

TRAFFORD & STOCKPORT COLLEGE GROUP

**Minutes of the Meeting of the Higher Education Curriculum & Quality Committee
held on Thursday 5 June 2025, at 10.30am via Microsoft Teams**

Minute No.

HEC&Q/15/25 Apologies for Absence and Welcome

The Corporation Secretary (CS) reported that there were no apologies for absence.

A welcome was extended to the David Hillier (Consultant) who would be attending the meeting during consideration of item 5 Draft Access and Participation Plan 2026/2027.

HEC&Q/16/25 Declarations of Interest

There were no declarations of either direct or indirect interest in any of the meeting's business items

HEC&Q/17/25 Minutes of the Higher Education Curriculum & Quality Committee Meeting held on 6 March 2025

The minutes of the meeting were approved and accepted as a correct account of the meeting's proceedings.

HEC&Q/18/25 Matters Arising from the Minutes

Members were referred to the previously circulated Action Proforma and information on progress against actions from previous meetings of the Committee.

It was noted that the majority of the actions had been closed, were future actions or would be considered as part of the meeting's agenda.

The following additional updates were provided.

In relation to the schedule of HE Curriculum and Quality Committee meetings for 2025/2026 including one in person meeting, the CS advised that the proposed dates for

Minute No.

the next academic year had been sent to co-opted members to review in advance of being presented to Board in July. It was confirmed that an in-person meeting had been proposed for March 2026 at Stockport campus with the date to be approved.

There were no further matters arising from the minutes.

HEC&Q/19/25 Draft Access and Participation Plan 2026/2027 for submission in 2025

The Head of HE Quality and Standards (HHEQS) and David Hillier (Consultant) referred members to the previously circulated report and updated Draft Access and Participation Plan (APP) 2026/2027, including the HFI and APP Spend Summary worksheet.

It was confirmed that the Group's updated APP (Access and Participation Plan) was due to be submitted to the OfS for approval by the end of July 2025. It was reported that the APP should positively impact access, participation and success for HE students from underrepresented groups by identifying the current performance gaps, implementing effective interventions to narrow those gaps over time and by regularly analysing the progress and the impact the interventions are making.

It was confirmed that at the last Committee Meeting an earlier draft of the APP was shared, which included the Introduction, Risks to Equality of Opportunity, Objectives, Whole Provider Approach, Student Consultation, Provision of Information to Students, Evaluation and Annex A (Analysis of Performance). The Committee were also advised of the process followed in developing the updated APP: four meetings of the working group, the investigation of potential equality gaps (OfS APP data dashboard, TEF indicators and internal data) and how the final four APP objectives were decided upon. It was advised that feedback from Committee members were incorporated into the updated version.

It was confirmed that the updated draft now included:

- The Intervention Strategies
- Annex B – the rationale and justification, including student consultation
- The new Financial Support (bursaries and hardship fund) proposals
- The overall App financial picture – higher fee income, spend on Access, Financial Support and Evaluation with comparisons (HFI an APP spend summary worksheet)

The Consultant provided an overview of the APP, which included:

- Objectives
- Investment
- Financial Support
- Interventions
- Student Consultation
- Fee Structure 2026/2027
- Sustainability and alignment with the HE and Skills Strategy, the Strategic Plan and the local context.

The Vice Principal Apprenticeships and Adults Skills (VPAAS) advised of discussions with the Chief Finance and Operations Officer (CFOO) in relation to the financial aspects of the APP to provide assurance.

Minute No.

Action: Consultant/ Head of HE, Quality and Standards

The Consultant outlined the final amendments/additions that would be made prior to submission to the Board which included:

- HE trends (p.4) – slight amendment to wording to better reflect the context.
- The addition of costs for each of the three interventions (p.14, p.22, p.25)
- Update to names and dates of strategies
- Minor typographical amendments

The Consultant shared the next steps and timeline following Board approval, which included:

- APP submitted to OfS by 31 July deadline
- Fees, Investment and Targets (FIT) workbook to be uploaded to OfS portal

Questions and comments were invited from members.

Action: Vice Principal Apprenticeships and Adult Skills/ Chair of the Committee

The Chair highlighted the total costs of activities and evaluation for the intervention strategy (p.51), specifically in relation to Belonging. The Chair outlined work that had been undertaken with a colleague and offered to provide a Belonging masterclass tailored to the Group and it was agreed that the Chair and the VPAAS would consider the matter during their next Link meeting. The Corporation Secretary requested to be kept in the loop in order to avoid any potential conflict of interest.

A member made reference to, and appreciated, the focus on student groups that would benefit from additional support. The member noted that the groups aligned with market demand and emphasised that the students that needed the extra support were the ones that might not progress easily into higher education without the identified support.

The member questioned whether there were any potential enhancements to the curriculum itself that could support these groups, highlighting the challenges faced by students with external commitments, such as mature students with jobs or caring responsibilities, and suggested that curriculum adaptations might be more effective than additional support activities. The HHEQS provided the member with examples of curriculum enhancements/ adaptions already in place to support students.

The member highlighted the importance of consistency in practice across the provision, particularly in relation to the Teaching Excellence Framework (TEF) and noted that it was crucial to ensure that these practices were consistent and available to all students. The HHEQS and VPAAS acknowledged the member's comments and highlighted the ongoing work in this regard to ensure consistency across the HE provision.

Action: Head of HE Quality and Standards/ Consultant

The HHEQS to review the detail in the APP in relation to curriculum enhancements to ensure that it is articulated clearly and that interventions are well understood and implemented effectively.

A member sought clarification in relation to bursaries and the term 'home status' and it was clarified that international students, paying a higher fee, were not eligible for internal financial support.

Minute No.

Action: Group Principal/ Vice Principal Apprenticeships and Adults Skills

A member raised a question in relation to internal progression and enquired as to whether the Group tracks students that return to the Group after a gap year or other breaks. The Group Principal (GP) welcomed the idea and highlighted the need to model the approach due to financial implications. It was also noted that it would need to be considered in terms of marketing.

A member highlighted the potential issue of students from deprived communities lacking access to technology, which could hinder their ability to participate in online workshops and other digital resources and enquired about the infrastructure to support these students. The HHEQS acknowledged this issue and advised that the Group had laptop banks available for students that need them.

Action: Head of HE, Quality and Standards

In relation to access to technology the following actions were confirmed:

- that the Group would review the offer letter to students and look to include a section on accessing technology support.
- that the Group would examine the possibility of a diagnostic tool to identify students' access to technology similar to one used for FE students.

Action: Head of HE, Quality and Standards/ Consultant

Input was sought from the Committee in respect of the titles of the three bursaries as outlined (p.30) of the APP, with following agreed:

- Access bursary to be named the **Elevate Bursary** to support alignment with the Group's mission.
- In Study Bursary to be named the **Opportunity Bursary** to better reflect the goal of improving opportunities for students.
- Care Leaver Bursary to be named the **Independence Bursary**.

It was confirmed that there was also Hardship Fund for emergency unplanned situations.

There were no further questions or issues raised by members and following due consideration it was resolved that the draft Access and Participation Plan be recommended to the Board of the Corporation for approval subject to final amendments.

HEC&Q/20/25 Data Management Action Plan and Internal Audit Report – Higher Education Student Data

The Group Principal (GP) provided members with a verbal update on the ongoing actions relating to HE data compliance.

Members recalled the update provided at the previous Committee meeting and the significant work that been undertaken to correct the issues identified in the report, including the relocation of resources to strengthen the MIS team and to ensure that similar issues do not arise again. The GP confirmed that Office for Students (OfS) were aware of the matter and that a further internal audit had been scheduled to take place in August 2025.

Minute No.**Action: Group Principal**

A member enquired as to whether there was a mitigation plan, and the GP undertook to share the internal Data Management Action Plan with the member.

There were no further questions or issues raised by members and following due consideration it was resolved that the Internal Audit Report in respect of HE Student Data be received and noted.

HEC&Q/21/25 Higher Education and Skills Strategy Action Plan Update

The Vice Principal Apprenticeships and Adult Skills (VPAAS) referred members to the previously circulated report in relation to the Higher Education and Skills Action Plan.

It was confirmed that the action plan had recently been reviewed by the internal HE Management Committee and the VPAAS advised of the feedback to be added to the action plan in relation to outcomes.

Action: Vice Principal Apprenticeships and Adult Skills/ Corporation Secretary

The VPAAS advised that there would be a yearly action plan for the duration of the Strategic Plan commencing 2025/2026. It was confirmed that progress against the action plan would be reported to the Committee twice per academic year (November and June) and would be included in the Business Cycle.

The VPAAS drew the Committee's attention to the following:

- The action plan breaks down the long-term goals of the strategy into short-term SMART targets, ensuring that each action taken would contribute directly to the overarching vision.
- The inclusion of clear lead responsibilities and defined progress checkpoints to allow for ongoing tracking, accountability, and timely intervention where necessary to ensure that momentum would be maintained and that priorities would stay on track.
- Incorporating employer advisory boards, partnerships, and feedback loops, the plan would ensure that curriculum and delivery models would remain industry-relevant and aligned with local economic priorities and national initiatives.
- That the plan addressed both student experience and widening participation through a focus on curriculum innovation, student support, and progression pathways,
- That the action plan included tailored CPD, scholarly activity support, and wellbeing initiatives to ensure staff would be empowered to deliver high-quality HE.
- That strategic collaborations with universities, employers, and awarding bodies were actively built into the plan through specific actions, such as establishing new apprenticeship routes and degree partnerships, essential for long-term sustainability and innovation.

The VPAAS outlined a summary of strategic objectives, which included:

- Local community alignment.
- Position University Centre Stockport College (UCSC) as the top choice for HE professionals.
- The transformation of the student experience at Level 4+
- Recruitment efforts must highlight the value of FE-based Level 4+ qualifications as employer-driven, accessible, and cost-effective, with clear routes to higher education and career advancement.

Minute No.

- Innovative delivery models to ensure flexibility for part-time students, adult learners, and those balancing work and study.
- Collaborative arrangements with employers, universities, and community organisations to ensure the relevance of the curriculum and provide students with meaningful opportunities for both study and employment.

Action: Vice Principal Apprenticeships and Adult Skills

The VPAAS advised that the action plan would be aligned with the interventions in the Access and Participation Plan (APP). The Committee welcomed this approach.

Questions and comments were invited from members.

The CEO made reference to a comment in relation to a member's request for more granular detail and sought clarification in relation to Committee expectations. The CEO and the Chair concurred that the action plan should avoid becoming too overly operational given the nature of the meeting.

Action: Vice Principal Apprenticeships and Adult Skills

A member commented on the need for more detail referenced in the action plan in relation to staff development and scholarship. The VPAAS provided an update on a recent People and Culture meeting and highlighted discussions in relation to scholarly activity, including remission and available support. It was confirmed that additional detail around scholarly activity would be included in the action plan.

A member suggested that organic communities of practice could be beneficial, particularly to address the difficulty in getting colleagues to think about scholarship. It was noted that this approach is often seen as beneficial in fostering engagement and collaboration amongst staff.

The GP emphasised the importance of integrating HE activities within the broader group strategies in order to avoid duplication and to maintain a comprehensive approach. The GP highlighted the various aspects of HE that were captured within other strategies, such as the Teaching, Learning, and Assessment Strategy, the Student Experience Strategy, and the SEND and Vulnerable Learners Strategy. The GP concurred with earlier comments and highlighted that the action plan should serve as a top-level summary

There were no further questions or issues raised by members and following due consideration it was resolved that the Higher Education and Skills Action Plan Update be received and noted.

HEC&Q/22/25 HE Performance Update including Quality Improvement Plan 2024/2025

The HHEQS provided an update on recruitment and income as part of the HE Performance Update including the Quality Improvement Plan (QIP) 2024/2025.

In relation to the Areas for Improvement in the Quality Improvement Plan, the HHEQS reported that good progress had been made in the following areas:

- Afl 1: Curriculum offer, course design and delivery
- Afl 2: Outcomes for students
- Afl 3: Student engagement and representation

Minute No.

In relation to outstanding actions, it was reported that they would be carried forward with progress to be reported in Autumn 2025.

Outstanding actions included:

- Afl 4: Evidence of widening access and participation
- Afl 5: Engaging and meeting the needs of every learner, through continuously enhanced teaching and learning, assessment and feedback, and learner support
- Afl 6: Assurance of quality and standards
- Afl 7: Human resourcing of HE provision

It was confirmed that a final update of the QIP 2024/2025 will be included in the HE Self Evaluation Document presented to the Committee in Autumn 2025.

Action: Head of HE, Quality and Standards

In relation to evidence of widening access and participation (Afl: 4), the HHEQS advised that a report against the objectives from the previous APP would be provided at the next Committee meeting (November 2025).

The HHEQS provided the following overview in relation to the income position:

- Adverse variance of £632 920 as of period 9 including OLC income and fee.

Questions and comments were invited from members.

A member commented on the item RAG rated Red in relation to scholarly activity and emphasised the need for a strategic approach to supporting staff in engaging in scholarship. Earlier Committee considerations were noted with regards to the matter.

The Chair raised a question in relation to the creation and implementation of a HE student engagement strategy RAG Rated Red and it was confirmed that whilst some preliminary work had been undertaken it had been put on hold until finalisation of the HE and Skills Strategy. The GP highlighted the inclusion of actions of HE into the wider Group Student Experience Strategy as considered earlier in the meeting. This suggestion was positively received given the number of HE students.

Action: Vice Principal Apprenticeships and Adult Skills

VPAAS to review the Student Experience Strategy to ascertain if any further amendments are required to ensure that the HE provision is fully incorporated.

The CEO made reference to the Student Engagement Framework and the focus on increasing student engagement activities and ensuring a robust student voice within the quality cycle over an academic year. It was noted that this approach aimed to transform student experience and outcomes without the need for an additional strategy document.

Action: Head of HE Quality and Standards/ Vice Principal Apprenticeships and Adult Skills

The Chair concurred with the CEO and commented on the work undertaken by the HHEQS in relation to the improved approach to student engagement and demonstrated through the statistics. The Chair proposed that the principles of the current student engagement approach be teased out and included in the action plan highlighting how the Group intended to take the principles forward.

Minute No.

A member raised a question in relation Afl:2 'a new strategic approach to securing guest speakers' and asked if there was a need for a new strategic approach given the level of contact that already exists with employers. The HHEQS advised that the intention at the time had been to move away from an ad hoc approach to a more structured approach and strategic engagement with employers, utilising existing platforms like Employer Advisory Boards and work placements to ensure HE students benefited from a greater interaction with industry professionals.

A member enquired about the number of requests for mitigating circumstances, noting that the number seemed high given the total number of students. The HHEQS highlighted that requests were primarily due to health issues, including mental health challenges. It was noted that the mitigating circumstances process had helped students complete their studies in a timely manner despite their challenges. It was confirmed that a breakdown had been included in the Student Engagement report.

The member enquired as to whether the high number of requests for mitigating circumstances placed a burden on staff. The HHEQS advised that the process was managed well by the HE Engagement and Enhancement Officer through the use of an automated system. It was noted that the system, allowed for, and ensured that the process is streamlined and manageable despite the high volume.

A member commented on the frequency of 1-1 tutorials, noting that students receive at least two tutorials per semester alongside weekly communications via Teams and enquired as to whether this approach was effective, noting the potential burden on staff. The HHEQS advised that weekly communications were part of the student digital entitlement and were considered a part of teaching and learning, aimed to maintain momentum and engagement. Examples of Team communications were provided for clarification.

There were no further questions or comments from members and following due consideration it was resolved that the HE Performance Update including Quality Improvement Plan 2024/2025 be received and noted.

HEC&Q/23/25 Student Success and Outcomes Report 2024/2025

The Vice Principal Apprenticeships and Adult Skills (VPAAS) referred members to the previously circulated report and presentation in relation to predicted 2024/25 outturn of retention measures and achievement.

It was confirmed that the figures did not include OLC.

A report and short presentation was made by the VPAAS within which the following was highlighted:

- That the data had been disaggregated by department. It was noted that details of the overall indicative outcome were provided in the presentation.
- That the departmental 'starts' provided were based on confirmed enrolments or active continuers for 2024/25. It was noted that these figures do not include students who withdrew prior to the start of the academic year but had planned end dates within 2024/25.
- That the predicted achievement rates for learners due to complete and exit this academic year were projected to be over 6.5% higher than the 2023/24 final outturn.

Minute No.

- That the retention rates for learners continuing from 2023/24 into 2024/25 (those on multi-year programmes) had improved significantly, rising from 87.3% to 92.0%.
- That in-year retention, measured as the percentage of students retained from 1 November 2024 to 19th May 2025 stands at 95.4%, representing a 1.0% decrease compared to the same period in 2023/24. It was noted that a total of 11 students had been withdrawn during the current academic year, compared to 9 withdrawals in 2023/24.
- That the recorded reasons for withdrawal included ineligibility for funding, mental health challenges and changes in personal circumstances or employment status

The VPAAS reported that Assessment Boards were taking place across June and July to confirm student outcomes for 2024/25.

Action: Vice Principal Apprenticeships and Adult Skills

The VPAAS advised that the final position, along with the high-grade profile would be shared with the HE Curriculum and Quality Committee in the Autumn Term 2025.

The Chair extended the Committee's gratitude to the HE teams for all their hard work.

Questions and comments were invited from members.

A member raised a question in relation to retention and whether breaks in learning are offered to students, particularly those facing mental health issues and how these requests are managed. The VPAAS confirmed that breaks in learning are offered to students, highlighting the fitness to study process and meetings held to support students. The VPAAS made reference to students that had taken breaks in learning and successfully returned to complete their studies.

There were no further questions or comments from members and following due consideration it was resolved that the update on student success and outcomes 2024/2025 be received and noted.

HEC&Q/24/25 GM Vice Chancellors Principals Update - College/University Partnership

The Chief Executive Officer (CEO) referred members to the previously circulated GM Vice Chancellors (GMVC) Principals Update (May 2025) on the actions arising of the College/University Partnership.

The CEO reported that GMVC and college principals have been working together informally to enhance collaboration.

In addition, the CEO advised that at the most recent meeting of the vice principals two strategic work areas had been proposed:

- **Credit Transfer System:** Exploring opportunities for a credit transfer system in Greater Manchester, utilising the Lifelong Learning Entitlement (LLE).
- **Tertiary Education System:** Initiating discussions on what a joined-up tertiary education system in Greater Manchester might look like, considering devolution and the mayor's ambitions.

The Chair commented that the GMVC update aligned with similar initiatives in other regions where universities and colleges had signed a memorandum of understanding

Minute No.

around credit transfer. The Chair emphasised the importance of including universities in the local skills improvement imperative.

There were no questions or comments from members and following due consideration it was resolved that the College/University Partnership Update May 2025 be received and noted.

HEC&Q/25/25 HE Regulatory Update

The VPAAS referred members to the previously circulated report/presentation and information in relation to key areas impacting upon the HE provision at the Trafford & Stockport College Group.

The report and presentation contained the following supplementary documentation:

- OFS capital funding monitoring return
- Annual Statement for 2024 OIA
- Greater Manchester Higher Indicative funding letter for 2025-26
- Capital guidance letter to OfS
- Programme 2025/26 guidance letter

The VPAAS made a short presentation within which the following was highlighted:

Office of the Independent Adjudicator (OIA) Annual Statement for 2024

- No formal complaints submitted to OIA in 2024 from TSCG students.
- The Group reported to OIA the internal complaints received throughout 2024, and a Completion of Procedures (COP) letter was received.
- It was noted that OIA received 3,613 new complaints nationally in 2024. This was 15% more than in 2023 and the ninth consecutive year that complaints have increased.

OfS Capital Bid and Funding Allocation for 2024/25

- OfS monitoring of capital funding return was submitted in line with April submission dates.
- Slight underspent reported of £1,017 against a funding total allocation of £405,470.

Greater Manchester Higher Update

- Indicative funding letter received from OfS in May 2025 which detailed funding for 2025/26 for UniConnect.
- GM Higher have indicated that funding levels remain at same rate as 2024/25, which allows for the retention of the Outreach officer.

AoC updates

- OfS report on financial sustainability from May, reported a growing number of HE providers facing significant financial difficulty, with 40% forecasting deficits for 2023/24
- Freedom of Speech (FOS) updates. The VPAAS provided an update, which included details of the England Free speech announcement, OfS duty to promote freedom of speech and main duties for providers.
- Lifelong Learning Entitlement (LLE) update. It was reported that it was expected to commence on 1 January 2027 with more information expected from DFE throughout 2025.

Minute No.

- Introduction of E6 condition from 1 August 2025, which refers to harassment and sexual misconduct. The VPAAS reported that TSCG is currently reviewing identified policies to ensure compliance from 1 August 2025.

Next Steps and Timeline:

- **August 2025:** Finalise and implement policy updates to comply with the new E6 condition on harassment and sexual misconduct across all relevant areas.
- **Throughout 2025:** Monitor DfE updates on the Lifelong Learning Entitlement (LLE) to prepare for its launch in January 2027, focusing on regulation, student finance, modular funding, and qualification approvals.
- **Ongoing (2024–25):** Maintain compliance and documentation for OfS capital funding, continue internal complaints monitoring, and align outreach planning with confirmed UniConnect funding for 2025/26

There were no questions or comments from members and following due consideration it was resolved that the Higher Regulatory Update be received and noted.

HEC&Q/26/25 Student Engagement and Impact Statement 2024/2025 Q3

The HHEQS referred members to the previously circulated report and information in relation to the impact of student engagement activity in 2024/2025.

It was confirmed that the report also included the Student Impact Statement 2024/25 Q3.

The report highlighted the following:

- Progress of the 88 recipients of bursary and hardship funds have been tracked with at least 85% expected to achieve.
- 97% engagement in NSS student survey
- End of Course survey 28% response rate. The HHEQS reported on high satisfaction levels amongst Education and Training, Early Years, Engineering and Art students. It was noted that students in Construction have lower levels of satisfaction and that steps were being made to address issues to ensure improvements for 2025/26.

Next steps and timeline included:

- Follow up survey findings with Heads of Study and programme teams to prioritise remedial actions. Departmental HE QIPs to be updated.
- Student Engagement Officer and Programme Leaders to feedback to student representatives before the end of term.
- Programme Committee Meetings to be held in June.
- Analysis of the NSS survey results to be published on 9 July 2025.
- Student Engagement Impact Statement 2024/5 Q4 to be submitted at the next Committee meeting.

Questions and comments were invited from members.

A member commented on the high engagement rate in the NSS survey and praised efforts to achieve this. The member also highlighted challenges in relation to survey fatigue, as evidenced by the lower response rate in the end-of-course survey.

Minute No.

A member raised a concern about the low satisfaction levels in the end-of-year survey for the construction department and enquired if this was a new issue compared to the previous year. The HHEQS and VPAAS provided an update on the challenges and highlighted the ongoing work. It was confirmed that the Group were currently looking at the structure and organisation of the construction programme.

There were no further questions or issues raised by members and following due consideration it was resolved that the Student Engagement and Impact Statement 2024/2025 Q3 be received and noted.

HEC&Q/27/25 Office for Students Risk Register Update

The VPAAS referred members to the previously circulated report and an Office for Students (OfS) risk register update.

The key operational risks were confirmed to be:

- Financial Risk against 2024/25 income position
- Delivery of successful student outcomes in line with B3 conditions
- Compliance with CMA guidance around public information for HE

The following changes to risk scores since March 2024 were reported:

- B1 risk reduced from 8 to 4 given no IOA complaints received throughout 2024, improved programme approval processes, diversification of HE offer and delivery methods to provide high quality experience and indications of improved 2024/25 outcomes.

It was confirmed that all other risks remain unchanged.

Next Steps and Timeline:

- Review and refresh of the Risk Register for 2025/26, to include the following amends/introduction of conditions from 1 August 2025:
 - **Condition C5** (Treating Students Fairly) to replace existing initial conditions C1 (compliance with consumer protection law) and C3 (student protection plans).
 - **Condition E7** (Effective governance) to supersede initial conditions E1 (public interest governance principles) and E2 (adequate and effective management and governance arrangements).
 - **Introduction of Condition E6:** Addressing Harassment and Sexual Misconduct
- Recruitment drive planned for September 2025 to build back income. It was confirmed that applications were positive compared to the same point last year, but targeted interventions would be needed to improve conversion rates.
- Continue to promote the new curriculum offer and maximise opportunities that the partnerships with College Online and IoT could bring for the Group.

The VPAAS advised of the focus on mitigating financial risks through increased recruitment and progression efforts. It was noted that an early enrolment day had been planned to support this.

Minute No.

There were no questions or issues raised by members and following due consideration it was resolved that the position in respect of Office for Students (OfS) Risk Register Update be received and noted.

HEC&Q/28/25 HE Student Terms & Conditions 2025/2026

The HHEQS referred members to the previously circulated report and information in relation to the HE Student Terms and Conditions for Committee approval.

It was confirmed that there were no material changes to the scope or content other than to stipulate the fees for 2025/2026.

There were no questions or issues raised by members and following due consideration it was resolved that the HE Student Terms & Conditions 2025/2026 be approved

HEC&Q/29/25 Student Protection Plan

The HHEQS referred members to the previously circulated report and information in relation to the Student Protection Plan.

The HHEQS highlighted how the plan met requirements, which included:

- An assessment of the range of risks to the continuation of study for students, how the risks may differ based on students' needs, the characteristics and circumstances, and the likelihood that those risks would crystallise.
- The measures put in place to mitigate risks that the Group considered could reasonably be likely to crystallise.
- Information about the policy in place to refund tuition fees and other relevant cost to students and to provide compensation where necessary if no longer able to preserve continuation of study.
- Information about how the Group would communicate with students about the student protection plan.

The next steps included:

- Submit to OfS for approval
- Publish on website once approval is granted

A member enquired as to whether the Student Protection Plan should make reference to the Business Continuity Plan (BCP) as they cover similar issues and it was confirmed that reference had been made to the BCP in Section 1 Assessment of Risk.

There were no further questions or issues raised by members and following due consideration it was resolved that the Student Protection Plan be approved

HEC&Q/30/25 Any Other Business

There were no matters raised under any business.

HEC&Q/31/25 Date of Next Meeting

Action: Corporation Secretary

Minute No.

CS to confirm date of the next meeting following feedback and approval of the schedule of meeting by the Board of the Corporation in July.

The Consultant left the meeting following consideration of item 5.

The meeting closed at 12.18pm.