



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting
2:00pm Tuesday 13th February 2020
Gordon Canning Room

Present:	Ms Helen Wilkinson (HW) Chair – College QuEST
	Mr Russell Marchant (RM) – Vice-Chancellor/Principal
	Mrs Barbara Buck (BB) - College Governor
	Mr Chris Moody (CM) - College & University Governor
	Mr Kam Nandra (KN) – College Governor
In Attendance:	Prof. Ian Robinson (IR) – Chair – University QuEST
	Ms Jenny Arroud (JA) – University Staff Governor
	Dr John Selby (JS) – University Governor
	Ms Rosie Scott-Ward – Pro-Vice-Chancellor (from 2.30pm – 4.10pm)
	Ms Lucy Dumbell (LD)- Academic Registrar (from 2.30pm – 4.10pm)
	Ms Claire Whitworth (CW1) – Vice Principal – Further Education
	Gillian Steels – Clerk to the Governors
Apologies:	Mr Sean Lynn (SL) – College Staff Governor
	Ms Ehlana Drury (ED) – College Student Governor
	Ms Emily Hancock (EH) – University Student Governor

		ACTION & ACTION DATE
QuEST 01/02/20	Apologies Apologies were received as detailed above.	
QuEST 02/02/20	Quoracy It was confirmed the meeting was quorate.	
QuEST 03/02/20	Declaration of Interest 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.	

		ACTION & ACTION DATE
QuEst 04/02/20	<p>Minutes of the Last Meeting</p> <p>The Minutes of the meeting held on the 5th November 2019 were agreed to be a true and accurate record, subject to Chris Moody being shown as a member of both University and College Boards and QuEst Committees, and signed by the Chair.</p>	
QuEst 05/02/20	<p>Matters Arising</p> <p>Survey Fatigue – it was confirmed this was not considered to be an issue for FE students at this time.</p> <p>It was confirmed the data referred to in section 5.1 of the minutes had been confirmed as up to date.</p> <p>Final data for 2018/19 across the sector was not yet available and would be provided in the June meeting.</p>	
QuEst 06.1/02/20	<p>Key Performance Indicators</p>	
	<p>The Committee considered the key performance indicator performance to date. It was noted that</p> <p>Headline messages relating to 2019-2020 outcomes were:</p> <p>Meeting KPI</p> <ul style="list-style-type: none"> - Attendance is currently tracking above the KPI (physical presence in the classroom also included in brackets). - Overall BTEC Level 2 retention is currently tracking above the KPI - Overall Level 1 complementary qualification retention is currently tracking above the KPI - Overall Level 2 complementary qualification retention is currently tracking above the KPI - Overall Level 3 complementary qualification retention is currently tracking above the KPI - Overall course applications for 2020-2021 are higher than last year - Subcontracted course retention is currently at the KPI of 100% <p>Not meeting KPI but exceeding national rates</p> <p>Overall BTEC Level 3 retention is above the most recent national rate but just below KPI (<i>subject to change based on the legacy qualification funding rules that can be applied for this year only</i>)</p> <p>Overall Student Satisfaction remains high for the autumn term but just below KPI</p> <p>Not meeting KPI and close to or below national rates</p> <p>A Levels does not meet the KPI or national rate for retention (when compared with all institutions).</p> <p>A governor questioned whether like was being compared with like</p>	

		ACTION & ACTION DATE
	<p>in areas where there were hybrid end years for some students. It was agreed an additional column would be added to the table to provide clarity on this (retention 2021). It was noted this was an anomaly year. A governor queried when the data for apprenticeships would be available. He was advised this related to c10 students where there was a data entry issue. (This would be rectified for the next meeting). It was noted that apprenticeship numbers were lower this year as the Advanced Apprenticeship Sporting Excellence (AASE) qualifications are now Diplomas in Sporting Excellence (DISE).</p> <p>The Committee NOTED the Key Performance Indicator current positions.</p>	<p>VP-FE</p> <p>VP-FE</p>
<p>QuEst 06.2/02/20</p>	<p>A 'Level Update</p>	
	<p>The Committee considered the A Level Report which summarised the current position with interim progress monitoring for 2019-2020 for A Levels following the most recent December mock exams. It was noted that as QuEst was earlier this year, February mini assessments were not available for inclusion in this report.</p> <p>It was confirmed that following the much improved A Level performance in 2018-2019, the current focus remains on improving retention, sustaining the performance of 2018-2019 into 2019-2020 and further increasing the number of students achieving the higher grades.</p> <p>A Headline Summary of Second Year A Level Students in December 2019 Mock Exams compared with December Completing Student Mock Exams in the Previous Year (our impact) indicated that in comparison to the same point as Second Year students last year:</p> <p>2019/20 A*-E = 94.7% vs 2018/19 A*-E = 85.9% Difference + 8.8% 2019/20 A*-C = 60.2% vs 2019/19 A*-C = 56.4% Difference + 3.8%</p> <p>It was noted that there were some noticeable improvements including Economics, Maths and PE who have made significant jumps in performance compared to the previous year:</p> <p>It was highlighted that a retention analysis had also been undertaken to highlight any additional development points to support improved retention and a further increase in target grades. The Committee considered the feedback on this. It was noted that the need to manage expectation relating to sport opportunities had been put in place. A governor queried whether the analysis identified any diversity flags. The Vice-Principal Further Education</p>	

		ACTION & ACTION DATE
	<p>advised that boys had been flagged and work relating to this was ongoing. Governors queried levels of dissatisfaction with Catesby. The Vice-Principal Further Education advised that a strategic decision had been made to group the FE students here together, but that sometimes there were noise issues which needed to be managed but that the rooms were not cramped.</p> <p>Governors queried the split of feedback relating “levels of academic discipline” recognising the figures were over two years. The Vice-Principal Further Education advised that levels were broadly the same over the two years. Governors asked for clarification on the classifications and were advised that academic discipline related to lack of engagement – non-attendance or poor completion of work; non-academic discipline related to residential life. It was noted an additional week had been put in for international students to support cultural transition. It was confirmed processes were in place to ensure a safe environment. It was noted that support had also been put in place to build resilience.</p> <p>It was confirmed that the strengths of different pedagogies to support male and female learners were understood and put in place. The improved retention and current positive EDI indicators were noted.</p> <p>The Committee NOTED the A Level Update</p>	
QuEST 06.3/02/20	Quality of Teaching, Learning & Assessment Report	
	<p>In line with the agreed calendar of reporting, an interim report with the in-year progress update had been provided. This confirmed that the current Teaching, Learning and Assessment Strategy has continued to be implemented effectively as planned for a third year with further evolution of the training and development that staff have been provided with. The Committee was pleased to note the ‘no notice’ observations in the autumn term reflected 91% (89% last year) good or better delivery. It was noted that the second phase is currently underway involving Ofsted notice observation weeks, analysis of student satisfaction at teacher level, analysis of the tutorial target setting quality by tutor and the quality of duties (where applicable).</p> <p>It was highlighted that whilst the majority of lessons are demonstrating highly effective and progressive development of knowledge and skill for the majority of students, the main area needing continuous focus is maximisation of learning for all and with a particular focus on higher order thinking. Therefore, the CPD focus is supporting staff with this aspect to ensure that all students are stretched and challenged consistently throughout their programme.</p>	

		ACTION & ACTION DATE
	<p>Governors queried whether the observation process reflected the new OFSTED Education Inspection Framework (EIF) and it was confirmed that in line with the EIF students were being spoken to about their progress without the lecturer being present where appropriate. During the observation feedback teaching staff were being asked to consider the sequencing of their delivery and how they articulate that. It was confirmed that staff felt comfortable with this approach. Governors queried whether themes identified through the observation process would be updated to QuEST, and this was confirmed.</p> <p>A governor queried the current position in relation to blended learning. The Vice-Principal Further Education advised it was progressing, with the expectation that staff used it to enhance learning. She advised she was confident of the level of blended learning taking place, although there was further work to do. An FE Staff Survey had just been undertaken which supported this. It was confirmed that the next round of observations would also be used to identify this.</p> <p>The Committee NOTED the Quality of Teaching, Learning and Assessment Report.</p>	
<p>QuEST 06.4/02/20</p>	<p>Quality Improvement Plan Update & Impact Report</p>	
	<p>The Committee had been provided with an interim update on the headline College Quality Improvement Plan (QIP). To date overall headline messages included:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The A Level retention to date is slightly improved compared to last year for students who are due to complete this year <input type="checkbox"/> 19+ Access to HE retention is currently much better than last year at 100% although there is currently one student at risk of withdrawal. <input type="checkbox"/> Maths and English Functional Skills achievement to date for the small number that have been entered for an exam has provided a foundation for further improvement during the year. Maths and English attendance continues to be a focus, and to date has demonstrated a 'narrowing of the gap' between it and vocational attendance. <input type="checkbox"/> Two out of the three BTEC courses, which were highlighted in the Self-Assessment Report as needing to improve retention, are currently tracking above last year's performance. <input type="checkbox"/> One BTEC course (ED Agriculture) is currently not performing as targeted due to withdrawals from the course. This is an area of particular focus. <input type="checkbox"/> 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. <input type="checkbox"/> Progress is being made with regard to articulation of lesson / 	

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	<p>study programme sequencing by all as initially tested out in the recent lesson observation period.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blended learning continues to be a focus with increased levels of engagement evident to date but still work to do to develop a consistent approach. <input type="checkbox"/> The addition of the resilience workshops is positive although the full impact will be evident at the end of the academic year. <input type="checkbox"/> 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 now is in place to further refine these to support the user (teacher/tutor) prior to next academic year. <input type="checkbox"/> Hartpury Certificate Plus uptake to date is strong although all remaining activities need to be executed between now and the end of term, with further refinement identified for next year. <input type="checkbox"/> Work is well underway with planning for an effective transition to new qualifications next academic year, both from a logistics and quality perspective. <p>It was emphasized that there have been a number of developments and new systems/processes implemented this year, with required staff support put in place. It was confirmed that the timing allowed for familiarisation and embedding prior to significant change to qualification assessment methodology next year and potentially an Ofsted inspection the year after that or thereafter. The Committee was pleased to see the level of focus and grip demonstrated by the report.</p> <p>The Committee NOTED the Quality Improvement Plan Update & Impact Report.</p>	
<p>QuEst 07/02/20</p>	<p>Student Union Update</p>	
	<p>Students' Union Report</p> <p>The Committee considered the update on SU processes to improve student involvement and engagement activities. The processes used to support student representation and student involvement in discussions about the Strategic Plan and Value for Money were noted. Plans to increase the diversity of representation were supported. The breadth of engagement opportunities was considered very positively.</p> <p>It was confirmed that in the most recent FE students survey it was confirmed that students feeling safe on campus had achieved a rating of 98.3% (last year 98%). It was confirmed that where students had</p>	

		ACTION & ACTION DATE
	<p>raised concerns that these had been investigated and were understood (issues raised had included pedestrianisation request, game-keeping concerns). It was agreed this was encouraging. It was noted that HE students were also asked this question and the analysis was similar.</p> <p>The Committee NOTED the SU Report.</p>	
QuEst 08/02/20	-	
QuEst 09/02/20	-	
	4.10pm The Pro-Vice-Chancellor and the Academic Registrar left the meeting.	
QuEst 10/02/20	<p>Any Other Business</p> <p>Kam Nandra, Governor, feedback on a recent learning walk he had undertaken within English Functional Skills and GCSE area which had confirmed that learners were happy, that they valued small group sizes, understood the progress they were making and considered they were making more progress than they had at school.</p> <p>The Committee formally commended the quality of the papers and input from staff to the meetings which supported its effective operation.</p>	
QuEst 11/02/20	<p>Dates of future meetings-all commence at 2.00pm:</p> <p>Tuesday 30th June 2020</p> <p>Tuesday 3rd November 2020</p> <p>The meeting closed at 4.30pm</p>	

Helen Wilkinson
Chair

College Quality Enhancement and Standards Committee

Date:

Approved June 2020