



**USP College Corporation
Quality Committee**

**Minutes of the Meeting held on Wednesday 3 December 2025
Meeting held via Microsoft Teams
Meeting commenced: 16.00hrs
Meeting ended: 17.15hrs**

Present

Paul Nutter	Independent Member	Chair
Ashley Garner	Independent Member	
Rachel May	Independent Member	
Nick Patterson	Staff Member	
Harvey Wayland	Staff Member	
James Meade	Student Member	
Harrison Catchpole	Student Member	

Apologies for Absence

Dan Pearson	Chief Executive
-------------	-----------------

In attendance

Clare White	Principal
James Parker	Chief Technology Officer
Cherie Brightwell	Vice Principal Technical & Professional
Chris Murgatroyd	Vice Principal Academic
Megan Brophy	Head of HE & Access

Clerk

Sue Glover	Director of Governance
------------	------------------------

QC.45.25 Declaration of Interest

Members and officers were reminded of the need to declare any personal or financial interest in any item to be considered during the meeting.

There were no declarations of interest.

QC.46.25 Apologies for absence

Apologies for absence were received from

- Dan Pearson

The Quality Committee agreed to accept the apologies for absence.

QC.47.25 Unconfirmed minutes of the meeting held on 14 October 2025

The minutes of the meeting were approved and signed as a correct record.

QC.48.25 Matters arising and action points from the minutes of the previous meeting
Members reviewed the action points arising from the meeting, noting that the pledge for the AoC Charter will remain on the schedule until presented.

It was agreed there were no other matters arising from the previous meeting.

QC.49.25 College Policies
On behalf of the Head of Student Services, the Director of Governance presented the following policy for approval:

- Child on Child Abuse Policy

Members were advised that there are only minor title changes to the policy.

Members reviewed the detail of the policy and agreed that no further changes were required. It was noted that there was some abnormality with page numbering and the Director of Governance would take this up with the Head of Student Services.

Agreed

The Quality Committee agreed to recommend to the Corporation Board for approval

- the Child-on-Child Abuse Policy

QC.50.25 Higher Education self-assessment report (SAR) and quality improvement plan (QIP) for 2024/25

The Vice Principal Academic gave an overview of the self-assessment for the College's HE provision for 2024/25.

Members were reminded that there is no requirement by the Office for Students (OfS) for providers to submit an Annual Quality Assessment Assurance Statement as had been required in previous years. However, the Corporation Board should continue to receive appropriate assurance and the SAR and QIP are presented to provide a clear statement on the quality of the College's higher education provision and to set appropriate actions for improvement.

Members were advised that

- HE is using a new grading system, based on the new Ofsted toolkit
- The majority of areas are positioned as 'good', but Personal Development requires improvement, mainly due to attendance concerns and lacking the same wrap-around support offer to 16-18 year olds
- Overall achievement is strong at nearly 92.2%, with pass rates close to 100%
- Attendance, despite a nearly 6% increase from the previous year, is still not where it is desired

The Head of HE & Access presented the strategic priorities, which included

- Expanding adult LSIP aligned provision (e.g. Skills boot camps, online delivery) and developing flexible models for Lifelong Learning Entitlement
- A key priority is to close the achievement gap for LLDD learners who achieved 68.8% compared to 83.4% for non-LLD learners, predominately within access programmes
- Achieving parity in the Health Professions Access to HE course is also a focus, as its achievement rate (76.5%) is below the 80% national average, although other access courses (Social Sciences, Teaching, Education) achieved 100%

- A student success officer has been appointed to support access and adult courses, expanding beyond just HE learners
- With regard to attendance, Access to HE is a concern as these students are often adults returning to education with family or work commitments. The team is exploring hybrid learning options for attendees and planning to align the face-to-face access awarding body with the online provider to create a blended hybrid learning approach

The Committee discussed issues regarding the internal reporting dashboards, noting that currently not all HE courses sit under the Head of HE & Access meaning data on higher education must be filtered across multiple sector areas, making access difficult. Additionally, it was noted that there is no first year cohort for Games Development for this academic year; this recruitment challenge is being addressed by working to rewrite the Games Development course to be more commercial and exciting for the next academic year.

Members agreed that, overall, the self-assessment showed positive progress in the college's higher education provision with clear plans to address areas for improvement as discussed.

Agreed

The Quality Committee agreed to receive and note the SAR and QIP and to recommend to the Corporation Board for acceptance to give assurance on the quality of the College's HE provision

Megan Brophy left the meeting

QC.51.25

Learner Satisfaction Induction Survey 2025

On behalf of the Assistant Principal Student Experience, the Chief Technology Officer presented the outcome of the Learner Satisfaction Induction Survey 2025.

Members were advised that

- The survey length had been drastically reduced which has led to a significant increase in the completion rate to 83% (up from 66% last year)
- Key strengths include
 - A warm, supportive welcome, clear expectations, positive interactions with the curriculum and students feeling safe
- Areas identified for improvement include
 - Providing more information and support on timetable, transport, campus navigation, Wifi access and using digital tools such as Teams and MyUSP
- Students who reported not feeling safe are immediately followed up by Managers to investigate at the individual student level

Members discussed the structure of induction and were advised that this is spread over themed weeks rather than being a single, one-off event. Curriculum teams are encouraged to continuously build relationships. The college uses small pulse surveys and roundtable discussions for learner voice to avoid student fatigue.

The student governor noted that while the recent survey was better than last year's, students need more assurance that the college listens, referring to the 'You Said, We Did' campaign.

The committee noted a significant increase in home schooled students, recognising the huge transition for these individuals. Members were informed that the college is working on a bespoke induction and transition programme, offering alternative tours for these students and their families to reduce the overwhelming nature of busy campus environments. The committee requested data on the retention rate and induction impact for home schooled students.

Agreed

The Quality Committee agreed

- to receive and note the report
- data on home-schooled student retention and the impact of induction on this cohort to be provided to the committee

QC.52.25

Equality & Diversity

On behalf of the Assistant Principal Student Experience, the Chief Technology Officer presented, for consideration and approval the:

- Annual Equality, Diversity & Inclusion Report 2024/25
- Equality Objectives
- Equality, Diversity & Inclusion Policy

Members were advised that the

- Annual Equality, Diversity & Inclusion Report for 2024/25 provides an annual, evaluative summary of the College's approach, progress, and performance with regard to its Equality, Diversity & Inclusion duties
- Equality Action Plan sets out three strategic priorities for 2025/26
 - Targeted interventions for LAC and LLDD learners, including strengthened multi-agency support and early attendance triggers
 - Expansion of mental health resilience programmes and early intervention pathways across curriculum and support services
 - Focused support for underperforming ethnic groups to close gaps and improve disclosure rates
- Equality, Diversity & Inclusion policy sets out the College's duties and commitments to promote equality, diversity, and inclusion through all its activities, including:
 - Public Sector Equality Duty and key aims
 - Protected characteristics and Equality Objectives
 - Implementation of the Public Sector Equality Duty

Members reviewed each of the documents, noting

- The positive results, including a significant decrease in the achievement gap for students with Education, Health and Care Plans (EHCP) and those receiving Free Schools Meals
- Students with Special Educational Needs (SEND) outperformed non-SEND students
- Areas requiring continued focus include the low achievement of Looked After Children (LAC) where the small cohort size amplifies the effect of dropouts
- The gender pay gap remains a concern, often linked to female staff occupying lower paid roles such as LSAs
- Other priorities are
 - addressing the lower achievement of LLDD students (those with learning difficulties/disability not funded via EHCP or high needs)
 - the need to increase staff diversity, particularly in leadership roles, recognising that while the staff body reflects the local area there is limited diversity in leadership roles

Members noted the changes to the policy included a focus on decolonisation, requiring staff training to ensure understanding of the concept. The policy also addresses retention/achievement for underrepresented groups, promoting a diverse workforce and ensuring the safety of physical and increasingly digital environments (due to threats such as AI/deep fakes).

Members commented that the ethnicity achievement data in the report lacked numerical context, making it difficult to assess the significance of any reported gaps or success.

In reviewing the EDI action plan and policy members agreed these were appropriate with nothing further to add.

The Committee were pleased to note that the overall focus was on continuing to drive forward the college's EDI agenda with an emphasis on improving achievement for LAC and LLDD students, and continuing developing mental health support, focusing on resilience and early intervention.

Agreed

The Quality Committee recommends to the Corporation Board for approval the

- Equality, Diversity & Inclusion Policy
- Annual Equality, Diversity & Inclusion Report 2024/25
- Equality action plan for 2025/26

QC.53.25 College Self-assessment report (SAR) for 2024/25 and Quality Improvement Plan (QIP) for 2025/26

The Chief Technology Officer presented, for consideration and approval, the College SAR for 2024/25 and QIP for 2025/26.

Members were advised that

- the SAR sets out a review of College performance in 2024/25 and adheres to the structure of the new Ofsted toolkit
- the Quality Improvement Plan (QIP) sets out the key improvement priorities, planned actions and targets for the year

Members reviewed the detail of the document, noting

- performance against previous year's targets
- key judgements for
 - Leadership and inclusion
 - Curriculum, teaching learning and assessment, achievement and personal development for
 - 16-18s
 - Adult learning 19+
 - High needs students
- Contribution to meeting skills needs

The Committee commended the SAR's layout and top level summary and the rigorous nature of the SAR panel process, which the Committee Chair had attended, and the clarity and confidence shown by the Curriculum Directors during their presentations.

Members agreed that the report was excellent and presented a very clear and concise self-assessment of the College, which focused on key strengths and areas for improvement.

The Committee recognised that one of its key responsibilities was to ensure that the QIP is monitored at each meeting throughout the year and to focus on the progress being made against the areas for improvement, thus enabling the committee to be assured that the strategies for improving are effective.

It was suggested that the college should consider a similar formal review process for support teams (e.g. IT) due to their critical role in supporting students.

Agreed

The Quality Committee recommends to the Corporation Board for approval the

- College self-assessment report for 2024/25

QC.54.25 Any Other Business

There were no items of any other business

QC.55.25 Schedule of Quality Committee meetings 2025/26

Tuesday 3 March 2026

Tuesday 16 June 2026

All meetings commence at 4pm

As there was no further business, the Chair declared the meeting closed.

SIGNED AS A CORRECT RECORD:



DATE: 3 March 2026