would offer a richer data set to inform quality improvement strategies moving forward. Through the QER process there had been an impact of the rapid improvement on key regulatory activity, including the Social Work England Inspection in April 2024.</p>	
12.6	<p><b><u>12.6 Student Recruitment</u></b></p> <p>Higher Education was extremely challenged. The Leeds Trinity University onboarding processes meant there was a delay in completing the enrolment picture for QTS provision. The remainder of HE provision was being hit by increased competition, with larger HE Institutions dropping entry qualifications to onboard more students through Late Applications &amp; Clearing, in order to fill their overseas income shortfalls.</p>	
12.7	<p>The VPR&amp;C advised that the Education Delivery partnership with Leeds Trinity University (LTU) was still in its infancy and enrolment</p>	

12.8	<p>through their admissions team had delayed recruitment substantially this year, which was expected to be reflected in lower cohort numbers. Despite this, the College was in a relatively healthy position and had anticipated potential delays, so had reduced the previously ambitious target accordingly.</p> <p><b>Q. Will lower HE recruitment impact income?</b></p> <p>A. Potentially yes. We are looking at a potential £1m deficit to budget for HE this year. It is therefore vital that we consider our existing provision and whether there are areas which need adjusting or removing.</p>	
<b>Student Voice</b>		
13.	<p><b><u>Report from the Student's Union</u></b></p> <p>13.1 The Student Union President and HE Education and Welfare Officer provided an update on upcoming Students' Union plans and activity across the first term:</p> <ul style="list-style-type: none"> <li>• Freshers' Fair and Induction</li> <li>• Course Representatives 2024-25</li> <li>• Student Executive Team 2024-25</li> <li>• Personal Development and Enrichment 23-24/24-25</li> <li>• Student Engagement Officers</li> <li>• Student Central Spaces &amp; Unity</li> </ul> <p>13.2 <b>Q. Can you comment on the student demographics within the sports clubs and enrichment offer?</b></p> <p>A. There had been underrepresentation within sports clubs so emergence of gender-specific clubs and those more accessible to students with disabilities has been seen this year. Clubs are inclusive and we have run many "give-it-a-go" sessions to improve engagement across all demographics. As a result, we are making gains in growing provision for underrepresented groups.</p> <p>13.3 The Student Union President advised that 9 Student Engagement Officers work across the entire College campus, interacting and engaging with students and staff from all curriculum areas. They play a key role in promoting positive behaviours and attitudes, signing up students for enrichment, signposting students to relevant services and supporting with the daily functioning of Student Central and other social spaces across the campus.</p>	
<b>Policies</b>		
14.	<p><b><u>14.1 Student Complaints Policy</u></b></p>	



14.1	There had been no changes made to the Student Complaints Policy as part of an annual review.	
14.2	<b>RECOMMENDATION:</b> That the Student Complaints Policy be recommended to the Corporation for approval.	
14.3	<b><u>14.2 College Charter</u></b>  The VPEDI&SE advised no changes made to the College Charter as part on the annual review.  <b>RESOLVED:</b> The College Charter is approved.	
14.4	<b><u>14.3 FE Fees Policy 2024/25</u></b>  The FE Fees Policy had been updated to reflect Funding Rules to being added to the linked information section, changes to Adult FE Fees and updated Apprenticeship Fee guidance.  It was noted that the FE Fees policy had been agreed by the F&GP Committee before being presented to the Q&S Committee.	
14.5	<b>RECOMMENDATION:</b> That the FE Fees Policy 2024/25 be recommended to the Corporation for approval.	
14.6	<b><u>14.4 Safeguarding Policy</u></b>  The Safeguarding Policy had been updated in line with the latest release of Keeping Children Safe in Education (KCSiE) 2024.	
14.7	<b>RECOMMENDATION:</b> That the Safeguarding Policy 2024/25 be recommended to the Corporation for approval.	
<b>Governance &amp; Risk</b>		
15.	<b><u>Annual Safeguarding Report 2023-24</u></b>	
15.1	The Annual Safeguarding Report 2023-24 evidenced the College’s compliance with statutory duties in respect of Safeguarding during the academic year 2023/24.  94.8% of students who accessed safeguarding services remained enrolled at the college, showcasing the effectiveness of early interventions. A significant increase in demand for safeguarding services had been seen with the number of learners accessing support rising from 3041 in 2022-23 to 3478 in 2023-24.	

15.2  15.3	<p>It was noted that the steady increase in students accessing safeguarding support reflected both the growing awareness of the services available and the escalating need for intervention in response to the challenges faced by students. Increased self-referrals pointed to increased awareness and empowerment of students to speak out. Members agreed this was testament the culture of inclusion and empathy built by the College and the effective working relationships fostered between students and staff.</p> <p>The Committee commended the staff’s excellent work in supporting these students. However, concerns were raised regarding the continuing pressure on safeguarding services, impact on the team and resource implications. The Chair advised that these concerns would be raised at the next Corporation meeting.</p> <p><b>RECOMMENDATION:</b> That the Annual Safeguarding Report 2023-24 be recommended to the Corporation.</p>	
16.  16.1	<p><b><u>Risk Monitoring</u></b></p> <p>The Committee reviewed the strategic risks for which it has oversight and no suggested changes were made.</p>	
<b>Any Other Business</b>		
17.  17.1	<p><b><u>Items for report to the Corporation</u></b></p> <ul style="list-style-type: none"> <li>• Minutes of meeting – 14.10.24</li> <li>• Student Complaints Policy</li> <li>• FE Fees Policy 2024/25</li> <li>• Safeguarding Policy</li> <li>• Annual Safeguarding Report 2023-24</li> </ul>	
18.  18.1	<p><b><u>Any other business</u></b></p> <p><u>Capital projects</u></p> <p>The Chair advised that both the ATC and Garden Mills Capital Projects were in the final stages of completion. Initial feedback from students had been positive and staff had been impressed with the environments created. Significant improvements in behaviours among students had also been seen. Members were also encouraged by the College’s response to the delays within the T Level Wave 5 Programme, which had been turned into a positive learning experience for students through the provision of various tours with contractors and masterclasses. The Chair commended the efforts of all involved.</p>	

18.2	As this was Asa Gordons (VPC) last Q&S meeting before leaving the College the Chair thanked him for his tireless efforts, advising that he had done a fabulous job guiding the Committee, ensuring that they had the relevant information required to make informed decisions on matters that often came through at a fast pace. The Chair wished Asa every success in his new role.	
18.3	There was no other business.	
18.4	The Chair closed the meeting at 17:44.	
<b>19.</b>	<b><u>Meeting evaluation form</u></b>	
19.1	To be circulated by the Assistant Clerk.	<b>Assistant Clerk</b>

Approved by the Committee:

**B. Khokhar**

**28.11.24**

Signed by the Chair

Date

### Agreed actions

No	Minute	Action	Who?
1	19.1	Meeting Evaluation to be circulated by the Assistant Clerk.	Assistant Clerk