

Kirklees College Corporation

## QUALITY, PERFORMANCE & STANDARDS COMMITTEE

### Minutes of a meeting held at 15.00 on 5 July 2021 via Microsoft Teams videoconference

Present:	Dr A Williams Mr B Blank Prof S Donnelly Ms C George Mr P Singh Mr S Stevenson	Independent Member (Chair) Student Member Independent Member (from 17:00) Independent Member Principal & Chief Executive Staff Member
Attendance:	6/8 = 75%	KPI 80% Quorum: 3
In Attendance:	Ms J Arechiga Miss L Buckley P Firth Ms M Gilluley Ms J Green Mr S Harrison Ms P Harrow Ms P Hughes	Vice Principal Curriculum Assistant Principal - Study Programmes Assistant Principal - Adults & Higher Education Outgoing Principal Clerk to the Corporation Head of Faculty Quality & TLA Assistant Principal Student Experience Assistant Principal - Quality/Apprenticeship Provision

Item	Action/ Report Item
<b>PRELIMINARY ITEMS</b>	
<b>0</b>	<b>WELCOME AND INTRODUCTIONS</b>
i	The Chair welcomed the new Principal Mr P Singh ("PS") and Staff Member Mr S Scott ("SS") to their first meeting as Members, noting it would also be SS's final meeting, as he was leaving the College's employment. It was also Student Member Mr B Blank's ("BB") final meeting.
ii	The Clerk confirmed that due notice of the meeting had been given, the requirement for all persons participating to be able to communicate with one another was met and the meeting was quorate. The Chair declared the meeting open.
<b>1</b>	<b>APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</b>
i	Apologies were received from Members Mr G Hetherington and Ms L Precious. Prof S Donnelly had advised that he expected to join the meeting late, as he was attending the College's Higher Education ("HE") conference.
ii	No one declared any direct or indirect interest in the business to be transacted at the meeting which they were required by the Instrument of Government or otherwise to disclose, other than those matters previously disclosed.
<b>2</b>	<b>MINUTES OF THE 10 MAY 2021 MEETING AND MATTERS ARISING</b>
i	<b><u>RESOLVED:</u></b>  <b>(i) To approve the 10 May minutes as an accurate record.</b>
ii	No matters were raised that were not on the Agenda.
iii	The sole action: sharing the 2021/22 Curriculum Calendar, was an agenda item.

QUALITY, PERFORMANCE & STANDARDS		
3	<b>STUDENT PERFORMANCE AND PROGRESS</b>	
	<u>2020/21 Predicted Achievement</u>	
i	<p>Ms P Hughes, Assistant Principal Quality/Apprenticeship Provision (“PHu”) spoke to slides, reporting as follows:</p> <ul style="list-style-type: none"> <li>➤ Following good levels of retention (albeit Adults were slightly down on 2019/20), predicted achievement was higher than the 2019/20 outturn for both Study Programme students and Adults. Achievement in Level 1 and 2 vocational Study Programmes was predicted to show a substantial increase. However, a decline in Level 3 achievement for new qualifications had been reported.</li> <li>➤ The College would shortly receive external assurance on English and maths predicted achievement, which was reporting a small decline overall, particularly for 16-18 year olds. For Adults, a slight overall improvement was predicted. More positively, a significant increase in maths high grades was anticipated.</li> <li>➤ An increase in apprenticeship achievement was predicted. Standards were looking particularly solid. As discussed previously, the predictions took account of the fact that apprenticeship achievement would be impacted by delays in the development of practical skills and the availability of end-point assessments.</li> <li>➤ The Education &amp; Skills Funding Agency (“ESFA”) planned to provide institution level QAR reports<sup>1</sup> for 2020/21. A small proportion of enrolments would be on the reports (12% on current information but with a further 27% awaiting confirmation). The 12% were predicted at 86.48%. The College’s QAR report would not be made publicly available but would be shared with Ofsted<sup>2</sup>.</li> <li>➤ Although students were making good progress towards achieving their qualifications, they were not always gaining their high target grades.</li> </ul>	
ii	Members commented positively on the predicted number of high grades in maths; nearly a third of students had been able to secure a high grade that had previously eluded them. This was particularly pleasing given the additional rigour in the assessment approach as compared to 2019/20. Members recalled that there had been an equivalent increase in the number of high grades in English the previous year and PHu agreed that maths was effectively catching up.	
iii	A Member asked whether the College had engaged with the awarding bodies responsible for the apprenticeship end-point assessment delays. PHu said it had, mainly through the Further Education (“FE”) Apprenticeship Group, of which she was chair. She said a key challenge for the awarding bodies was securing assessors in skill shortage areas; they were experiencing similar challenges to colleges.	
iv	A Member commented that, due to the 2020/21 assessment approach, some of the ‘predictions’ were actually unmoderated results. The Member said the Committee must bear this in mind when it came to reflect on the accuracy of the predictions.	
v	<b>Corporation report:</b> The Committee discussed predicted achievement and is pleased to report that a slight overall improvement on 2019/20 is anticipated, albeit with a small dip for 16-18 year olds. Adjustments to national assessment methods due to lockdown have seen teacher assessed grades replace assessment by exam board examination in most subjects, so that, in many areas, there is a high degree of	Report Item 1

<sup>1</sup> QAR (qualification achievement rates) and the associated pass rates and retention rates, are a measure of the quality of the training courses that a provider delivers in a funding year. The ESFA publishes QARs to show the relative quality of provision. Due to the impacts of Covid19 on providers, the ESFA did not produce or publish QARs at institution level in 2019/20.

<sup>2</sup> Ofsted: The Office for Standards in Education, Children’s Services and Skills. Ofsted inspects providers of education and skills training for learners of all ages.

Item		Action/ Report Item
	<p>certainty around the predictions. The improved overall position owes much to management's efforts around attendance and retention. Pre-pandemic attendance levels have been sustained and retention is ahead of where it was this time last year for 16-18 learners, although slightly down for Adults. A particular positive is the high number of learners (over a third) exceeding their previous performance to gain a high grade (grade 4 or above) in maths; a significant improvement on 2019/20.</p> <p><u>Term 3 Student Survey</u></p>	
vi	<p><b>Corporation report:</b> The Term 3 Student Survey achieved a particularly pleasing response rate (2,965) and the results were strong, with 'overall satisfaction' and the 'number of students who would recommend the College' at their highest levels in eight years. 95% of respondents had agreed that the College was safe, which the Committee considers a great result, given all the pandemic precautions and concerns – the figure is comparable with previous years. 94% of respondents said they felt they were treated with respect by everyone; another positive headline.</p> <p><u>Quality Improvement Plan ("QIP") Update</u></p>	Report Item 2
vii	<p>Members were pleased to note that the status of one of the areas RAG rated 'Red' previously ('Continue to drive improvements across apprenticeship provision to ensure high quality and consistency of provision across all programmes') had moved to 'Amber', based on student performance, progress and the quality of teaching learning and assessment. PHu drew attention to the fact that an additional indicator had been added to the QIP for all areas: an indicator of capacity to improve.</p>	
viii	<p>A Member said Governors might find it useful if management would tick off impact measures once achieved, to provide a clearer line of sight to the reasons behind any movements. This was agreed.</p>	
ix	<p><b>Action:</b> To implement a Committee suggestion of ticking off impact measures on the Quality Improvement Plan as they are achieved.</p>	PHu
x	<p><b>Corporation Report:</b> The Committee was satisfied with the progress made towards the achievement of the Quality Improvement Plan. All Key Areas for Improvement are on an improving trajectory and improvements to the Apprenticeship provision have resulted in that area's RAG rating move from 'Red' to 'Amber'. The challenges presented by the pandemic persist, hence less progress has been made in certain areas than was initially anticipated.</p>	Report Item 3
4	<p><b>TEACHING LEARNING AND ASSESSMENT ("TLA")</b></p> <p><u>Student Progress Checks Update ("checks")</u></p> <p>i The Head of Faculty Quality &amp; TLA Mr S Harrison ("SH") said the College had continued to sustain its TLA position of 'Good' quality of education overall when considering the challenges and lost learning reported nationally. As previously reported, the target (85% of provision 'Good' or better) had been missed - but the position had improved by 2% since the last meeting and the final outcome was 73%.</p> <p>ii An Appendix to SH's report had been accidentally omitted from the meeting pack. With the Chair's agreement, this was shared via Microsoft Teams. The appendix showed the TLA position by curriculum area, with commentary on progress against agreed actions, at risk courses and overall agreed actions, together with an assessment of each area's capacity to improve. Five areas had improved their grade since the previous year and a further four were on a positive overall trajectory, showing signs of capacity to improve. Two had seen their overall judgement decline from 2019/20 or in year and support was in place.</p> <p>iii SH said a key area for improvement was student academic progress on programme.</p>	

Item		Action/ Report Item
iv	<p>Currently, only 70% of learners were on or above their progress target; the College was aiming for 85%. However, he said, this would be mitigated through the Ofqual Extraordinary Framework<sup>3</sup> and nationally recorded loss in learning.</p> <p>There was discussion about the next round of Student Progress Checks and what they would entail. The value of Governor involvement was emphasised. SH said checks would take place for all areas graded 'Requires Improvement' or 'Inadequate', commencing in October. The 'at risk' Apprenticeship provision would have a dedicated check specifically tailored to it. Those areas graded 'Outstanding' or 'Good' would be expected to drive and develop quality in other curriculum areas, sharing best practice across the College.</p>	
v	<p>Staff Member SS commented on the process from the staff perspective, saying the Student Progress Check process was part of a positive culture which gave a high priority to student progress monitoring, as well as staff and student welfare. He said in his experience, it was welcomed by staff.</p>	
vi	<p><b>Corporation report:</b> The Committee discussed recent Student Progress Check findings and discussed the reasons for the declining judgements in two areas: Science &amp; Access and Plumbing &amp; Electrical, which had moved from 'Good' to 'Requires Improvement', as well as the areas which remained Inadequate and were working with the Quality team on improvement plans.</p>	Report Item 4
5	<p><b>QUALITY CYCLE/QUALITY PLAN UPDATE</b></p> <p>i SH presented on his plans for 2021/22, explaining that work was currently going into closing down the processes from this year, ahead of the 2021/22 starts.</p> <p>ii A Member sought assurance that budget holders had been consulted in the formulation of the quality plan and cycle. SH said they had – and had provided useful feedback which had influenced some changes.</p>	
6	<p><b>FOCUS AND CHANGES ON SELF-ASSESSMENT</b></p> <p>i <b>Corporation report:</b> As Governors will know, colleges undertake annual self-assessment using internally-designed evaluation procedures. They produce reports known as SARs (self-assessment reports) to inform quality improvement plans. SARs are also used by Ofsted as part of their planning and preparation for inspections. At its recent meeting, the Committee received a report on the College's approach to self-assessment and quality improvement planning, and noted the steps management had taken to improve its processes and to further develop the workforce and Governors' knowledge of the <a href="#">Education Inspection Framework</a> (EIF). Changes Governors may notice when we come to undertake self-assessment this Autumn take account of recent changes to the EIF and the impact of the Covid-19 pandemic on the sector as well as changing internal priorities now that an Ofsted inspection is pending.</p> <p>ii A Member took the opportunity to confirm that the dates proposed for the Corporation's 2021/22 meetings corresponded with the College's quality cycle. SH said the meetings fell at appropriate times for reporting purposes. There was discussion about the practical arrangements for the curriculum area self-assessment validations, and the validation of the overall SAR. SH said Governors would have plenty of notice of the dates for the sessions, which would span a two-week period.</p> <p>iii <b>Action:</b> To discuss the arrangements for providing outcomes data to Governors ahead of the Self-Assessment Validation Panel meeting on 24 September.</p>	JG, JA

<sup>3</sup> Ofqual's extraordinary regulatory framework was introduced to assist in mitigating disruption to teaching, learning and assessments so that, as far as possible, learners would have the opportunity to receive fair results in 2020 to 2021 and would not be disadvantaged by the longer term impacts of the pandemic. It permits the achievement of qualifications without the need to complete all content and assessment.

Item		Action/ Report Item
iv	<b>Action:</b> To schedule a technical briefing for Governors on the updated EIF.	JG, JA
	16.22 A comfort break was taken. When the meeting resumed at 16.30, all re-joined.	
<b>STUDENT EXPERIENCE</b>		
<b>8</b>	<b>LEARNER SUPPORT PART 5: YOUNG CARERS, YOUNG PARENTS</b>	
i	With the Committee's agreement, Items 7 and 8 were taken out of turn.	
ii	Assistant Principal Student Experience Ms P Harrow ("PHa") reported on the arrangements for supporting young carers and/or young parents, explaining how the College exceeded statutory requirements in terms of the adjustments it made and how this impacted learner outcomes in terms of retention, attendance and performance. Young carer (103 learners) retention for example was above College average (95%) at 97.6% (against a national young carer drop-out rate of 40%) while young parent (43 learners) retention was just below College average at 91.43%.	
iii	Due to their additional external commitments and responsibilities, young carer and parent attendance rates were below College average. Attendance in English and maths was low relative to peers and deemed a serious issue. PHa highlighted a notable variation between males and females (male carers' attendance was particularly poor), and said the College was looking to address this, while being mindful of the need to prioritise mental wellbeing. She said the College would look to retain an element of blended learning going forwards, as the flexibility this afforded learners had been helpful for many young carers and parents.	
iv	A concern about the underutilisation of the College counselling service was discussed. PHa said it could be that young carers and parents were accessing support elsewhere; her team was looking into the reasons for the low engagement.	
v	A Member observed that identifying young carers was not always easy and asked how the College did this. PHa said learners in the cohort were identified mainly: <ul style="list-style-type: none"> <li>➤ through information sharing by the College careers service, KC Careers;</li> <li>➤ from information provided by schools to support transition to College;</li> <li>➤ through confidential information sharing routes provided to learners; and</li> <li>➤ during initial meetings with new learners around enrolment.</li> </ul>	
vi	Members commended PHa on her team's achievements, observing that the time spent building trust and putting in place effective structures, training and partnerships had borne fruit, and when the College came under external scrutiny, it would form part of the rich success story that was told. There was discussion about how the College might demonstrate where it would likely be if it did not make the investment it did in learner support and PHa said some research the Association of Colleges had commissioned into the role of support services in securing the successful participation of vulnerable young people in education and training, might provide some useful contextual information in this regard.	
vii	There was discussion about the immense value of the series of learner support reports PHa had produced and a Member raised the possibility of a second series.	
viii	<b>Corporation Report:</b> The Committee received a report detailing the additional support and services the College provides for young carers and young parents and discussed the particular challenges that those cohorts face. The impact of the College's interventions is very positive, with retention and attendance levels tracking above national rates for such students. The Committee discussed how the College might better contextualise the work it does, and the impact it has, when sharing the cohort data. To correct an error, this was the last in the series of Learner Support reports the Committee commissioned. The last set of draft minutes the Committee shared with the Corporation recorded that the series was complete; it is now complete.	
		Report Item 5

CURRICULUM DEVELOPMENT		
7	<b>T-LEVELS AND TRANSITION PROGRAMMES</b>	
i	Assistant Principal Study Programmes Ms L Buckley (“LB”) updated the Committee on the College’s preparations for the introduction of T Levels <sup>4</sup> and Transition Programmes <sup>5</sup> . Referring to the overall implementation plan, she said training had now been delivered, each area had developed and was implementing its own action plan, plans had been submitted to the ESFA and the College was on course to be ready for September 2022 delivery.	
ii	A Member asked whether the other Kirklees-based colleges would be offering T Levels in competition with the College. LB said they had not shown any sign of doing so and her expectation was that they would continue to focus on A levels, as they lacked the facilities and resources needed to deliver T Levels successfully and could not compete with the College for employer relationships and access to industry. She said it was an opportunity for the College to shine.	
iii	A Member asked whether there was a risk that the demand on industry placements from T Level students would affect the availability of placements for apprentices. LB agreed that, to meet the demand from both areas, the College would need to persuade and support existing partners to increase their offer, as well as developing new partnerships, hence a lot of resource was going into promotion and engagement.	
iv	<b>Corporation report:</b> The Committee received a report on the College’s preparedness for the implementation of T Levels <sup>4</sup> and Transition Programmes <sup>5</sup> , in particular seeking assurance in terms of the work being done to ensure that the College will be able to provide the substantial industry placements which are part of the programmes without impacting on apprenticeships. Preparations appear to be on schedule; the Committee will receive further updates as the implementation date grows nearer.	Report Item 6
<i>17.00 Prof S Donnelly joined the meeting.</i>		
HIGHER EDUCATION & SKILLS		
9	<b>HIGHER EDUCATION &amp; SKILLS (“HE”) END OF YEAR REPORT</b>	
i	Ms P Firth (“PF”) presented the end of year report, summarising the activities the College had undertaken to ensure compliance with the Office for Students (“OfS”) Regulatory Framework. This included the submission to the OfS of: <ul style="list-style-type: none"> <li>➤ assurance in respect of fees;</li> <li>➤ the Access and Participation Plan monitoring data return;</li> <li>➤ assurance provided to the Corporation in respect of consumer protection;</li> <li>➤ the Transparency 2021 data return;</li> <li>➤ the Hardship Monitoring return; and</li> <li>➤ notice of the appointment of a new accountable officer.</li> </ul>	
ii	PF reported that all providers had been told they must not mention the Teaching Excellence Framework (TEF) (the College achieved TEF Silver in 2017) in any marketing or promotional material from September 2021, as the OfS was developing a new Teaching Excellence and Student Outcomes Framework scheme. She said all policies and procedures had been updated to remove reference to the TEF and, if Governors noticed that references to the award were disappearing, this was the reason.	

<sup>4</sup> an alternative to A levels, apprenticeships and other 16 to 19 courses, T Levels are new qualifications which focus on vocational skills and can help students into skilled employment, higher study or apprenticeships.

<sup>5</sup> the T Level Transition Programme is a new type of 16 to 19 study programme, specifically designed to develop the skills, experience, knowledge and behaviours to support progression onto and success on a T Level.



Item		Action/ Report Item
iii	<u>Access and Participation Plan</u> The OfS had approved the College's Access and Participation Plan in December 2019 and, in April 2021, the College had submitted a monitoring return.	
iv	<u>Improving the Student Experience</u> A separate student experience paper detailed how the College had responded to the disruption of the pandemic, including training it had delivered to staff and adjustments it had made to its delivery model.	
v	<u>QAA Inspection</u> It was noted that, as the last QAA inspection was in March 2018, the College could potentially be inspected in the next academic year. Members were pleased to hear that preparations were underway for this and a working group had been established which would act as a key internal inspection team when the inspection took place.	
vi	<u>Applications, Progression Pathways and Future Plans</u> There was discussion about HE recruitment, including the new progression pathways that had been introduced and were planned, and the marketing strategy. It was noted that, from September 2021, the College would offer Teacher Education courses affiliated with the University of Huddersfield in Dewsbury at Pioneer Higher Skills Centre alongside current programmes already being delivered at the Waterfront.	
vii	<b>Corporation report:</b> The Committee received a year-end report on the College's HE provision, which provided good assurance in terms of the student experience and compliance with the Office for Students ongoing conditions of registration (which is the responsibility of the Corporation). We discussed recruitment, new programmes and progression pathways, as well as some new partnership working that is planned.	Report Item 7
<b>COMMITTEE SELF-ASSESSMENT</b>		
<b>10</b>	<b>ANNUAL REVIEW OF TERMS OF REFERENCE</b>	
i	<b>Corporation report:</b> The Committee reviewed its Terms of Reference and recommends to the Corporation that the proposed amendments be approved.	Report Item 8
<b>11</b>	<b>WORK SCHEDULE AND MEETING DATES 2021/22</b>	
i	<b>Corporation report:</b> The Committee discussed the proposed Schedule of Work and dates for its 2021/22 meetings and recommends them to the Corporation for approval, with the exception of the 9 May and 4 July 2022 meetings, which will need to be rescheduled.	Report Item 9
ii	<b>Action:</b> To canvass Committee Members' availability to meet on alternative dates in May and July.	JG
iii	<b>Action:</b> To add the SAR Validation Panel meeting and monitoring of the Access and Participation Plan session to the Committee's meeting calendar.	JG
<b>12</b>	<b>COMMITTEE REVIEW OF PERFORMANCE 2020/21</b>	
i	The Clerk shared the Committee self-assessment questions and they were discussed. There were no concerns to address; the Committee's view was that it was fulfilling its terms of reference and was operating in line with the good practice principles.	
ii	<b>Action:</b> To prepare the draft self-assessment report and circulate it for approval.	JG
<b>MATTERS TO NOTE AND ADMINISTRATION</b>		
<b>13</b>	<b>GOVERNOR INVOLVEMENT</b>	
i	The Committee noted as follows:	

Item		Action/ Report Item
	<ul style="list-style-type: none"> <li>➤ The HE Link Governor SD The Link Governor Prof S Donnelly (“SD”) had just come from the College’s HE Conference which he had opened and attended. He said it was a great success and a useful experience for him in his Link role.</li> <li>➤ The Committee Chair was part of the Task and Finish Group that was overseeing the preparations for the next Ofsted visit.</li> </ul>	
<b>14</b>	<b>PUBLICATION OF AGENDA PAPERS</b>	
i	<p><b><u>RESOLVED:</u></b></p> <p><b>(i) The papers are not deemed confidential.</b></p>	
<b>15</b>	<b>DATE OF NEXT MEETING</b>	
i	Provisionally 1 November 2021.	
<b>0</b>	<b>CLOSE</b>	
i	The Committee recorded its thanks to outgoing Members SS and BB, as well as to the outgoing Principal MG, who had served on the Committee from 2017 to 2021.	
ii	There being no further business, the Chair declared the meeting closed at 17.45.	

### Agreed Actions

#	Min	Action	Who	By When
1.	3ix	To implement a Committee suggestion of ticking off impact measures on the Quality Improvement Plan as they are achieved.	PHu	Next meeting
2.	6iii	To discuss the arrangements for providing outcomes data to Governors ahead of the Self-Assessment Validation Panel meeting on 24 September.	JG, JA	Start of next term
3.	6iv	To schedule a technical briefing for Governors on the updated EIF.	JG, JA	Start of next term
4.	11ii	To canvass Committee Members’ availability to meet on alternative dates in May and July.	JG	16 July
5.	11iii	To add the SAR Validation Panel meeting and monitoring of the Access and Participation Plan session to the Committee’s meeting calendar.	JG	9 July
6.	12ii	To prepare the draft self-assessment report and circulate it for approval.	JG	August



## Items of Report for Corporation

#	Details	Minute
1.	The Committee discussed predicted achievement and is pleased to report that a slight overall improvement on 2019/20 is anticipated, albeit with a small dip for 16-18 year olds. Adjustments to national assessment methods due to lockdown have seen teacher assessed grades replace assessment by exam board examination in most subjects, so that, in many areas, there is a high degree of certainty around the predictions. The improved overall position owes much to management's efforts around attendance and retention. Pre-pandemic attendance levels have been sustained and retention is ahead of where it was this time last year for 16-18 learners, although slightly down for Adults. A particular positive is the high number of learners (over a third) exceeding their previous performance to gain a high grade (grade 4 or above) in maths; a significant improvement on 2019/20.	3v
2.	The Term 3 Student Survey achieved a particularly pleasing response rate (2,965) and the results were strong, with 'overall satisfaction' and the 'number of students who would recommend the College' at their highest levels in eight years. 95% of respondents had agreed that the College was safe, which the Committee considers a great result, given all the pandemic precautions and concerns – the figure is comparable with previous years. 94% of respondents said they felt they were treated with respect by everyone; another positive headline.	3vi
3.	The Committee was satisfied with the progress made towards the achievement of the Quality Improvement Plan. All Key Areas for Improvement are on an improving trajectory and improvements to the Apprenticeship provision have resulted in that area's RAG rating move from 'Red' to 'Amber'. The challenges presented by the pandemic persist, hence less progress has been made in certain areas than was initially anticipated.	3x
4.	The Committee discussed recent Student Progress Check findings and discussed the reasons for the declining judgements in two areas: Science & Access and Plumbing & Electrical, which had moved from 'Good' to 'Requires Improvement', as well as the areas which remained Inadequate and were working with the Quality team on improvement plans.	4vi
5.	The Committee received a report detailing the additional support and services the College provides for young carers and young parents and discussed the particular challenges that those cohorts face. The impact of the College's interventions is very positive, with retention and attendance levels tracking above national rates for such students. The Committee discussed how the College might better contextualise the work it does, and the impact it has, when sharing the cohort data. To correct an error, this was the last in the series of Learner Support reports the Committee commissioned. The last set of draft minutes the Committee shared with the Corporation recorded that the series was complete; it is now complete.	6viii
6.	The Committee received a report on the College's preparedness for the implementation of T Levels <sup>4</sup> and Transition Programmes <sup>5</sup> , in particular seeking assurance in terms of the work being done to ensure that the College will be able to provide the substantial industry placements which are part of the programmes without impacting on apprenticeships. Preparations appear to be on schedule; the Committee will receive further updates as the implementation date grows nearer.	7iv
7.	The Committee received a year-end report on the College's HE provision, which provided good assurance in terms of the student experience and compliance with the Office for Students ongoing conditions of registration (which is the responsibility of the Corporation). We discussed recruitment, new programmes and progression pathways, as well as some new partnership working that is planned.	9vii
8.	The Committee reviewed its Terms of Reference and recommends to the Corporation that the proposed amendments be approved.	10i
9.	The Committee discussed the proposed Schedule of Work and dates for its 2021/22 meetings and recommends them to the Corporation for approval, with the exception of the 9 May and 4 July 2022 meetings, which will need to be rescheduled.	11i