

Minutes of the Special Curriculum and Quality Enhancement Committee Meeting held on Monday 9 December 2024 at 5:00pm by Virtual Attendance

Corporation Members	Appointed as	Chair/Vice	Apologies
Gray Towse	Independent Member	Acting Chair	
Susan Hamer	Independent Member		
Chris Henson	Independent Member		
Danny Metters	Ex-Officio		
Adam Milner	Independent Member		
Laura Woodhouse	Staff Elect		Apologies Noted

In Attendance			
Beth Curtis	Vice Principal Riseholme and Business Development		(VPRBD)
Michaela Ginn	Assistant Principal Quality and Exams		(APQE)
Sharon Mansell	Vice Principal Quality of Education and Skills		(VPQES)
Ann Paling	Assistant Principal Safeguarding and Residential Services	(from end of minute (2425.1) 5.3 until 4.36pm)	(APSR)
Sallyanne Pearson	Director of Governance		(DG)
Sarah Reynolds-Golding	Assistant Principal Higher Education		(APHE)
Rachel Richardson	Assistance Principal Further Education	Until (5:02pm)	(APFE)
Helen Wooldridge	Vice Principal Growth, Planning and Performance		(VPGPP)

(2425.1) SM 1	Welcome and Apologies for Absence	
	The Meeting was convened by Gray Towse (as Acting Chair). The Acting Chair stressed the need for brevity and thoroughness due to the limited timeframe of one hour. Apologies for absence were received, with consent, from Laura Woodhouse.	
(2425.1) SM 2	Declarations of Interest	
(2425.1) SM2.1	Reference was made to the Register of Corporation Members & Clerk Interests included in the Agenda Pack. To consider and declare , as required, amendments to the Register of Interest Nothing raised.	
(2425.1) SM2.2	Items to be raised as part of the evening's business Nothing raised.	
(2425.1) SM 3	Self-Assessment and Quality Improvement Plans	
	The Committee were asked to receive, scrutinise and advise the Corporation on the approval of the:	
(2425.1) SM3.1	2023/24 FE QIP and Draft Self-Assessment Report (25 mins)	
	Reference was made to the 2023/24 FE QIP and Draft Self-Assessment Report included in the Agenda Pack. The Acting Chair led the discussion on the 2023/24 Further Education Self-Assessment Report (23/24 FESAR), noting the document had undergone modification since the meeting held on 3 December 2024. The VPQES noted that further amendments had been made and could be shared on screen. The VPQES confirmed, upon enquiry, that there were no changes to the factual content of the document and changes were largely grammar and punctuation related. The Acting Chair proposed, given there were no factual changes, the Meeting would be based on the version circulated for consistency.	

The APQE presented the 23/24 FESAR with a focus on the grades assigned to each element.

Quality of Education: Proposed Grade: Good

The APQE noted significant work had been done in this area and outlined strategies implemented to improve the: overall student experience; quality of teaching and learning; quality and effectiveness of curriculum planning/design and student's exposure to, and practice of, mock assessments. Comparative data evidenced areas of impact on previous year. Discussion was undertaken.

The Committee noted their **agreement** with the "Good" grading based on evidence detailed.

Behaviours and Attitude: Proposed Grade: Good

The APQE highlighted the current focus attendance alongside student's positive attitudes towards learning and work experience with reference was also made to the positive work on delivering the PREVENT agenda and elements of social justice. The Committee opened discussion around what was preventing the College from achieving outstanding in this area. The VPQES explained that pockets of behaviours needed to improve which, when coupled with the improvements required on attendance, were preventing an "outstanding" grading. **A Governor noted the 95% attendance target, questioning its realism and noting that other colleges had achieved 'Outstanding' without meeting this level of benchmark.** The Principal confirmed that the 95% target had been aspirational but was not in line with benchmarking used across the sector. It was confirmed that the College's Key Performance Indicator (KPI) for attendance had reduced to 88%.

The Committee noted their **agreement** with the grading of 'Good' noting it recognised the ongoing efforts to improve attendance.

Personal Development: Proposed Grade: Outstanding

The APQE outlined the broad range of enrichment activities, work experience opportunities, trips and visits, community involvement and ambassadorial roles of students which allowed an enhancement of skills alongside the core curriculum/delivery. Examples were provided. Discussion was opened around the grading criteria for outstanding noting that, to achieve "outstanding", the College must have systemic and widespread evidence across all provision types to support the grade. Discussion was undertaken and examples provided. The Principal added that although the grading was put forward as outstanding, improvements could still be made especially with the new initiatives introduced, such as the Skills and Employer Advisory Group which will feed in stakeholder and employer intelligence on the "employability" skills. Based on the evidence provided, the Committee noted their **agreement** with 'outstanding' grade.

Leadership and Management: Proposed Grade: Good

The APQE highlighted the proactive approach to vision and strategy development which included leaders being proactive in linking with Local Skills Improvement Plans, Local Enterprise Partnerships and driving change within the local communities. The role of the Governors in the leadership of the College was also noted. **A Governor asked why evidence was missing in section 29; adding this needed to be completed.** The APQE is to review and complete in advance of submission to the Corporation.

A Governor noted the importance of staff voice and challenged whether feedback had been collated on the staff's perception of leadership and management noting this would strengthen the evidence of the grade. The Principal confirmed that the 2023/24 FESAR was retrospective; noting that outcomes of the staff survey in July were being collated (and an action plan developed) for focus in the 2024/25 academic

year. The Principal added that this would then be used by way of comparison and to evidence any impact of the actions put in place.

The Committee noted their **agreement** with the grading of 'Good' noting it recognised the ongoing efforts to improve attendance.

Skills: Strong Contribution

The APQE reported that the College continued to develop on this grading which had been awarded at the most recent OFSTED inspection. Ongoing works to capture and utilise feedback from industry and employers, to inform curriculum planning, development and resource and embed practice consistently across the curriculum was noted.

The Committee **noted** their agreement to the strong contribution grading.

Types of Provision: Proposed Grade: Good

The Acting Chair then drew the Committee's attention to the grading aligned to the types of provision, being "Education Programmes for Young People", "Adult Learning Programmes", "Apprenticeships" and "Provision for Learners with High Needs". **A Governor commented that there was no explanatory narrative alongside the alignment of the grades and requested further guidance as to why that was.** The APQE explained that evidence was contained within the narrative for Quality of Education. The Committee discussed the same and **resolved** to affirm a grade of "Good" for all.

The Committee **RESOLVED** to advise the Corporation to **APPROVE** the 23/24 FESAR to the Corporation on an overall self-assessment grade of "Good". The Committee **FURTHER RESOLVED** that it was permissible for the Executive Team to submit the newer version of the 23/24 FESAR which had been prepared on the understanding that the only changes made were grammatical/punctuation and there were no significant factual changes.

The Acting Chair referred to the 2023/24 Further Education Quality Improvement Plan (**23/24 FEQIP**) noting that this would not be discussed in detail but requested that final data was inputted and the document closed off in completeness.

(2425.1) SM3.2

2024/25 Draft FE QIP

Reference was made to the 2024/25 Draft FE QIP included in the Agenda Pack.

The Acting Chair emphasised the need for the 2024/25 Further Education Quality Improvement Plan (**24/25 FEQIP**) to reflect the areas of improvement detailed in the 23/24 FESAR. The APQE reported that areas would be monitored closely. Specific reference was made, in particular, to engineering and it was explained that entry requirements for students had been adjusted.

A Governor noted the equality, diversity and inclusion achievement gaps identified between nearly all characteristics adding this was a definitive area of focus for development and monitoring.

A Governor noted disappointment that no updates had been provided on the 24/25 FEQIP adding that one third of the academic year had passed without any update being provided to Governors. The Principal noted assurance that more timely updates would be provided adding that the date of the first committee meeting would be brought forward in the academic year.

A Governor also acknowledged the challenges faced by the new leadership team and expressed confidence in their direction, despite the current lack of detailed data.

The Committee **RESOLVED** to **ADVISE** the Corporation to **APPROVE** the QIP presented.

Reference was made to the 2023/24 HE QIP and Self-Evaluation Document included in the Agenda Pack.

The APHE presented the 2023/24 Higher Education Quality Improvement Plan (23/24 **HEQIP**) and the 2023/24 Higher Education Self-Evaluation Document (**23/24 HESED**) highlighting the completion of the transforming programs initiative, which had updated the entire Hull portfolio to a competency-based framework. Reference was made to specific areas of growth in student numbers in (such as sport) but noted this level of growth was not evident across the HE provision as a whole.

The APHE noted the successful attainment of HTQ grants which supported the purchase of specialist equipment and noted ongoing works to map HTQ's into the College's curriculum model including an agricultural based programme. The life coaching and study skills service has also been consolidated to provide a supporting framework for students and is being marketed as a USP of the College's HE provision and showcased as part of a growth and recruitment drive. The APHE explained that this supportive framework was evidenced as having a positive impact on completion rates after a 15-month threshold and incremental gains on NSS Survey around mental wellbeing and assessment support was evidencing impact of the initiative.

Incremental gains in other individual NSS questions was noted but it was acknowledged that areas remained below sector average such as organisation, management, learning resources. Actions to address were noted.

The APHE explained that completion rates had increased (20% Foundation Degrees and 14% for First Degrees such as criminology) and are above threshold but continuity is below threshold for First Degrees and Part Time provision. Engagement with part-time students was noted as an area of development.

An improving trend for the level of achievement was reported with a diminishing difference between the achievement of a 2.1 and a First.

The APHE proposed, going forward that the Higher Education Quality Improvement Plans and Self-Evaluation Documents be developed in line with reporting required for the College's University partners; noting a heavy reliance on other colleagues supporting the provision, at the College, to complete the reporting provided.

A Governor noted grammatical errors and some apparent inaccuracies in the data tables. The importance of accurate data was noted. Reference was also made to consistency in the referencing of the "APP" throughout the document. The APHE is to address these in readiness for its receipt by the Corporation.

A Governor made particular reference to the relatively low proportion of students progressing from FE to HE and enquired about the actions being implemented to address this issue. The APHE responded by outlining a two-pronged strategy. The first approach involves targeted interventions with curriculum colleagues within comparative FE curriculum areas, focusing on progression routes and career pathways. The APHE also noted meeting personally with second-year Level 3 cohorts to identify barriers to progression and explained that these were being addressed through the 2024/25 Higher Education Quality Improvement Plan (**24/25 HEQIP**).

The second approach was explained to focus on access work to encourage enrolment on to higher education provision from under-represented groups and it was explained that operational resource would be in place to support the rolling out of required actions and strategies from January 2025. Examples were provided, including outreach activities and summer schools. Marketing efforts, in collaboration with the

VPRBD, are also being more targeted to improve the application, acceptance and enrolment process which, it was put forward, was as a critical area where students were lost. The importance of building connections early, with students, was noted.

A Governor queried the progression statistics asking where the remaining 88% of students go if only 12% progress to Higher Education. The APQE explained that intended destinations continued to be captured and tracked until January 2025. The APQE referred to Level 3 Year 2 students, in particular, who were evidencing a drop in continuation on to HE provision (both internally and externally) due to economic factors. **A Governor noted the number of students opting for other institutions. Particular reference was made to the 6% of agricultural students progressing at the College and it was put to the Executive Team: “what is the College missing that makes students not want to stay?”** . The APQE responded that part-time routes were more popular in agriculture, allowing students to work on family farms while continuing their education. **Discussion continued and it was noted by a Governor that part time continuation rates were lower than full time adding that students were still lost.**

The APHE acknowledged the challenge of retaining part-time students and noted increased competition from Universities offering contextualised offers and widening participation agendas. The Principal added that Universities were increasingly attracting home-based students with proactive recruitment tactics whereas overseas students had reduced.

The Principal added that he too had held feedback sessions with Level 3 Year 2 students to understand their reasons for choosing other institutions. Key themes identified included specialist sporting resources, student life and extracurricular activities. The Principal is to meet with the College’s Student Association after Christmas which is to target works around student life and extracurricular activities. Discussion was undertaken around the comparison of annual data. **A Governor referred to part time provision, in particular, adding this was a small cohort of students which needed to be reflected on more contextually. It was put forward that the types of courses and the needs of part time learners differed greatly and cautioned that the data sets were not comparable.**

The Committee **RESOLVED** to **ADVISE** the Corporation to **APPROVE** the 23/24 HESED

(2425.1) SM3.4

2024/25 Draft HE QIP

Reference was made to the 2024/25 HE QIP included in the Agenda Pack.

The APHE went on to explain that ongoing actions from the previous 2022/23 Higher Education Self-Evaluation Document had been incorporated into the 2024/25 Higher Education Quality Improvement Plan (**24/25 HEQIP**) for monitoring. The APHE explained that the 24/25 HEQIP had been developed to reflect the student life cycle, student experience, student outcomes, and Office for Students (**OfS**) Conditions. The 24/25 HEQIP was explained to embed data published from the OfS as well as internal data owing to the lagged reporting from the OfS. The APHE noted that module satisfaction data was not, currently, included due to prioritising the Access and Participation Plan. The data is to be included in future updates.

The Committee **noted** receipt of the 24/25 HEQIP and **RESOLVED** to **RECOMMEND** its approval to the Corporation.

The Acting Chair concluded the Meeting by expressing his gratitude to everyone for their contributions. He acknowledged the substantial efforts put into the 23/24 HESED and 23/24 FESAR and the progress made since the previous year. The Acting Chair reiterated the Governors' commitment to supporting the College's aspiration for excellence and thanked the new team for their hard work.

There being no further business, the meeting closed at circa 6:02pm.

Chair _____

Name _____

Date _____