



# HARTPURY

## QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting  
3pm Thursday 9<sup>th</sup> November 2023  
Gordon Canning

**Present:** Barbara Buck - College Governor (Chair)  
Andy Collop – Vice -Chancellor & Principal (Professor)  
Chris Moody - College Governor  
Mary Heslop - College Governor  
Melissa Orritt – College Staff Governor  
Helen Wilkinson – College Governor  
Amy Tranter – College Student Governor

**In Attendance** Gillian Steels– Clerk to the Governors  
Claire Whitworth – Deputy-Principal Further Education  
Ian Robinson - University Governor (Professor)  
Tom Radcliffe – Director Elite Sport (Items 1-6 inclusive)

**Apologies:** Max David – Deputy College Student Governor  
Nick Oldham – College Governor  
Rosie Scott-Ward – Deputy-Vice-Chancellor  
Sue Blake – Co-opted Member

		ACTION & ACTION DATE
FEQuEST 01/11/23	<b>Welcome and Apologies</b> Apologies were received as detailed above.	
FEQuEST 02/11/23	<b>Quoracy</b> It was confirmed that the meeting was quorate.	
QuEST 03/11/23	<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 the Vice-Chancellor and Chris Moody were members of both Boards.  There were no declarations of members' interests for agenda items.	
QuEST 04/11/23	<b>Minutes of the Last Meeting</b> The College QuEST Committee agreed the minutes of the meeting of 29 <sup>th</sup> June 2023 as a true and accurate record.	

		ACTION & ACTION DATE
QuEST 05/11/23	<p><b>Matters Arising</b> The Action Update log which updated members on the progress of actions had been provided.</p> <p><b>Ofsted Skills Inspection</b> It was noted that the Deputy-Principal Further Education had attended a briefing by Exeter College on their recent Ofsted inspection and identified some good practice to incorporate in Hartpury's approach.</p> <p>Observation Process – it was confirmed this still included a grade, but also the deep dive process. The use of grades was being kept under review.</p> <p><b>The Action Update log was NOTED.</b></p>	
FEQuEST 06/11/23	<p><b>DiSE (Diploma in Sporting Excellence) Briefing</b></p> <p>The Director of Elite Sport provided a presentation which covered:</p> <ul style="list-style-type: none"> <li>• <b>What is DiSE</b> - Two-year DfE funded programme alongside state funded qualification, for student athletes with potential to achieve excellence in their sports, Complementary programme to enable dual career and pursue high level sport, gain additional skills and knowledge to prepare for a sporting and post athletic career</li> <li>• <b>How it Operates</b> - Sport England responsible to DfE &amp; DCMS for strategic direction &amp; alignment for DiSE, Sports Aid manage and administer the DiSE funding, Partnership with National Governing Body (NGB) to identify athletes from pathway, Delivery model created by appointing a college partner, Yearly application for places per sport based on a well-structured and progressive pathway, Eligibility criteria for student athletes – 16-18, state funded, NGB pathway, 50% means-tested bursary for fee paying school</li> <li>• <b>Partnership and numbers</b> – overall numbers 52 for 2023. Numbers fairly steady since 2015.</li> <li>• <b>Funding</b> - £2717 per student athlete per year, two-year cycle</li> <li>• <b>Benefits to Hartpury - Over 10 years' experience</b>, Delivery of both AASE &amp; DiSE, Sports Academies linked to the sports, Relationships outside of DiSE, Recruitment to Hartpury specific courses, Considerations for other sports &amp; partnerships, Case studies for promotion for student progression</li> </ul> <p>It was recognised this was a form of subcontracting, although not funded by the ESFA and that it was important the Board, via QuEST received assurance on the subcontracting processes and the quality of provision. The processes in place to support safeguarding were also highlighted. The Committee noted the opportunities that the provision of the DiSE programme provided for students and for Hartpury. Success stories from the approach were highlighted. It was confirmed the cost benefit of offering this type of provision was kept under regular review. It was noted that the numbers within the provision varied by sport as some sport governing bodies had their own centralised programmes.</p>	

		<b>ACTION &amp; ACTION DATE</b>
	Governors queried the amount of administration involved. They were advised it included management time, quality assurance, safeguarding review and overarching contract management meetings.	
	<p><b>The FE Quest Committee NOTED the DiSE Update and the assurance provided</b></p> <p>3.25pm Tom Radcliffe left the meeting.</p>	
<b>FEQuEST 07/11/23</b>	<b>KPIs – Set for 2023 -2024 and review performance 2022-2023</b>	
	<p>The Final performance against 2022-2023 KPIs was considered. Key points were noted.</p> <p><b>Meeting KPI</b></p> <ul style="list-style-type: none"> <li>Attendance exceeded the KPI (physical presence in the 'classroom' also included in brackets)</li> <li>Overall Autumn Term Student Satisfaction was above KPI at 99.3%</li> <li>Overall Level 2 Pass Rate meets the KPI</li> <li>Overall Level 1 complementary qualification achievement exceeded the KPI (146 enrolments)</li> <li>Overall Level 2 complementary qualification achievement exceeded the KPI (203 enrolments)</li> <li>Overall Level 3 complementary qualification pass rates met the KPI (48 enrolments)</li> <li>Overall Harpury Certificate pass rate met the KPI</li> <li>GCSE Maths and English A*-C – 9-4 rate met/exceeded KPI.</li> <li>Level 3 Diploma Agriculture finished on 100% retention (23 students) against 80% last year, 10 students (excludes Farm Mech students)</li> <li>Foundation Diploma Equine finished on 91.4% retention (70 students) against 88.4% last year (86 students)</li> <li>Access to HE finished on 89.5% retention (19 students) against 76% last year</li> </ul> <p><b>Not meeting KPI but exceeding 2021-2022 national rates</b></p> <ul style="list-style-type: none"> <li>Overall BTEC Level 3 achievement performed 1.8% below the KPI at 91.2% achievement (1154 students)</li> <li>Overall BTEC Level 2 retention of 94% finished 1% below the KPI (67 students)</li> <li>L2 Agriculture Apprenticeship Standards finished at 65.7% retention (29 students) which is slightly above last year – current apprenticeships cohort due to finish by January 2024, by contrast are currently still at 100% retention.</li> <li>Summer term student satisfaction was 92% and therefore below the KPI</li> <li>Students feeling safe on campus rate was 98.1% so just below the KPI of 99%</li> <li>Maths and English attendance had improved again for another year and was now 96.5%, so only 0.5% off the target and only 1.4% different to attendance in vocational programmes, demonstrating narrowing the gap.</li> <li>Extended Diploma Sport and Exercise Science finished at 89.3% retention (84 students) against 89% last year (100 students).</li> <li>Extended Diploma UPS finished at 88.9% retention (45 students) against 87.1% last year (62 students)</li> <li>External Sub-contract for DiSE Rowing achievement finished at 79.3% achievement (40 students), 0.2% above the national rate.</li> </ul> <p><b>Not meeting KPI and close to or below 2021-2022 national rates</b></p>	

		ACTION & ACTION DATE
	<ul style="list-style-type: none"> <li>• A Level second year retention had dipped below KPI (367 enrolments) following improvements over the last 2 years.</li> <li>• Overall Level 3 complementary qualification (Sport) retention had finished below the KPI and 21-22 national rates at 91.7% (48 enrolments) although had 100% pass rate</li> <li>• Overall Level 1 complementary qualification (Sport and Agriculture) retention had finished just below the KPI and 21/22 national rates at 96.6% (146 enrolments) although had 100% pass rate.</li> <li>• Level 3 Apprenticeship retention (2 students) had finished at 50% so below KPI and National Rate</li> <li>• Functional Skills Level 2 Maths had finished at a pass rate of 16.1% (59 students)</li> </ul> <p>It was noted that the outturn was in line with ongoing reporting during the year.</p> <p>It was highlighted that New National Rates (2021-2022) were now available for comparison for the first time since the pandemic. It was noted that some of A Level withdrawals relate to dropping an A Level subject rather than not retaining the student.</p> <p><b>2023-2024 KPI Setting</b></p> <p>It was confirmed that 2023-2024 target setting had considered previous performance, stretch KPIs and where we want to continue to strive for further marginal gains where performance is already high. It was noted that 2022-2023 KPIs feed into the headline draft KPIs for the whole organisation to be approved and scrutinised at Board level. It was confirmed that any underperforming individual courses from 2022-2023 feature in the new 2023-2024 QIP for action and associated monitoring. Governors reflected on the proposed KPIs. Governors considered whether targets of 100% were realistic. The Deputy-Principal Further Education advised that the targets reflected national rates and reflection on achievement the previous year and she considered them realistic.</p>	
	<b>The FE QuEst Committee NOTED the 2022-23 KPI Outturn and APPROVED the KPIs for 2023-2024.</b>	
<b>FEQuEst 08/11/23</b>	<b>2022/23 Self-Assessment Report (SAR) &amp; 2023/24 Quality Improvement Plan</b>	
	<p>It was noted that the Self-Assessment Report articulated Hartpury's reflection of the 2022-2023 academic year and included strengths, areas for improvement and further areas for development relating to the evolving external climate. It was confirmed all the areas for improvement and development were noted in the Quality Improvement Plan with clear actions, dates and owners to drive them forward in an effective and timely way.</p> <p>It was confirmed that the Landex SAR and QIP Validation Report, item 09 had provided external scrutiny and challenge of the College and departmental documents, and that reflection on that report had been included in the document provided for review by the Committee. It was noted that external review from a practicing Ofsted inspector had also provided helpful reflection points, for example in ensuring that diversity ambitions were clear. Governors commented that they had been pleased</p>	

		ACTION & ACTION DATE
	<p>to see a clear understanding of these aspects reflected in the Report. It was noted this was a particular issue in recruitment in equine, progress had been made in agriculture, where gender diversity had increased. It was agreed that the language on the action point relating to diversity should be strengthened to further demonstrate Hartpury's commitment in this area.</p> <p>Governors reflected on the overall assessment, that Hartpury had had another strong year of academic performance and wider development of students, in particular when considering the context of the post-pandemic position and the impact it had had on the education and personal development of young people. Progression to positive outcomes was again strong.</p>	<p><b>DP-FE Nov 23</b></p>
	<p>It was noted it was the second year, but first full cohort of 2-year programmes, of <b>Hartpury BTEC</b> students sitting national exams. As a result of the focus on this and the acknowledgement of this being a potential area of risk that we would need to mitigate against, coupled with gaps in learning and development, we had retained high levels of performance overall. Value Added was still strong for BTECs but had dipped slightly as a result of fewer high grades than in previous years and higher grades on entry. It was confirmed this was a clear area of focus going forward, supporting teachers with the pedagogical approach required for students to be successful in the qualification yet retaining a holistic stance on skills and knowledge development to support effective progression to employment and / or higher education.</p> <p>It was confirmed our small but <b>growing apprenticeship provision</b> had made significant progress during 2022-2023 and was performing well. This would now need to be consolidated for a further year. Governors recognised the impact of the Rapid Improvement Plan which had been in place during 2022/23 which had ensured 100% retention and 100% satisfaction levels from students. It was agreed that Apprenticeships should continue to be assessed as Good whilst consolidation was ongoing.</p> <p>Our approach to stakeholder engagement was in a strong position this year, strategically aligning with the Local Skills Improvement Plan and local, regional and national skills priorities, furthermore, underpinning our industry connected curriculum inclusive of employer co-creation and co-delivery. <b>As such, we had again self-assessed as making a strong contribution to skills.</b></p> <p><b><i>Our overall Self-Assessment judgment was proposed as 'outstanding' with the following Key Strengths highlighted:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extremely high expectations and aspirations for both staff and students driven from Governance, the Principal and CEO, Deputy Principal, all managers through to tutors and students with a clear expectation of high performance and continuous improvement through a sufficiently self-critical and reflective approach</li> <li><input type="checkbox"/> Strong levels of engagement with key local, regional and national strategic stakeholders and industry partners to ensure alignment with the LEP Skills Strategy, Gloucestershire LSIP, the county educational offer and wider</li> </ul>	

		ACTION & ACTION DATE
	<p>labour market information sources to ensure immediate and emerging local, regional and national skills needs are being met</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear industry-focused and co-created curriculum intent, effectively implemented with a positive impact on the student experience and their progression routes</li> <li><input type="checkbox"/> High-quality and progressive teaching, learning and assessment, appropriately sequenced with skills/learning gaps identified and addressed to maximise learning for all</li> <li><input type="checkbox"/> Excellent Value Added and achievement of high grades for all vocational courses</li> <li><input type="checkbox"/> Outstanding achievement rates for the majority of full-time vocational courses and students (all levels)</li> <li><input type="checkbox"/> Outstanding A Level pass rates, above the national rate, maintained for 5 consecutive years</li> <li><input type="checkbox"/> Very high levels of student satisfaction inclusive of satisfaction with the quality of TLA and safeguarding</li> <li><input type="checkbox"/> Good GCSE English and Maths pass rates for A*-C/9-4 and Functional Skills Level 2 English (above rates)</li> <li><input type="checkbox"/> Excellent attendance levels on all programmes including for Maths and English lessons</li> <li><input type="checkbox"/> Outstanding provision of additional learning support for SEN students, including for those with high needs/EHCPs, to support student development in confidence and resilience, also supporting academic achievement and positive progression</li> <li><input type="checkbox"/> Outstanding support for employability potential through excellent achievement of industry specific complementary qualifications and highly relevant work-related experience</li> <li><input type="checkbox"/> Very high levels of positive progression into employment, further or higher study</li> <li><input type="checkbox"/> Very good development of maths and English in vocational teaching and learning</li> <li><input type="checkbox"/> £50m investment over the last 10 years and further continuing investment in outstanding specialist physical resources which are deployed effectively, coupled with excellent deployment of specialist staff to maximise the quality of the student experience</li> <li><input type="checkbox"/> Highly effective deployment of and support for staff through the implementation of a well-managed workload model, coupled with provision of highly effective CPD and wellbeing opportunities, opportunities for consultation, support and clarity of communication</li> <li><input type="checkbox"/> Outstanding, highly impactful, professional development of staff supporting high levels of internal progression into manager roles / promoted posts.</li> <li><input type="checkbox"/> Outstanding levels of individualised support for all students resulting in success for all regardless of learning difficulty/disability /age/gender developing learner independence, confidence and resilience</li> <li><input type="checkbox"/> Outstanding, implementation of Safeguarding processes and procedures to maximise safeguarding for all students</li> <li><input type="checkbox"/> Outstanding personal development of students to support life beyond Hartpury college inclusive of the Prevent agenda, healthy relationships, consent, peer on peer abuse, race relations, climate change &amp; sustainability and staying safe online – all in support of developing resilience and independence</li> <li><input type="checkbox"/> Highly effective continued focus on cultural diversity in teaching, learning and assessment and throughout the overall student experience</li> </ul>	

		ACTION & ACTION DATE
	Governors debated the assessments of the different areas, reflecting on overall performance and actions ongoing. In particular there was a debate about agriculture, recognising that there had been issues around staffing which had impacted on student satisfaction and student experience in term 3 in particular. It was confirmed that full staffing was now in place and that new staff were being mentored and supported through targeted CPD, and that the recent induction survey indicated good levels of satisfaction in line with other areas, additionally the profile of Agricultural B'tec results had now risen since the January exams following targeted work. Governors recognised the significant work that had been undertaken and was still ongoing. It was agreed that given the assessment was for last year that Agricultural should be graded as good with some outstanding features, and that the Deputy-Principal Further Education should also develop an on-going position statement that demonstrated the ongoing actions and their impact.	
	Governors debated whether the length of the document supported its effective use. The Deputy-Principal Further Education advised that she had compared it with other formats within the sector, recognising there was some variation, but confirmed that it was a document in ongoing use within the management team to drive improvement.	
	<b>Subject to the revisions detailed above the FE QuEST Committee APPROVED the 2022/23 Self-Assessment Report (SAR) &amp; 2023/24 Quality Improvement Plan and AGREED to RECOMMEND them to the Board.</b>	
<b>FEQuEST 09/11/23</b>	<b>Landex SAR Validation Report</b>	
	The impact and content of this report had been incorporated in the SAR debate above. Governors agreed it was very helpful to have an external perspective on the SAR to support Hartpur's commitment to continuous improvement.	
	<b>The FE QuEST Committee NOTED the Landex SAR Validation Report.</b>	
<b>FEQuEST 10/11/23</b>	<b>At Risk Areas linked to QIP – 2022-2023 Final A Level and BTEC Performance</b>	
	The report provided an <b>overview of the 2022-2023 performance of BTEC and A Level provision</b> . It gave assurance that this continued to be an area of focus to maximise the student experience and associated performance.  <b>A Level performance</b> had been an area of continued high-level scrutiny which had resulted in significant improvement from 2018-2019, sustained until now, in relation to overall performance, value added, retention and student satisfaction. It remains an area of focus until we sustain our significant improvements made in post pandemic years, recognising the challenges students have faced during this period.  The 2022-2023 cohort was the final cohort impacted by COVID from a GCSE perspective, with students entering Hartpur's A Level programmes with school Centre Assessed Grades. Overall pass rates for 2022-2023 A	

		ACTION & ACTION DATE
	<p>Levels remained strong and above national averages although A*-C performance, and therefore value added was lower, albeit in line with tracking and associated intervention all throughout the year. 2022-2023 first year, in year performance towards the end of last year, by contrast, has been stronger so far. Second year retention had also dropped in 2022-2023. This was largely due to challenges around mental health. It was confirmed extensive support had been provided. Also, a small number of students had opted to withdraw from one of their three A Levels which was the correct decision for the student but had impacted retention data, albeit they were retained as a student at Hartpury.</p> <p>Governors agreed this remained an area of focus. They reflected on the reduction in high grades and value added and were pleased with the improvements indicated within the progressing year one students and endorsed steps to work to improve high grades. Governors commented on the physical education cohort performance, as being lower than they would have expected. The Deputy-Principal Further Education confirmed this had been subject to scrutiny and challenge. Governors considered the science A'levels results. It was noted there had been some staff sickness within biology but otherwise staffing had been consistent.</p> <p>2021-2022 was the first year that Hartpury implemented externally examined <b>BTECs</b> (taking account of the pandemic years of Centre Assessed Grades). As such it must remain an area of focus until sustained performance akin to our historic strong performance of BTECs is achieved.</p> <p>Overall, results were strong, with all areas performing consistent with regard to overall pass rates. The Agriculture department had demonstrated an improved January exam pass rate compared with last year and was now in line with the other departments. High grades were largely in line with last year and whilst we believe, favourable compared with other institutions for our different subject areas (albeit this is anecdotal), our area of focus remains further challenge and support for students to achieve higher grades in their external exams and therefore overall.</p> <p>Governors reflected on the Value-Added scores, which had fallen, but were still high. The Deputy Principal Further Education advised the numbers of institutions contributing to the ALPs reporting measure Hartpury used had fallen, but that it was still considered a useful measure, while recognising it did not cover the whole cohort and that it could be difficult, particularly in B'tecs to compare like for like for courses.</p>	
	<b>The FE QuEST Committee NOTED the Report on At Risk Areas linked to QIP – 2022-2023 &amp; Final A Level and BTEC Performance.</b>	
<b>FEQuEST 11/11/23</b>	<b>Student Induction Survey</b>	
	The Committee had been reminded that the formal College Student Voice process, on-programme student satisfaction surveys were conducted in the autumn, spring and summer terms to ascertain student perception of their course and the Hartpury experience. The report focused on the most recent autumn term survey outcomes and was generally aimed at all college students	



		ACTION & ACTION DATE
	<p>new to Hartpury. It was noted that overall, student satisfaction remained consistently high for the majority of categories. Key course/programme related questions had also been broken down by Department in this report to identify where any additional focus was needed in order to maintain these high levels of satisfaction into the next term and beyond.</p> <p>The report also included the actions implemented as a result of the summer term survey to provide governor oversight of the progress with these, to enable ongoing monitoring of impact through further surveys and link governor activity.</p>	
	The Deputy-Principal Further Education advised that the free text responses also provided rich data which was reviewed to identify areas of good practice for sharing and areas of weakness for improvement.	
	Governors were pleased to see that 98.7% of students overall would recommend to a friend and the high number of students who felt safe on campus. It was confirmed that the 1.6% who indicated they had concerns had been followed up to work to address these. Governors noted the improved satisfaction levels in apprenticeships and agriculture, demonstrating the impact of actions taken in 2022/23. Governors considered the Equine and Animal feedback where some responses were lower, although overall responses were still strong. It was confirmed there had been a deep dive in 2022/23 and focus groups/discussions in 2023/24. In response the use of an in-person ride had been reintroduced as part of the interview process (rather than a video) to ensure a fuller assessment of ability could be undertaken.	
	Governors expressed concern at the drop in satisfaction in Access to HE students. The Deputy-Principal advised this had been looked at, and the free text comments considered. These comments were generally positive. Any areas for improvement highlighted would be reflected on for action. The link governor for safeguarding noted that the Safeguarding Group had identified the Access to HE staff would benefit from additional training to support this diverse cohort and this was being looked at.	
	<b>The FE QuEST Committee NOTED the Student Induction Survey</b>	
<b>FEQuEST 12/11/23</b>	<b>FE Termly and Annual Concerns and Complaints Report</b>	
	<b>Annual Report</b> -it was noted that in the period from September 2022 to August 2023 there had been 14 formal complaints relating to college students, there had been no appeals to the Principal and one to the ESFA which had led to changes to practice, although it had not been upheld.	
	<p><b>Termly Report</b> – It was noted in the period from May to August 2023 there had been 4 formal complaints relating to college students.</p> <p>It was noted there had been a rise in complaints relating to transport. The Vice-Chancellor and Principal advised that Hartpury had moved to an external provider to manage the service and it used central collection points which some students had complained about.</p> <p>It was confirmed that complaints were used to inform changes to practice.</p>	

		ACTION & ACTION DATE
	<b>The FE QuEST Committee NOTED the FE Termly and Annual Concerns and Complaints Report.</b>	
<b>FEQuEST 13/11/23</b>	<b>SU Update</b>	
	<p><b>The report updated on;</b>  <b>The SU team</b>  Ellie Martin, previous President: Representation, had now joined as SU Representation and Opportunities Coordinator.  President Representation: Sascha Bruce (re-elected from last year)  President Guidance: Morgan Hanif  President Opportunities: Lara Jones  Morgan and Lara were new to the SU team. Morgan is passionate about The Committee was updated that additionally a 'Liberation Officer' which combined the four previous roles (Black students', Women students', LGBT students' and Disabled students' officers), to ensure that HSU can continue to amplify the voices of minority groups had been elected.</p> <p><b>Representation  </b> President Representation: Sascha Bruce  A total of 169 students had registered on the rep database, comprising of 136 from university and 33 from college, and the majority of these have been trained via Teams. FE rep forums took place w/c 23<sup>rd</sup> October and HE forums w/c 6<sup>th</sup> November.  Sascha accompanied Andy Collop, Vice-Chancellor and Principal, in attending <b>the GUILD HE AGM</b> in September and the whole SU team attended the <b>Small and Specialist SUs Lead and Change</b> event hosted by NUS, GUILD HE and the Association of Colleges on 25<sup>th</sup> October.  The SU had submitted its section for inclusion in the Hartpury Annual Quality Report.</p> <p><b>Guidance  </b> President Guidance: Morgan Hanif  <b>Pop-ups</b> had continued.  The officers had created <b>resources and events</b> to raise awareness and support students, for example, our annual 'Have a Brew on HSU' on World Mental Health Day, <b>campaigns to support marginalised groups</b> including International Pronouns Day, Coming Out Day, Black History Month and Hate Crime Awareness Week. Short term plans include International Men's Day, Movember, White Ribbon Campaign and Trans Day of Remembrance.</p> <p><b>Opportunities  </b> President Opportunities: Lara Jones  A mixture of <b>clubs and societies</b>, including sports groups (our ladies BUCS Hockey team were very active and new ones were being established. Events for quieter students were also in place.</p> <p>Governors were pleased to note the Liberation Officer was an FE student.</p>	

		<b>ACTION &amp; ACTION DATE</b>
	<b>The FE QuEst Committee NOTED the SU Update.</b>	
<b>FEQuEst 14/11/23</b>	<b>Any Points Identified to Highlight at Board</b>	
	DiSE – and related assurance re sub-contracting KPIs SAR, QuIP and external assurance from Landex and increased focus on diversity Ongoing A'levels & B'tec focus Positive induction survey Confirmation Hartpury remained Ofsted ready	
	<b>It was AGREED to take forward as detailed above.</b>	
<b>FEHEQuEst 15/11/23</b>	<b>Any Other Business</b> Noted that the Deputy-Principal Further Education continued to bring other management staff to meetings as appropriate as part of their development.	
	<b>Dates of future meetings—NOTED</b>	
	<b>The meeting closed at 16.25pm</b>	

APPROVED