



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting
3.45pm Thursday 16th February 2023
Gordon Canning and on Teams

- Present:** Ms Barbara Buck - College Governor (Chair)
Professor Andy Collop – Vice -Chancellor & Principal
Mr Chris Moody - College Governor
Mr Philip Robinson – Co-opted Committee Member
Ms Mary Heslop - College Governor
- In Attendance** Ms Gillian Steels– Clerk to the Governors
Ms Claire Whitworth – Deputy-Principal Further Education
Prof. Ian Robinson University Governor
Dr John Selby University Governor
Ms Jo Ronald - Director of Sport and A’levels
- Apologies:** Mr Nick Oldham – Co-opted Committee Member
Mr Sean Lynn – College Staff Governor
Ms Helen Wilkinson – College Governor
Mr Kam Nandra – Co-opted Committee Member
Ms Jennifer Garvey – College Student Governor

		ACTION & ACTION DATE
FEQuEST 01/02/23	Welcome and Apologies Apologies were received as detailed above. Attendees were welcomed to the meeting – Philip and Mary were welcomed particularly as this was their first meeting at FE Quest.	
FEQuEST 02/02/23	Quoracy It was confirmed that the meeting was quorate.	
QuEST 03/02/23	Declaration of Interest The Clerk advised that members’ interests would be taken as those disclosed in the Register of Members Interests. There were no declarations of members’ interests for agenda items.	
QuEST 04/02/23	Minutes of the Last Meeting The College QuEST Committee agreed the minutes of the meeting of 15 th November 2022 as a true and accurate record.	

		ACTION & ACTION DATE
QuEst 05/02/23	Matters Arising The Action Update log which updated members on the progress of actions had been provided. The Action Update log was NOTED.	
FEQuEst 06/02/22	KPIs 2022/23	
	<p>Key points were highlighted for discussion/debate by governors. It was confirmed that numbers of student had been added as requested by the Committee</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 Autumn Term Student Satisfaction is above KPI at 99.3% • Overall BTEC Level 2 retention is currently tracking above the KPI (67 students) • Overall BTEC Level 3 retention is currently tracking above the KPI (1158 students) • Overall Level 2 complementary qualification retention is currently tracking above the KPI (204 enrolments) • Overall Level 1 complementary qualification retention is currently tracking above the KPI (22 enrolments) • External Sub-contract for DISE Rowing retention is currently tracking above the KPI (35 students) • Level 3 Diploma Agriculture is currently tracking at 100% retention (23 students) against 80% last year, 10 students (excludes Farm Mech students) • Foundation Diploma Equine is currently tracking at 97.2% retention (71 students) against 88.4% last year (86 students) • Access to HE is currently tracking at 95% retention (20 students) against 76% last year <p>Not meeting KPI but exceeding 2018-2019 national rates</p> <ul style="list-style-type: none"> • L2 Agriculture Apprenticeship Standards is at 66.7% retention (27 students) which is line with last year – new apprenticeships starting in year 1 in 2022-2023, by contrast are currently at 100% retention – the Deputy Principal Further Education highlighted this improved performance. • Maths and English GCSE resit November pass rates are higher in both Maths and English than the November re-sits last year (Maths, 8.8% higher and English, 25.2% higher). It was noted that the size of cohort was smaller this year. • Extended Diploma Sport and Exercise Science is currently tracking at 91.6% retention (83 students) against 89% last year (100 students). • Extended Diploma UPS is currently tracking at 91.1% retention (45 students) against 87.1% last year (62 students) <p>Not meeting KPI and close to or below 2018-2019 national rates</p> <ul style="list-style-type: none"> • A Level retention has dipped below KPI and 18-19 national rates (367 enrolments). The Deputy Principal Further Education advised that a number of students had dropped to two A'levels, they had not withdrawn from Hartpury. Some students had transferred to B'tecs. She advised that the changes reflected student needs. She advised that it was expected 	

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	<p>achievement rates would dip this year, but should recover in 2024, as that cohort of students would have sat GCSE exams, rather than received Centre Assessed Grades.</p> <ul style="list-style-type: none"> • Overall Level 3 complementary qualification (Sport) retention is currently tracking below the KPI and just below the 2018/19 national rate (49 enrolments) • Level 3 Apprenticeship retention (2 students) is 50% so below KPI and National Rate. 	
	<p>The FE Quest Committee NOTED the 2022/23 KPI Performance update.</p>	
<p>FEQuEST 07/02/23</p>	<p>2022/23 Quality Improvement Plan Update and Impact Report</p>	
	<p>The Committee had been provided with a report which gave the first annual update on progress with the headline College Quality Improvement Plan (QIP). The report covered all areas for improvement identified for development (strengths are within the Self-Assessment Report).</p> <p>Overall headline messages included:</p> <ul style="list-style-type: none"> • Maths and English GCSE 4 + pass rates for the November resits was 8.8% higher than last year for Maths and 25.2% higher than last year for English; attendance was currently tracking slightly lower than last year's improved position although should pick up again now that those who passed in November (results only received in January) no longer need to attend. Summer exam results will be added to the overall pass rates for the year, currently this was in a stronger position than last year. • Five 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. They have all remained above last year's final performance outcomes to date but will need to be monitored closely. • Apprenticeship retention for new Level 2 first years (14 starts) was 100% and for completing students on two-year Level 2 courses 66.7% (27 starts) in line with the previous year. At the time of writing we do not have any apprentices at risk of withdrawing in year one so an impro improvements we have been striving towards. • Access to HE retention was currently at 95% although there were two students currently at risk who are being monitored through our Safeguarding Team as well as by the tutor. • Our refreshed and strategic, 'Employers as Partners approach is now embedded into the annual cycle with all Industry-Curriculum Co-creation meetings having taken place during the summer (albeit Animal Management which was held in the autumn term) to ensure that industry are directly informing skills needs, sequencing of the programme and delivery as well as curriculum intent. Employers were targeted to ensure coverage of the relevant sub-sectors within a specific industry. It was noted that all Managers produced a report detailing who attended, industry themes identified and how these have been addressed in the study programme). Managers can effectively articulate this holistic approach but there is variability with teachers which being supported through the lesson observation and deep dives processes. Our industry and wider stakeholders have been reviewed and categorised based on their operational or strategic contribution to ensure that we have full coverage of relevant employers, community, education and civic links in accordance with the updates to the Ofsted Framework for implementation from September 2022. 	

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	<ul style="list-style-type: none"> • The quality of our small but growing apprenticeship provision had been under review. The team had worked effectively to establish and plan a robust and engaging student experience. To date student feedback has been positive and includes 'I am so pleased xxx has joined the apprenticeship at Hartpury. He is enjoying his time learning and developing new skills and is always keen to go. This has been perfect not only to improve and learn technical knowledge required in his future but also has given him more confidence in communicating and allowing his social skills to flourish which is an area I have always been concerned in. This has certainly been an all-round positive for him' sent from an employer. Attendance to date exceeds KPI. Students now also have a Prep for Success Programme to support them with their wider personal development, delivered alongside their apprenticeship standard and this is being received positively too. Mock End Point Assessment Exams are also now in place and provide interim assessment points and intervention to support overall success with the final formal exam. Overall the Rapid Improvement Plan led by the Deputy Principal and implemented by the Apprenticeship Team is progressing well and monthly meetings will continue throughout this year to ensure that all is fully embedded. • BTEC exams continue to be a focus following their introduction last year from both a pedagogical and logistical perspective. We continued with the mock exam and intervention process that we introduced last year and the teams are working hard to further improve on exam performance seen last year, yet retaining the holistic approach to delivery and further improving overall high grades. Mock exam performance in relation to overall pass rates has been largely in line with last year with some improvements overall with higher grades and fewer ungraded / near pass grades for three out of the four departments. Staff changes were also highlighted. • LSIP Collaboration was progressing well. We organised and hosted an Agri-tech and Agricultural Production Stakeholder Forum, ensuring we engaged industry partners to effectively represent their sub-sector and also ensuring coverage of as many sub-sectors as possible under the umbrella of agriculture and agri-tech. The forum provided Business West, commissioned to develop the LSIP, with a lot of information and food for thought around current and emerging skills needs. In addition, we facilitated the LSIP survey circulation to ensure our wider agri-tech contacts also had the opportunity to engage. A further event is planned for February which we are hosting at Hartpury for Business West. This work will align with our Skills Review Accountability Statement. 	
	<p>It was noted that the refreshed approach to employer engagement had worked well, but would be even better this year. Staff had been supported with training for Ofsted and the skills requirements and had demonstrated a good understanding of the application of the skills framework.</p>	
	<p>Governors recognising that an Ofsted inspection was likely within the next year queried if there were any points of concern for this. The Deputy Principal Further Education advised that it was important to demonstrate that the college was aware of its strengths and weaknesses and that it had a robust plan in place to respond to areas of weakness. She confirmed she was comfortable that Hartpury had this understanding. Governors confirmed they considered that Hartpury had robust processes to ensure this. It was confirmed that the Team had the capacity it needed to take forward the identified actions. It was confirmed that items that were amber were being progressed.</p>	

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	<p>Governors reflected on the recent disappointing Ofsted Residential Inspection outcome and queried whether it would raise any issues for the academic inspection, or whether there were points of improvement that needed to be dealt with in relation to the academic provision. The Deputy Principal Further Education advised that there had been a comment on the use of more than one system for safeguarding and this point would be clarified for the academic inspection.</p>	
	<p>The FE QuEst Committee NOTED the 2022/23 Quality Improvement Plan Update and Impact Report</p>	
<p>FEQuEst 08/02/23</p>	<p>College Position Statement Skills</p>	
	<p>As had previously been advised, the Committee was reminded that Ofsted had updated their inspection handbook to reflect the new skills related requirements taking effect from September 2022 with colleges and schools now being given a judgement of one of the following as part of their inspection activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strong contribution to local needs <input type="checkbox"/> Reasonable to contribution to local needs <input type="checkbox"/> Limited contribution to local needs <p>As this addition came into force for September 2022, we had decided not to specify a grade in our 2021-2022 Self-Assessment Report (SAR) as this is designed to reflect the year 2021-2022. We did however refer to changes throughout the body of the SAR and also in the Quality Improvement Plan as this looks ahead to 2022-2023. The Deputy Principal FE presented the current position around Skills, the work undertaken to date and how it links with the work of the Local Skills Improvement Plans (LSIPs) and Accountability Agreements as well as influencing the curriculum to the November College Board and a position statement was also circulated to the Board in December 2022 (as per the accompanying document) suggesting a grading of 'strong contribution' to local needs.</p> <p>Since then Hartpury had attended a number of external webinars and meetings as well as reviewing recent Ofsted inspection reports relating to this area. It was clear that most organisations to date are achieving a grading of 'reasonable contribution' which appears to reflect strong performance in this area. As such, it had been agreed to bring the debate to this committee around agreeing our judgement or either: <input type="checkbox"/> Strong contribution to local needs or <input type="checkbox"/> Reasonable to contribution to local needs</p> <p>Governors debated thee matter and reflected on the evidence provided which it considered would reflect a 'strong contribution'. It was recognised that this would become further embedded, but agreed that Hartpury was already demonstrating a strong contribution. It was agreed this was an area where Hartpury had always had a strong focus. It was agreed that the work with employers within the curriculum and within the LSIP demonstrated Hartpury's engagement in this area. The Deputy Principal Further Education commented that all curriculum areas had been able to articulate a strong story within the recent work with Landex. Governors agreed they should be kept regularly updated on this important area. It was agreed that Exeter College who had recently been graded as "Strong Contribution" would have interesting feedback</p>	<p>Dep P FE June 2023</p>

		ACTION & ACTION DATE
	to share and the Deputy Principal Further Education agreed to contact them. The Clerk updated on information shared by the Exeter Clerk on the inspection process.	
	The FE QuEst Committee AGREED to recommend to the Board that the Skills Statement be graded as “Strong Contribution”.	
FEQuEst 09/02/23	Interim Quality of Teaching, Learning and Assessment Update Report (including LANDEX Report)	
	<p>It was highlighted that the current Teaching, Learning and Assessment Strategy had further evolved this year following a staff consultation coupled with a review of our ‘Deep Dive’ process that had been introduced as part of the Quality Cycle last year. ‘walk through’ observations had been introduced as part of this process which had replaced term two formal observations, supplemented with other extensive quality measures to gain a sufficiently holistic overview of the quality of each department. This means that the previously adopted risk-based approach is now inclusive of all teachers in term two regardless of whether they demonstrate grade one teaching in term one coupled with strong student voice.</p> <p>As always, the autumn term observation process coupled with extensive student feedback and formative assessment progress had provided the basis for each departmental manager to have a good and timely understanding of the strengths and areas for improvement in their areas and as such drive forward continuous improvement, supporting their teachers in doing so. It was noted that there had been 140 lesson observations.</p> <p>Overall, student satisfaction with TLA remained strong and comparable with previous years, reflecting the continuous development and refinement. Our relatively new VESPA tool was now consolidated in our processes and provided useful indicators of the baseline starting point and progress made with softer skills.</p> <p>From a CPD perspective we had continued to provide a targeted and extensive offer to support all teaching and support staff, focusing very much on supporting exam success whilst retaining the holistic development of the student. Landex had also supported the TLA process to ensure that our observers had their practice validated and also to provide further areas of focus for us from an external and sector best practice perspective. The Landex report indicated that they found those observing lessons to be consistent and accurate with their judgements. Importantly, the areas of focus identified were immediately reviewed and had been reflected in our internal CPD offer coupled with targeted external support with Landex and a practising Ofsted inspector. As another key area of focus relating to TLA, the A Level and BTEC interim assessment progress against target position year to date was provided within the separate, accompanying report.</p>	
	Governors were pleased with the information outlined and the triangulation provided through the independent Landex report. The Committee was pleased that areas of improvement identified had already been actioned or actions were planned.	

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	<p>A governor commented on the feedback that lessons focused on forthcoming exams and highlighted the need to ensure holistic application of knowledge. It was confirmed that the Hartpury Certificate recognised this need, although it was noted that on some courses, such as sport, the exams were very heavily weighted and teaching did need to support this. The feedback from the VESPA tool, which assessed progress in the softer skills, was discussed. It was noted that 5 was the national average score therefore overall scores were only just below in one area and were above in the others which was very positive. It was agreed it would be an interesting area to monitor going forward.</p>	
	<p>The Interim Quality of Teaching, Learning and Assessment Update Report (including LANDEX Report) was NOTED.</p>	
<p>FEQuEst 10/02/23</p>	<p>At Risk Areas linked to QIP – A’levels and Btec Assessment</p>	
	<p>A Levels Governors were reminded that, A Level performance had been an area of continued high-level scrutiny which had resulted in significant improvement from 2018-2019 in relation to overall performance, value added, retention and student satisfaction. This improvement had been sustained since this point although it remained an area of focus until we sustain significant improvements in post pandemic years following the COVID-19 related Centre Assessed Grades (CAGs) issued. Overall autumn term A Level mock exam results reflected an improved A*-E and A*-C position compared with the same point last year although the percentage achieving their target grade was lower this year for their mock exam performance. The intervention process was well underway to support students with their areas requiring further focus with both academic content and in relation to exam technique. Student satisfaction with Teaching, Learning and Assessment remains high but retention was lower than last year for A Levels.</p> <p>BTECs It was recognised that 2021-2022 was the first year that Hartpury had implemented externally examined BTECs (taking account the pandemic years of Centre Assessed Grades). 2021-2022 overall performance remained strong with a high percentage of overall Distinction grade profiles, only slightly lower than in previous years although a slight dip in overall Value Added (although remembering that these students would not have sat national GCSE exams and entered with Centre Assessed Grades). It was agreed it must however remain an area of focus until sustained performance akin to our historic strong performance of BTECs was achieved year on year.</p> <p>The report provided a summary of the November BTEC mock exam performance with a comparison to last year which overall illustrates improvements to performance in three out of four departments reflecting the impact of the actions put in place to further enhance performance. As we know from 2021-2022 results, we anticipate a further increase to performance in the formal January exams and overall high grades for final qualifications. Animal Management and Sport were our strongest performing department with regard to exams last year and this continues to be the case again this year with Equine also now in a similar position and now slightly stronger overall. Agriculture again performed slightly lower in their mocks but when you remove the final third year cohort (final group across the whole college who did not sit GCSEs or a BTEC</p>	

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	exam in their first or second year), their performance is in line with the other departments for overall mock pass rates	
	Governors agreed it was a helpful report, and good to see focus being maintained in these identified areas, the transparency of the data and assessment was welcomed. It was agreed it was helpful to see the detail regarding the Agriculture Extended Diploma and the work ongoing to improve performance. It was noted that it was an area where it had also been challenging to put in place and retain teaching staff.	
	It was noted that staff were being encouraged to become examiners as this increased their understanding of how to improve their teaching and challenge students to obtain higher grades. It was highlighted that the use of mock exams meant students were less stressed when they took the actual exams. Governors were advised that students were encouraged to write in assessments so that they were also used to writing in exams.	
	The FE QuEST Committee NOTED the Report on At Risk Areas linked to QIP – A’levels and Btec Assessment	
FEQuEST 11/02/23	FE Termly Concerns and Complaints Report	
	It was noted there had been seven complaints, 3 in academic areas (2 upheld), 2 in service (1 partially upheld) and 2 in welfare/non-course areas (1 partially upheld). There had been no appeals to the Principal or to the ESFA. The Autumn Term Complaints and Appeals Report was NOTED.	
FEQuEST 12/02/23	SU Update	
	The Committee noted the SU Report which covered: <u>Representation:</u> The students’ union presidents put a significant amount of time and effort into the creation of the student submission for the Teaching Excellence Framework (TEF). This had included review of data and research with students. The second round of SU forums for university students and first round for College students would take place in February and March respectively. Student representatives had been asked to gather feedback on their experience of the recent assessment period as well as the impact of the cost-of-living crisis. Initial information from students suggests that food and energy costs are causing concerns, along with transport costs, as student maintenance loans do not raise in line with inflation. THE SU would be taking part in the APPG (All Party Parliamentary Group) call for evidence in relation to the experiences of students. Concerns surround the impact on education if students are unable to attend lectures due to needing to work or are unable to pay to travel to campus. The elections campaign would commence shortly.	

		ACTION & ACTION DATE
	<p><u>Guidance:</u> The SU was actively involved in the following task groups and forums:</p> <ul style="list-style-type: none"> • E, D and I forum, and Inclusivity Symposium • Race Equity Task Group • Mental Health and Resilience Steering group. • The Sexual Harassment and Misconduct group <p>These groups involved students from the college and the university.</p> <p>Current campaign work was focussing on LGBT+ History Month (Feb), Time to Talk day (3rd Feb), International Women’s Day (8th March) and University Mental Health Day also in March.</p> <p>The SU was proud to work in partnership with Hartpury which resulted in it being one of the first institutions to achieve the University Mental Health Charter. The Charter takes a holistic view of an institution’s approach to mental health, including services, interventions, environment and culture and the accreditation specifically awarded to universities. To achieve the award the project team submitted evidence to show our work in these areas. As much of the service provision and physical environment are shared by college and university alike, some evidence came from both and the benefits of our approach will be for all students, staff and visitors to Hartpury.</p> <p><u>Opportunities</u> Current clubs and societies were: Agricultural Soc, Breeding Society, Christian Union, Equestrian Club, Gaming Soc, Hockey, the International Society LGBTQ+, Polo, and the Vaulting Society. An opportunities’ fair took place on 8th February to increase membership. Research suggested that participation in extra-curricular activities enhances feelings of belonging which in turn is linked to successful outcomes for students.</p> <p>The SU had hosted pop-up shops in Legends bar in order to raise funds for the students’ union activities. We have more booked in and we also hosted a donor drive for a blood cancer charity.</p>	
	<p>It was confirmed that the SU provided training for the FE student reps. They also engaged with the residential students and offered a range of activities, although it was noted students did not always take up these opportunities.</p>	
	<p>The FE QuEst Committee NOTED the SU Update.</p>	
<p>FEQuEst 13/02/23</p>	<p>Any Points Identified to Highlight at Board</p>	
	<p>Quip Update Ofsted Readiness Rapid Improvement Plan for Apprenticeships Engagement with the Skills Agenda and proposed Grading of Strong Contribution TLA impact and Deep Dive Process</p>	
	<p>It was AGREED to take forward as detailed above.</p>	
<p>FEHEQuEst</p>	<p>Any Other Business</p>	

		ACTION & ACTION DATE
14/02/23	None	
	Dates of future meetings—NOTED	
	The meeting closed at 16.35pm	

APPROVED JUNE 2023