

**Non-Confidential Minutes of the Special Curriculum, Quality and Enhancement Committee Meeting
held on Monday 1 December 2025 at 4:00pm by Virtual Attendance**

Corporation Members	Appointed as	Chair/Vice	Apologies
Gray Towse	Independent Governor	Chair	
Susan Hamer	Independent Governor		
Adam Milner	Independent Governor		
Danny Metters	Ex-Officio		Apologies received
Adam Milner	Independent Governor		
Olly Nicoll	Independent Governor		
Laura Woodhouse	Staff Governor		
Independent Member	VACANT		
Isaac Blakey	Student Governor		
Ivy Knowles	Student Governor		

In Attendance

Rebecca Brassington	Director of Higher Education	(DHE)
Sharron Mansell	Vice Principal Quality of Education and Skills	(VPQES)
Sallyanne Pearson	Director of Governance	(DG)
Helen Wooldridge	Vice Principal Growth, Planning and Performance	(VPGPP)

(2025/26/CQE2)

1 Welcome and Apologies

The Chair opened the Meeting. Apologies were noted, **with consent**, from Danny Metters. Apologies were noted from Rachel Richardson (*Director of Faculty General Education*).

2 Declarations of Interest

(The Register of Interest: Corporation Members, Executive and Director of Governance, was included in the Meeting Pack)

2.1 Consider and declare, as required, amendments to the Register of Interest

Nothing raised

2.2 Consider and declare conflicts of interest to items arising as part of the evening's business

Nothing raised

3 Minutes and Actions Arising

(All Minutes detailed and the Action Summary were included in the Meeting Pack)

3.1 Minutes

The Committee reviewed the Non-Confidential and Confidential Minutes and **APPROVED** them as a true and accurate record of the Meeting.

3.2 Action Summary

The Action Summary was discussed. Actions were noted as complete with the exception of the following:

Action Point 1, Strategic Sprint: the DG advised that the training session needed to be rescheduled due to the postponement of the November Strategic Sprint. Governors discussed its relevance following the recent inspection and noted the importance of understanding the care standards framework, the College's successful outcome, and the residential offer.

The Committee **RESOLVED** that the Training Session would be postponed until the New Year but would be undertaken prior to the end of the 2025/26 academic year.

ACTION: DG to schedule in the Social Care Common Inspection Framework Training Session, into Governor's diaries

3.3 Draft 2024/25 HE Self Evaluation Document

3.4 Draft 2025/26 HE QIP

(items taken as one)

(The Executive Summary Report entitled HE Self-Evaluation Document 2024-25 and Quality Improvement Plan 25-26, the HE Self Evaluation Document and the HE Quality Improvement & Development Plan (QIP) were included in the Meeting Pack)

The Committee was asked to review and scrutinise the draft Higher Education Self Evaluation Document (**HE SED**) and advise the Corporation on the performance of the College.

The DHE provided an introduction to the purpose and format of the draft 2024/25 HE SED. The DHE explained the SED was structured around the Quality Assurance Agency's Principles to ensure a comprehensive overview of performance across the provision and included analysis of attendance, engagement, in-year continuation and completion, progression and external examiner reports.

The DHE outlined key points set out in the Executive Summary Report, including:

Executive Summary and Performance Overview

- **2025 National Student Survey (NSS) Results:** a strong positive position was reported against external benchmarking and National Standards (Teaching: 90.1% and Academic Support: 95.3%) and against the College's own internal comparison against other providers.
- **Office for Students (OfS) Conditions:** key measures relating to student outcomes were outlined with the DHE explaining that these measures were also monitored and analysed internally throughout the year:

Continuation: *(the proportion of students on a Level 4 programme who progress to Level 5)*. The College's continuation rate, as of September 2024, has fallen to **63%**, identifying this as a key area for improvement. This could adversely impact the College's securing a Teaching Excellence Framework (**TEF**) Award.

Completion: *(the percentage of students who successfully complete their programme or level)*. Completion rates were strong at 89%, only marginally below the College's internal target of 90%. The DHE highlighted the positive impact arising from the increased student engagement with the life skills initiative and academic pastoral care.

Progression: *(assessed through the Graduate Outcomes Survey, conducted 15–18 months after students complete their programme)*. The DHE explained that, due to the nature of the College's land-based provision - graduates did not always reflect the professional nature of their employment when completing the survey - which was adversely impacting the data. It was explained that students often did not perceive their roles as "professional" against stereotypical expectations, despite being highly educated and skilled. While this is partly outside UCBB's control once students had left, the DHE acknowledged that educational piece needed to be explored to adjust student's perception whilst studying.

Questions were raised.

A Governor commented that, from a student perspective, there was limited visibility of the range of employment and career opportunities available to them or the pathways their qualifications could open up for them. Employment opportunities and signposting through the College's website as well as through in-College support; was noted as an area of development. The Committee discussed whether this perspective was more prevalent in certain programmes or level of qualification. The DHE referred to employability awareness included in Module Handbooks, which had received external commendation; however, it was acknowledged that this may not have an equitable impact across all students. The DHE added that Careers support was more prominent in the second semester of the final year but agreed that employability should be embedded throughout delivery. An increased emphasis earlier in the year will be explored as well as the communication around land-based subjects.

A Governor highlighted that, from a student perspective, there was insufficient contextualisation and emphasis on bespoke progression and employment opportunities relevant to specialist courses offered by the College and it was added that Graduate Outcomes Surveys were not relevant to some students who were already employed within their industry. The Governor stressed employment, as a performance measure, was not an accurate reflection of the College's cohort.

A Governor also raised, from a student perspective, that life skills training lacked sufficient personalisation and did not effectively cater to its target audience, including mature students.

The HEE acknowledged these points and committed to addressing them, including revisiting the timing and content of career support and tailoring life skills training to better suit diverse audiences. The DHE reflected on the value of the feedback from the Life Skills, adding that it was a sector leading initiative and very much in its infancy and the value of constructive feedback welcomed.

The Committee acknowledged the importance of improving guidance and support to ensure students understand the career and progression opportunities linked to their qualifications. It was noted that this presents challenges in delivering the right message to the right audience within a mixed-economy college.

- **Regulatory Compliance and Governance**

Office for Students Conditions of Registration: The DHE drew the Committee's attention to the amber RAG rating for Condition E6 – Harassment and Sexual Misconduct". The Committee was advised that ongoing work with partner universities was being undertaken to ensure robust implementation and impact across the College. The rating remains amber due to the newness of the requirement and the need to ensure accurate reflection of practice at all checkpoints throughout the year.

- **Academic Standards and Assessment**

Assessment Standards / AI: Compliance with its university partners' assessment standards was noted, with 10 misconduct cases recorded during 2024/25; with an increasing number related to inappropriate use of AI and generative AI. The DHE outlined mitigating actions taken, including embedding guidance on the parameters and appropriate use of AI within core modules such as Academic Skills whilst supporting students to utilise AI responsibly given its growing prominence in careers.

Positive Degree Classification Outcomes: the DHE reported, positively, that 55% of students have achieved first or upper second-class degrees, exceeding the College's KPI of 40%. The impact of the academic wrap around support (as reflected strongly in the NSS) was noted .

The DHE added however that an attainment gap was evident between students with disabilities and their peers with classifications at 38% - being slightly below the College's KPI. The College's Access and Participation Officer is utilising this data to develop strategies and actions to break down barriers to diminish the difference.

External Examiner Reports: delays with one university partner were noted. While most external examiner reports have been received, a small number remain outstanding. Reports received to date have confirmed standards and aligned with initial feedback, with no significant changes to actions or outputs. Any material changes arising from the final reports will be recirculated to Governors once the complete set is available.

Scholarly Activity: examples of scholarly activity were provided including achieving Advanced HE fellowships, publications from difference staff members and encouraging student participation in conferences to inspire students in a research journey.

- **Partnership Working:** no academic appeals have been raised during 2024/25. Collaboration with the University of Hull with student representatives attending the Student Union to gain a better understanding of the role of a Student Rep and to strengthen the student experience of the UCBBs student was noted.

- **Student Experience and Engagement:** The DHE summarised changes to the mid-year survey process for 2024/25, noting adjustments to reduce survey fatigue and respond to student feedback requesting quicker responses from module tutors on areas of success and improvement. The DHE confirmed retention rates remain high, indicating students feel their voices are heard and acted upon. Ten complaints were reported across various areas, with none escalating to a university or the Office of the Independent Adjudicator.
- **Admissions and Course Design:** International student numbers have increased, mostly due to links with a partnership. As a result, the College is developing a policy to set out specific details for international admissions and boarding, which is expected to be presented in the next governance cycle. **A Governor referenced changes to visa requirements and queried whether this had impacted the College’s ability to recruit international students.** The DHE advised that the College’s HE provision had not specifically targeted international students previously. However, active international recruitment, through a partnership, had led to an increase in international student numbers at a time of changing visa requirements however many students were home internationals and marketing initiatives had been launched to capitalise this growth area.

Scholarly Activity and Staff Development: the DHE reported that the College had become a member of Advance HE with several staff looking to achieve recognition as Fellows or Senior Fellows, which was noted as highly regarded for Higher Education tutors. The DHE advised that the first fellowship submissions had been completed and confirmed its ongoing commitment to supporting staff in pursuing fellowships and progressing to higher fellowship levels. **A Governor raised concerns about the lack of academic outputs from staff and suggested clearer expectations and more visible scholarly activity.** The DHE acknowledged the point; adding that a review of the process to monitor and track development was likely to capture more occurrences.

Appendices and Data Highlights

The DHE drew the Committees attention to the data highlights and summarised salient points:

The rest of the SED was taken as read and questions requested.

KPI	Target (2024-25)	Actual (2024-25)
Continuation	75%	63%
In-year Retention	90%	89%
Achievement	85%	90%
NSS Teaching Satisfaction	n/a	90%
Recruitment	407	350

A Governor raised concerns about historical delays with some validating partners in relation to course design. It was suggested that any new provision should be supported by a clear, time-bound action plan agreed with the validating partner or included in the Quality Improvement Plan. The Governor emphasised the importance of early discussion and collaboration with validating partners to clarify processes and timelines, ensuring alignment with the College’s planned advertising schedule and programme launch, and that validating partners meet those timescales. The DHE advised early and open dialogue had been entered into and clarified that no new provision was intended for 2026. However, the DHE advised that it had clearly communicated its priorities, including the College’s plans to expand its offer through Certificates of Higher Education across several areas. It was confirmed that partners had been informed of the forthcoming paperwork, with some submissions already completed and others in progress. The DHE explained that the College had worked to ensure there are no surprises for collaborative partners and has clearly communicated expectations regarding timelines and processes. The DHE then discussed the longer-term strategic view and anticipated sector changes, including potential modularisation adding that these elements would be included in the Higher Education Quality Improvement Plan (HE QIP) and monitored effectively. **A Governor then referred to section 3.3 (Course Design) of the SED noting it should be amended to expand on delays caused by validating partners, ensuring the section accurately reflects these challenges.**

A Governor opened discussion on Staff Development (Appendix 11); putting forward that the level of academic development was disappointing and needed to improve. There was an acknowledgment that academic staff were on personal development journeys but added that clear academic expectations and outputs should be set for all academic staff. The importance of students seeing staff engaging with and leading sessions with the wider sector was noted. A Governor commented that there needed to be step change in the culture of expectation and it needed to be visible. The DHE acknowledged the comments put forward and is to explore, in the first instance, how all outputs were recorded and logged to enable them to be transposed into formal reporting. The DHE referred to the relatively recent introduction of two scholarly days for all academic staff to provide them with the opportunity to engage in the development and with the wider sector.

The DHE positively acknowledged all feedback received and confirmed that these would be threaded into the HE QIP, as appropriate.

ACTION: DHE to update HEQIP with feedback provided from the Committee

Reporting moved on to the Draft 2025/26 Higher Education Quality Improvement Plan (HE QIP)

The HQIP was taken as read. The DHE outlined the College's internal KPIs and associated targets, noting these had been discussed at Executive Team level. Current actions provided a starting point for monitoring progress, with further actions to be developed as required. Recruitment remains a key priority and features prominently within the KPIs, supported by a bespoke analysis and revised strategy/focus for the Riseholme campus. The DHE provided a summary overview of updates contained therein:

- Induction Survey Results are pending and will be shared in due course and additional processes will be implemented to monitor all modules and student forums to ensure feedback is captured and acted upon throughout the year
- the strong approach to attendance in FE is to be reflected in the College's HE provisions and improvements to attendance tracking and reporting are in place
- an explanation and guidance around the inclusion of headlines from the OFS Dashboard was provided; noting the data was lagged
- there is a consultation on the new TEF which the College is working towards attaining this Award
- Access and Participation Plan targets remain managed and sit outside of the HE QIP due to their complexity
- NSS positivity scores are now included to align with internal KPIs and reinforce the focus on enhancing student experience

A Governor praised the standardisation of HEQIP and overall clarity of the SED. It was suggested that the "Who is responsible" column should refer to specific individuals responsible for ensuring actions are completed to ensure clear accountability. A further recommendation was made to include specific dates or clear timeframes in the "When will it be achieved" column to improve precision and consistency. The DHE agreed to implement this.

ACTIONS: DHE to add the following to the SED

- **specific dates or clear timeframes in the "When will it be achieved" column to improve precision and consistency**
- **a "Who is responsible" column to be amended for clear accountability**

The Committee **RESOLVED** to **RECOMMEND** the **APPROVAL** of the HE SED and QIP subject to the actions/amendments being incorporated

4 Policies

(Policies referred to were included in the Meeting Pack)

The DHE provided a summary overview; noting the changes were minor and primarily updating terminology to align with validating university partners and reflect recent personnel changes. The policy remains compliant with university partner regulations. The DHE added that once the College's AI Policy was approved, it would need to be cross-referenced within the Academic Misconduct Policy. The DG advised that it was not necessary for the amendment (to include the cross reference to the AI Policy) to come through the Committee for approval. The Committee endorsed the approach.

The Committee **RESOLVED** to **RECOMMEND** the following policy to the Corporation for approval:

- HE Academic Misconduct Policy

ACTION: DHE to insert the cross reference to the AI Policy into the Academic Misconduct Policy.

There being no further business the meeting closed.

Chair _____

Name _____

Date _____