



# HARTPURY

## QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting  
2:00pm Monday 29<sup>th</sup> June 2020  
Videoconferencing via MStTeams

<b>Present:</b>	<b>Ms Helen Wilkinson (HW) Chair – College QuEST</b>
	<b>Mr Russell Marchant (RM) – Vice-Chancellor/Principal</b>
	<b>Mrs Barbara Buck (BB) - College Governor</b>
	<b>Mr Chris Moody (CM) - College &amp; University Governor</b>
	<b>Mr Kam Nandra (KN) – College Governor</b>
	<b>Mr Sean Lynn (SL) – College Staff Governor</b>
<b>In Attendance:</b>	<b>Gillian Steels – Clerk to the Governors</b>

**Apologies:** Ms Ehlana Drury (ED) – College Student Governor

		<b>ACTION &amp; ACTION DATE</b>
<b>QuESTFE 01/06/20</b>	<b>Apologies</b> Apologies were received as detailed above.	
<b>QuESTFE 02/06/20</b>	<b>Quoracy</b> It was confirmed the meeting was quorate.	
<b>QuESTFE 03/06/20</b>	<b>Declaration of Interest</b> The Clerk advised that members' interests would be taken as those disclosed in the Register of Members Interests. It was noted that the Vice-Chancellor and Principal and Mr Chris Moody were governors on both the University and College Boards.  There were no declarations of members' interests for agenda items.	
<b>QuESTFE 04/06/20</b>	<b>Minutes of the Last Meeting</b> The Minutes of the meeting held on the 13 <sup>th</sup> February 2020 were agreed to be a true and accurate record.	
<b>QuESTFE 05/06/20</b>	<b>Matters Arising</b> It was confirmed all actions were included in the papers for the meeting.	
<b>QuESTFE 06/06/20</b>	<b>Covid- 19 Response Overview - actions taken</b>	

		<b>ACTION &amp; ACTION DATE</b>
	<b>- actions planned</b>	
	<p>The Committee had been provided with a comprehensive summary of the key areas of operation that have been considered by Hartpury College in the transition to Covid-19 Lockdown working to ensure that the student experience is protected and that staff are supported and provided with the tools to effectively undertake their roles and responsibilities. It was noted this was a working document that has been constantly updated as the current situation has evolved and government guidance developed and new guidance emerged. It also detailed plans for 2020-2021.</p>	
	<p>The report included:</p> <ul style="list-style-type: none"> <li>• Summary of Changes to Term Dates</li> <li>• A Level and BTEC Teaching, Learning and Assessment - Critical Assessment / Delivery and the transition to remote delivery</li> <li>• Exams – and response to Ofqual guidance</li> <li>• Awarding Grades &amp; Approval Process</li> <li>• Diploma in Sporting Excellence Students</li> <li>• Agricultural Apprentices</li> <li>• Moodle Expectations for teachers pre and post Easter</li> <li>• Safeguarding Guidance</li> <li>• International/European/Students Living Abroad actions</li> <li>• Off-site educational trips and visits</li> <li>• Work Experience/Industry Placements</li> <li>• Recruitment - March and June 2020 Course Information Events / Induction Dates</li> <li>• Student Interviews – Easter and beyond</li> <li>• Hartpury Certificate ‘Plus’</li> <li>• Additional Learning Support (ALS) / High Needs Students (HNS)</li> <li>• GFA Adult Subcontract Courses</li> <li>• Communication with Students/Parents/Guardians</li> <li>• Communication with Staff</li> <li>• Safeguarding</li> <li>• Student IT Support</li> <li>• The External Environment</li> <li>• Physical Resources Supporting College Delivery</li> <li>• Residential Student Update from Vice Principal Resources</li> <li>• Measuring Impact on Students</li> <li>• Prize Day</li> </ul> <p><b>Planning 2020/21</b>  June 2020 Staff CPD  The Vice-Principal Further Education confirmed the assurance detailed within the paper that a robust and transparent process had been applied for grade assessment in accordance with the stipulations of Ofqual, the exam boards or awarding organisations.</p> <p>She highlighted the positive feedback from students in relation to the special Covid-19 Impact survey which had been provided to students. She commented that there had been a significant number of students taking part and that they had also had the opportunity to provide free text comment so</p>	

	<b>ACTION &amp; ACTION DATE</b>
<p>Hartpury could ensure it took all potential opportunities to improve in readiness for September.</p> <p>The Committee thanked the Vice-Principal Further Education for the comprehensive paper. A governor questioned the number of apprentices furloughed, it was confirmed there were two agricultural apprentices furloughed. It was noted the cohort was very small. It was confirmed they were on an 18 month programme and would be able to catch up on assessments.</p> <p>A governor queried the type of IT support provided by Hartpury. The Vice-Principal Further Education advised that Hartpury had provided dongles and laptops where students lacked IT at home, and that these had either been provided pre lockdown or couriered out. Students had been required to complete a simple financial need assessment form to ensure the process was not too time consuming.</p> <p>Governors asked what support had been offered to High Needs Students, looked after Children and students receiving Free School Meals. The Vice-Principal Further Education advised that all High Needs Students had received additional communications, during term time on a daily basis. Students receiving Free School Meals had been given the necessary funding and students receiving counselling had been moved to online sessions which had been well received. Governors followed up the question by asking whether the participation and engagement of vulnerable learners had been at expected levels. The Vice-Principal Further Education advised that a weekly report on engagement and participation had been generated which confirmed that this was at expected levels for vulnerable learners. She also highlighted that Safeguarding Meetings continued on a weekly basis to monitor vulnerable students.</p> <p>A governor queried the position for the Access to HE students, noting the extra support which had been put in place for this cohort pre-lockdown. The Vice-Principal Further Education advised that retention remained higher than the previous year for this group and commented that the lead in this area had received a lot of student nominations for her support and received a student award issued at the end of the year by the Vice Principal.</p> <p>Governors questioned how Blended Learning was being Quality Assured. The Vice-Principal Further advised that this was supported through the student feedback survey and by review by the Heads of Department also used to capture good practice and areas for improvement in preparation for September. The student feedback had highlighted that 95% of students felt well supported and that there was a preference for a range of blended learning opportunities tailored to the student. This was being reviewed by Teams regularly in response to student feedback. It was agreed this was a key learning point which had been replicated in discussions across the sector.</p> <p>Governors asked whether Fees for Off-Site Trips had been refunded. The Vice-Principal Further Education advised that International Trips had been refunded through insurance, Day Trips for continuing students had been</p>	

		ACTION & ACTION DATE
	<p>rolled forward. Where Trips fees had been completed there had not been refunds. Completing students were receiving a £20 voucher too.</p> <p><b>The Covid-19 Response Update was NOTED and ENDORSED.</b></p>	
<p><b>QuEstFE</b> <b>07/06/20</b></p>	<p><b>Key Performance Indicators</b></p>	
	<p>The Committee had been provided with the latest Key Performance Indicators to consider.</p> <p>Key points highlighted were:</p> <p><b>Headline messages relating to 2019-2020 outcomes are:</b></p> <p><b>Meeting KPI</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance tracked above the KPI up to 23rd March 2020 at the point of COVID-19 'lockdown' (physical presence in the classroom also included in brackets). Weekly engagement reports followed thereafter and overall engagement remained strong, albeit it tailed off towards the end of term following the Ofqual announcements relating to awarding of grades.</li> <li><input type="checkbox"/> Overall BTEC Level 2 retention is likely to finish above the KPI</li> <li><input type="checkbox"/> Overall Level 1 complementary qualification retention is currently tracking above the KPI and students have mostly completed these qualifications prior to CV-19 lockdown.</li> <li><input type="checkbox"/> Overall Level 2 complementary qualification retention is currently tracking above the KPI albeit the qualifications still require completing due to CV-19.</li> <li><input type="checkbox"/> Overall Level 3 complementary qualification retention is currently tracking above the KPI and students have mostly completed these qualifications prior to CV-19 lockdown.</li> <li><input type="checkbox"/> Overall course applications for 2020-2021 are higher than last year</li> <li><input type="checkbox"/> Subcontracted course retention is currently at the KPI of 100% (albeit we have much less sub-contracted provision at both levels this year).</li> </ul> <p><b>Not meeting KPI but meeting or exceeding national rates</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overall BTEC Level 3 retention is at the most recent national rate but below KPI (<i>note this picture is subject to a <b>small</b> change based on the legacy qualification funding rules that can be applied for this year only although since the last meeting, more students than expected are continuing onto the second year of their programme, likely to be as a result of the current CV-19 climate and as such will impact 20-21 overall performance data; the number of completing students are also lower as Animal Management students are studying an Extended Diploma over two years rather than completing a 90 Credit Diploma in year one this year</i>)</li> <li><input type="checkbox"/> Overall Student Satisfaction remains high for the autumn term but just below KPI</li> </ul> <p><b>Not meeting KPI and close to or below national rates</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A Levels does not meet the KPI or national rate for retention (when compared with all institutions) although has slightly improved.</li> </ul>	

		ACTION & ACTION DATE
	<p>The Vice-Principal Further Education confirmed that the position for Animal Management was improving for the second year, that equine was improving but that too many agricultural students continued to be lost to employment after placements or work experience. A governor queried whether there were areas where there were concerns about the impact for the next year. The Vice-Principal Further Education advised that extensive tailored communication was in place for new students and returning students and stressed the need to ensure the effectiveness of induction to ensure retention through next year.</p> <p>Governors queried what processes were in place to support students returning to study who potentially had not engaged in learning throughout lockdown. The Vice-Principal Further Education advised that a dialogue had started with students to reinforce expectations and standards through webinar type induction sessions with live Q&amp;A. The work required to support these students was recognised.</p>	
	<p><b>The KPI Report was NOTED.</b></p>	
<p><b>QuEstFE 08/06/20</b></p>	<p><b>A'level Report Update</b></p>	
	<p>The Committee had been provided with a report which summarised the current position with progress monitoring for 2019-2020. It included an update on how this has informed the process for calculating A Level predicted performance this year for completing students and the final position for first year students at the end of year one. Information in the related 'Quality Assurance' paper was also highlighted.</p> <p>It was confirmed that key areas of focus were (<i>our intent</i>):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining much improved pass rates and therefore Value Added.</li> <li><input type="checkbox"/> Further increasing the number of students achieving high grades.</li> <li><input type="checkbox"/> Improving consistency of tutorial practice across all tutors.</li> <li><input type="checkbox"/> Improving retention.</li> </ul> <p>It was noted that the tracking process that had been in place over the year helped to demonstrate the robustness of the grade assessments. The Vice-Principal Further Education confirmed she was confident of the methodology used. She confirmed that the improvements in Hartpury's performance over the last 3 years had been highlighted in the consultation and flagged to the ESFA, as it was recognized that there was a risk in the awarding bodies using historic track records as a reference point. A number of governors commented that the value added data would support any conversation on this issue and provide evidence to support the methodology. The Vice-Principal Further Education advised that communications with parents and students was in place to ensure they understood the grade process and that support for staff would also be in place in preparation for results days for all qualifications.</p>	

		<b>ACTION &amp; ACTION DATE</b>
	<b>The A'level Update was NOTED.</b>	
<b>QuEstFE 09/06/20</b>	<b>Annual Report - Teaching, Learning &amp; Assessment Report &amp; External Validation</b>	
	<p>The Committee was updated that the Teaching, Learning and Assessment Strategy which had been implemented in September 2017 had been implemented effectively for a further year as planned. It was confirmed that the no notice observations reflected 91% good or better delivery in the autumn term. The next formal phase which involves Ofsted notice observation weeks including analysis of student satisfaction at course level, analysis of the tutorial target setting quality by tutor and the quality of duties (where applicable) enabled a holistic measurement of performance to be obtained for all staff. It was noted that a small sample of these observations were co-observed as part of the Landex observer standardisation process. The Committee was advised that this part of the process had been completed, except for the further re-observations where these were needed for a small number of staff, prior to COVID-19 'lockdown'. Highlights were that overall, the classroom delivery during this phase demonstrated 89%1 good or better delivery. Student feedback at this point reflected this outcome with 97% (96.4% last year) of students stating that their teaching was excellent, very good or good. Our 'lockdown' specific survey reflected that 95% of students felt supported during their remote learning period.</p> <p>It was stressed that Hartpury had continued to drive forward high expectations and the sharpening of the focus of observations. At headline level, the area of continued focus this year has been implementation of effective strategies for highly effective and progressive development of knowledge and/or skill for the majority of students, the main area needing continuous focus is maximising learning for <b>all</b> and higher order thinking. The use of formative and summative assessment to support the lesson structure and enabling appropriate scaffolding for progressive learning, ensuring that teachers and students know where they are against targets and the progress they are making had also been a key area. In addition, there had been a particular focus on sequencing of delivery and how this impacts on learning.</p> <p>The report also referred to other elements of learning and assessment including work experience, duties, blended learning and tracking of assessment outcomes to provide a more holistic picture of the TLA activity in response to the previous discussions in QuEst. A summary and detailed appendix relating to the preparation for examination as part of the BTEC assessment methodology for 2020-2021 as requested at the College Board meeting held earlier in the year had also been provided.</p>	
	<p>It was confirmed staff had transitioned well to on-line delivery with all blended learning targets being met. Given the new external context the targets would need to be further reviewed.</p> <p>A governor queried whether the 89% good or better observations included staff who had left. The Vice-Principal Further Education advised that few staff had left, but that the figures did include one member of staff who had been subject to performance management and subsequently left.</p>	

		<b>ACTION &amp; ACTION DATE</b>
	<p>A governor highlighted the higher proportion of students in the BTEC exam pilot in animal, equine and agriculture who had failed or been referred in an exam and queried what had been done to support the teachers in these areas. The Vice-Principal Further Education advised that there was less material available externally in these areas to support the transition into exams. She highlighted Continuous Professional Development work which had taken place that June to support delivery of exam based qualifications. The Vice-Principal Further Education advised that the purpose of the pilot was to identify gaps and build staff confidence. A governor questioned whether it had been possible to benchmark the pilot results. The Vice-Principal Further Education advised that this had not been possible. A governor asked whether whole or part units had been used for the pilot. The Vice-Principal Further Education commented that whole selected courses had been used. Governors asked for confirmation that the necessary budget investment had been put in place to support BTEC students with up to three opportunities to take the exams. This was confirmed in addition to additional exams and learning support based costs associated to exams which has been built into the budget. Governors queried whether the movement to BTEC exam qualifications was likely to lead to different types of students taking the qualification. The Vice-Principal Further Education confirmed this would be kept under review, and that it was recognised it might lead to more students transitioning to level 2 rather than level 3 qualifications on results day. She confirmed that it had been highlighted to all potential students that there was an exam based component to the qualifications going forward as part of the Course Information Mornings. Currently recruitment continued to look strong. It was noted that some students might choose to transition to apprenticeships, which was an option Hartpury offered in Agriculture.</p>	
	<p><b>The Committee NOTED the report, confirming it enabled a good understanding of the data.</b></p>	
<p><b>QuESTFE 10/06/20</b></p>	<p><b>Student Satisfaction Data</b></p>	
	<p>It was confirmed that as part of the formal FE Student Voice process, on-programme student satisfaction surveys were conducted in the spring and summer terms to ascertain student perception of their course and the Hartpury experience. The report provided the key headline findings from the 1838 responses received (spring term) and 1084 responses received (summer term).</p> <p>It was highlighted that due to the unprecedented COVID-19 situation, an additional, extraordinary survey had been conducted in early May to capture the impact of how effectively we had transitioned to remote delivery from a student perspective. It was noted that whilst the headline data suggested overall a high level of student satisfaction, it remains important that Hartpury continues to consider the detail below this data set to ensure all students / groups are being heard and that we continue to implement change where needed in order to continually improve the student experience and effectively communicate changes made as a result of student feedback.</p>	

		<b>ACTION &amp; ACTION DATE</b>
	<p>It was confirmed that for the third year, students had been asked to provide feedback specifically relating to each teacher in the January survey, this forming part of the holistic measure of the quality of teaching, learning and assessment. Teachers discussed their individual feedback with their line manager in their mid-year interim appraisals with an action to address any areas requiring further improvement as needed. It was noted the same questions were added to the June survey to ascertain levels of consistency throughout the year at an individual teacher level.</p> <p>The Committee noted that Hartpury has a number of additional sources used to determine student satisfaction throughout the year too, including the Induction Survey, the Student Representative Forum, chaired by the Vice Principal FE and Teaching, Learning and Assessment observations during which observers ask students for feedback on the lesson and their progress, etc.</p> <p>The Vice-Principal Further Education updated that from this year, we cannot conduct the Ofsted survey as we have done in previous years as this is only opened at the point of inspection now. It was highlighted that Hartpury continued to undertake additional student focus groups for Learning Support and Maths and English Departments, from which actions for further improvement have been taken forward for implementation.</p> <p>Student feedback collected during this academic year, to be further analysed during the summer, will feature in the FE Self-Assessment Report 2019-2020 as evidence to support the judgements that we make and also feature in the 2020-2021 Quality Improvement Report (QIP) to continue to drive forward improvement.</p>	
	<p>Governors questioned how staff had found the transition to on-line delivery. Sean Lynn, Staff Governor advised that the movement to on-line had provided improved processes for tutorials, which had given more opportunity for less confident students to contribute. He advised that the weekly briefings on using zoom and Teams had been very helpful in building knowledge of how to get the best from the technology. A governor queried whether staff had dipped into each other's lessons. Sean Lynn advised that good practice had been shared and that in group tutorials all three tutors had attended.</p>	
	<p>Governors questioned whether staff felt looked after. Sean Lynn advised that staff were having weekly meetings with their managers and the Principal's regular updates were welcomed. Governors queried whether there were additional things that could be put in place to improve support. Sean Lynn highlighted that support on information to be provided to parents on results day would be appreciated. The Vice-Principal Further Education advised this had also been flagged by the Exams Team and that advice on this was being developed.</p>	
	<p><b>The Committee NOTED the Student Feedback Report.</b></p>	

		<b>ACTION &amp; ACTION DATE</b>
<b>QuEstFE 11/06/20</b>	<b>External Moderation Outcomes*</b>	
	<p>The Committee had been provided with a report which updated on the quality of assessment and internal quality assurance processes as determined through external verification overall remains strong and consistent across all areas of the College resulting in 'direct claim status' or 'certification released' status.</p> <p>The report provided a summary of the External Moderation reports as per the QuEst Terms of Reference received up until the time of report writing. In addition, the College Quality Cycle had been included so that it is clear to see how these reports relate to quality improvement and the relationship with Governance.</p> <p>It was noted that the 'usual' external quality assurance process for BTEC qualifications was curtailed this year by Awarding Organisations following the COVID-19 situation. Therefore Hartpury had had to adapt to a method of calculating grades based on published guidance from Ofqual and awarding organisations. A section was provided in the report on the process implemented to satisfy the Ofqual and awarding organisation guidance. The Vice-Principal Further Education advised that she was confident that teachers had applied the methodology consistently, in line with the guidance and taking into consideration all aspects. She advised that additional Exam Boards had been held to ensure additional scrutiny. Governors recognised that this had been a significant piece of work and recorded their thanks to the staff.</p>	
	The Vice-Principal Further Education advised that one qualification, Gym Instructor, had not been able to be completed due to Covid-19 restrictions.	
	<b>The Report on External Moderations and the Additional Processes put in place due to Covid-19 were NOTED.</b>	
<b>QuEstFE 12/06/20</b>	<b>Landex Peer Review</b>	
	<p>The Committee considered the Report from the Landex Peer Review. It was agreed it had been a helpful process and that the report would help to support improvement. It was confirmed that the proposed actions were being worked through:</p> <ol style="list-style-type: none"> <li>1. Further CPD for staff in relation to articulation of the intent, implementation and impact at course level to include clear citing of the wider context of the provision, destination data and any relevant supporting data in year.</li> <li>2. Utilisation of the ragging system adopted for Maths and English by the ALS team to allow them to clearly target and track the impact of interventions in this area</li> <li>3. Utilising initial assessment of practical skills to inform employers offering work placements about the learners strengths and skills gaps</li> </ol>	

		<b>ACTION &amp; ACTION DATE</b>
	<p>4. Monitoring blended learning interactions (such as the development programme), including number of hits versus impact on progress and learner voice feedback.</p> <p>5. Clear focus on desired and measurable impact of any QIP actions to ensure that measures can be taken in year to assess progress.</p>	
	<p>A governor queried what was being considered for monitoring blended learning and potential on-line observations. It was noted this was an area OFSTED were expected to consider. The Vice-Principal Further Education advised that this was a significant theme for preparation for the next year, alongside preparing students. It was noted that where students were being taught in the classroom but also on-line teachers would be expected to consider how they were engaging both sets of students. It was highlighted that work to ensure the infrastructure would support this, for example Wi-Fi, was also ongoing. These aspects would be considered further as part of the summer planning.</p>	
	<p>A governor queried what steps Hartpury was putting in place to support both new and returning students who would not have been in learning for some time. It was noted this was a question OFSTED would ask a sample of learners during inspection: "how had the college helped them to settle in and catch up lost learning". The Vice-Principal Further Education confirmed this was an area being considered by staff, and that the importance of getting it right was recognised. It was noted that announcements from OFSTED were expected on their planned approach. It was confirmed that whether or not Hartpury was included in the likely inspection cycle that there would continue to be a focus on improvement.</p>	
	<p><b>The Landex Peer Review Report was NOTED.</b></p>	
<b>QuESTFE 13/06/20</b>	<p><b>Quality Improvement Plan Update &amp; Impact Report</b></p>	
	<p>An interim update on the headline College Quality Improvement Plan (QIP) had been provided, this covered all areas for improvement identified for development and does not focus on current strengths of provision.</p> <p>Overall headline messages included:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The A Level retention for completing students is slightly improved compared to last year although it is essential that we maintain the current level of first year retention through to next academic year when students return to year two. When appointing the new Head of Department A Levels, this was an area that we specifically focused on during the interview process.</li> <li><input type="checkbox"/> 19+ Access to HE retention is much better than last year and in spite of 'lockdown' would have reflected an improvement. The further intervention measures have effectively supported this improvement.</li> <li><input type="checkbox"/> Maths and English GCSE and Functional Skills calculated grades generally reflect the performance of the previous year, including that of the improved overall Functional Skills position, albeit the grades now require ratifying by the exam board. Maths and English attendance</li> </ul>	

		ACTION & ACTION DATE
	<p>continued to be a focus and has demonstrated a 'narrowing of the gap' between it and the vocational attendance.</p> <ul style="list-style-type: none"> <li>□ Three BTEC courses were highlighted in the Self-Assessment Report as needing to improve retention where they were just at, just above or slightly below benchmark. Two out of the three have improved.</li> <li>□ One BTEC course (ED Agriculture) is currently not performing as we want it to again this year due to withdrawals from the course albeit a number of these students have transitioned to related employment. This is an area of particular focus.</li> <li>□ Last year male students on Level 2 programmes didn't perform as well as females –currently based on retention data to date, this gap appears to have narrowed.</li> <li>□ Progress has been made with regard to articulation of lesson / study programme sequencing by all as initially tested out in the recent lesson observation period.</li> <li>□ Blended learning continued to increase up to the point of 'lockdown' with a further significant increase following 'lockdown' as you would expect, further accelerating progress in line with and beyond our targets agreed for this year. We have captured areas of strength from the COVID-19 situation to carry forward into planning for September 2020.</li> <li>□ New systems implemented such as Pro-monitor and Grofar have supported College process requirements in relation to assessment, skills assessments and work experience to ultimately further enhance the student experience; work is still in place to further refine these to support the user (teacher/tutor) prior to next academic year.</li> <li>□ A number of students benefited from the Hartpury Certificate Plus 'opt in' activities although the engagement expectation was 100%. This was curtailed by the COVID-19 situation although planning is currently in place to ensure remote accessibility to all 'optin' sessions where possible for 2020-2021, if needed.</li> <li>□ Work has continued pre and post 'lockdown' to support an effective transition to the new BTEC qualifications next academic year, both from a logistics and quality perspective. This had included investment in specific exams based and learning support staff in preparation for the start of the new term. Virtual training has been planned for the end of June for academic staff using external companies, Dragonfly and Pearson to focus on effective delivery in support of exam success, yet retaining holistic development of students.</li> </ul> <p>It was recognised that there have been a number of developments and new systems/processes implemented this year and that the College Management Team, have been very conscious of this and considered the timing of implementation to ensure staff are supported and that the new developments have the desired impact. The timing has enabled familiarisation and embedding prior to significant change to qualification assessment methodology next year. The developments also align effectively with the new Ofsted Education Inspection Framework.</p> <p>It was noted that a headline summary of EDI characteristics extracted from the Self-Assessment Reports had been added to the report following a request made at the February 2020 QuEst.</p>	

		<b>ACTION &amp; ACTION DATE</b>
	<b>The Committee NOTED the Quality Improvement Plan Update.</b>	
<b>QuEStFE 14/06/20</b>	<b>Industry Engagement and Employability Report</b>	
	The Committee had been provided with a comprehensive report providing a broad overview of industry engagement activity undertaken during 2019-2020, together with a selection of notable examples. Industry engagement is pivotal for ensuring currency in curriculum development thus supporting student experience and graduate outcomes. Having an overview of Hartpury's sector industry engagement is increasingly required to add weight to funding bids across a range of applications.	
	<b>Helen Wilkinson left the meeting briefly and Barbara Buck chaired this item</b>	
	Governors questioned whether sufficient work places were available to support work placements and work experience. The Vice-Principal Further Education advised that agriculture was well supported but that animal management remained more challenging and this was expected to be an increased problem when T levels were operating.	
	<b>The Committee NOTED the Report.</b>	
<b>QuEStFE 15/06/20</b>	<b>Innovation, Careers and Enterprise</b>	
	<p>The Committee considered the detailed report which had been provided which set out how Hartpury was responding to the Government's Careers Strategy, published on 4th December 2017, which set out the ambition to build a world-class careers system to support young people and adults with their career path. As such, provision of effective Careers, Advice and Guidance to support positive progression is a key area of focus for schools and colleges. All further education colleges and sixth form colleges in England are required to secure access to independent careers guidance, this being external to the institution for their students. This forms part of FE college and sixth form college funding agreements.</p> <p>It was noted that Colleges also have a legal requirement to provide all college learners with guidance materials and a wide range of current reference materials relating to careers education and career opportunities.</p> <p>The report outlined the operational activity and consideration of strategic requirements in line with the Hartpury 2025 Strategy, providing an update of the current position of our careers offer in line with the Gatsby Benchmarks (criteria clearly setting out what colleges should do), progress made to date and key areas for further development.</p> <p>It was confirmed there had been lots of further focused activity in support of this area in both ICE and College academic Departments this year including pre and post COVID-19 capturing all of the activity centrally and also formalising activity where needed. At headline level our 'gaps' that we previously identified using the 'Compass Tool' are reducing although we still</p>	

		<b>ACTION &amp; ACTION DATE</b>
	have work to do to ensure 100% compliance in every area in addition to effective refocusing of careers support to accurately reflect the COVID-19 economy and possible impact on career paths.	
	Governors recognised the progress that had been made in this area and the strength of the Team now in place and the work that would continue to meet the requirements. It was confirmed that the target was to have full compliance within 2 years. It was recognised that Covid-19 had impacted on plans for the current year.	
	<b>The ICE Report was NOTED.</b>	
<b>QuEstFE 16/06/20</b>	<b>Subcontract Quality Improvement Plan – overview &amp; actions to date</b>	
	<p>The Committee considered the Subcontract Quality Improvement Plan and actions to date. It was noted Hartpury has had a long standing sub-contract history with two major professional bodies, Rugby Football Development, who are a subsidiary of The Rugby Football Union (RFU), and Gloucester Football Association (GFA) to deliver adult coaching and referring certificates on an annual basis. The RFU sub-contract ceased from August 2019 due to the change in their strategic direction. During 2018-2019, our former partnership with British Rowing was transitioned to a formal sub-contract relationship. This includes a proportion of 16-18 year-old rowing students that are following a Diploma in Sporting Excellence (DISE, formally known as AASE) qualification at Hartpury but where their core study programme sits with a provider elsewhere. DISE are programme lead apprenticeships, meaning that alongside their DISE programme, the student studies a BTEC or A Level programme for example, so differ to the traditional employer based apprenticeship.</p> <p>The strategic fit of our subcontracted provision aligning with our core business is key, fully complementing Hartpury's other sporting activities and fostering a wider relationship with sports governing bodies, which in turn elevates Hartpury's profile and that of its students.</p> <p>In order to be fully compliant with the Education and Skills Funding Agency (ESFA) funding rules the College has annually instructed PricewaterhouseCoopers LLP (PwC) to conduct the compliance audit required for sub-contracts over the value of £99k. Due to the discontinuation of the RFU subcontract this year, this is no longer a requirement based on the lower contract value (£60k for GFA and £80k for GB Rowing).</p> <p>The importance of ensuring sub-contracting compliance and quality of provision was scrutinised at Governance level was recognized.</p>	
	It was confirmed the sub-contract with Gloucester Football Association was progressing well but that work was ongoing with GB Rowing to raise quality levels to those of other Hartpury programmes. Governors queried why it was currently below these levels. The vice-Principal Further Education advised that staff changes at GB Rowing had meant tracking was less comprehensive than required, this had now improved. Additionally Hartpury had put in place	

		<b>ACTION &amp; ACTION DATE</b>
	more dedicated resource to support monitoring. It was confirmed that retention and insufficient progress in a timely manner were the issues being addressed.	
	<b>The Committee NOTED the Sub-contracting Update and the work on going to target improvement.</b>	
<b>QuEstFE 17/06/20</b>	<b>DFE Datasets Analysis of Publically Available Data</b>	
	<p>The paper summarised the externally published performance of our institution using 2018-2019 outcomes in comparison with other Specialist Landbased Colleges (released in March 2020). This data underpins the National Rates<sup>1</sup> with which we compare our performance by course and at headline level in our Self-Assessment Report and Key Performance Indicators.</p> <p>It was highlighted that at the current time, colleges are using a mixture of qualifications (different awarding bodies and new qualifications that are inclusive of examination; currently only our Level 2 Sport contains formal examination). There are however a number of institutions still using the same BTEC qualifications that we are using for the subjects that we offer.</p> <p>It was noted that Hartpury's overall headline position had been maintained for the last four years as the top Specialist Landbased College for all qualifications, all ages and all levels. This included circa 2500 of high performing RFU and GFA qualifications which from 2019-2020 have ceased significantly in quantity (this change is likely to impact on this overall position going forward).</p> <p>Areas for further development are as detailed in the Self-Assessment Report and Quality Improvement Plan. It was recognised that as mentioned in the recent College Board meeting, the move to external examination for Diploma students from 2020-2021 is the biggest risk to current levels of performance and that gearing up is ongoing to mitigate against. It was confirmed Hartpury had maintained its strong position with regard to English and Maths GCSE A*-C pass rates following significant improved two years ago (albeit national pass rates are low). It will be important to maintain and further improve on this.</p>	
	It was noted DFE would not be providing this data for 2019/20 due to Covid-19. It was confirmed Landex would provide some benchmarking data, which would be helpful to identify good practice and for marketing but would not be strictly comparable. The VP also mentioned that the wouldn't be any future RFU coaching courses included in the data set.	
	<b>The Dataset Report was NOTED.</b>	
<b>QuEstFE 18/06/20</b>	<b>Student Union Update</b>	
	The Committee was updated that feedback on Student views was incorporated within the papers. Additionally the Principal advised of ongoing helpful discussions with the Student Union and learner groups to gain an	

		<b>ACTION &amp; ACTION DATE</b>
	understanding of learner views in relation to preparations for 2020/21. He advised it was a very helpful dialogue and that the SU had offered to support social distancing policing.	
	The Vice-Principal Further Education advised that she and the Vice-Principal Resources had met the FE Student Reps and discussed concerns about practicals. Governors questioned if feedback on wellbeing had discussed. It was confirmed there had been positive feedback on this.	
	The Principal advised there had been positive feedback on the way digital had enabled some less confident students to take part and work was ongoing to ensure these aspects were retained going forward.	
	<b>The Student Union Update was NOTED.</b>	
<b>QuEst 19/06/20</b>	<b>Any Other Business</b> None.	
<b>QuEst 11/02/20</b>	<b>Dates of future meetings-all commence at 2.00pm:</b> Tuesday 3 <sup>rd</sup> November 2020  <b>The meeting closed at 3.30pm</b>	

**Helen Wilkinson**  
**Chair**

**College Quality Enhancement and Standards Committee**

**Date:**

Approved November 2020