



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting
11.15pm Monday 4th March 2024
Gordon Canning

Present: Barbara Buck - College Governor (Chair)
Andy Collop – Vice -Chancellor & Principal (Professor)
Chris Moody - College Governor
Mary Heslop - College Governor
Helen Wilkinson – College Governor (from 11.36)
Nick Oldham – College Governor
Amy Tranter – College Student Governor
Sue Blake – Co-opted Committee Member

In Attendance Gillian Steels– Clerk to the Governors
Claire Whitworth – Deputy-Principal Further Education
Ian Robinson - University Governor (Professor)
Jo Ronald - Director of Sport & A'levels
Nikki Perry – Head of Aspire

Apologies: Melissa Orritt – College Staff Governor

		ACTION & ACTION DATE
FEQuEST 01/03/24	Welcome and Apologies Apologies were received as detailed above. It was noted that the meeting had been rearranged because of the OFSTED inspection the previous week and that this had impacted some individuals' attendance.	
FEQuEST 02/03/24	Quoracy It was confirmed that the meeting was quorate.	
FEQuEST 03/03/24	Declaration of Interest 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.	
FEQuEST 03/03/24	Any Other Business – OFSTED Inspection (Confidential until Report Published)	

		ACTION & ACTION DATE
	<p>The Committee Chair congratulated the Team for the recent highly successful inspection outcome. She formally thanked staff and students for their hard work in achieving the result and advised she would be requesting the Chair to formally write to all staff and students to recognise the ongoing hard work which had produced the result.</p> <p>The Deputy Principal Further Education provided a brief overview of the process and outcome, she recognised the work the team had put in. She advised that all the survey feedback – external, parents, students and employers had been very positive. Deep Dives had demonstrated consistency. No areas had been identified for improvement. The Vice-Chancellor and Principal commended the work of the Deputy Principal Further Education and the Director of Sport and A'levels in ensuring readiness for inspection and for their work as College and Skills nominee respectively.</p> <p>Governors were also thanked for their support and their role in holding the College to account on an ongoing basis.</p>	
FEQuEST 04/03/24	<p>Minutes of the Last Meeting</p> <p>The College QuEST Committee agreed the minutes of the meeting of 9th November 2023 as a true and accurate record.</p>	
FEQuEST 05/03/24	<p>Matters Arising</p> <p>The Action Update log which updated members on the progress of actions had been provided.</p> <p>The Action Update log was NOTED.</p>	
FEQuEST 06/03/24	<p>KPI Performance 2023/24 to date</p> <p>The KPIs were reviewed, and it was noted that:</p> <p>The following were meeting KPI:</p> <ul style="list-style-type: none"> • Attendance overall was tracking above the KPI • Overall Autumn Term Student Satisfaction was above KPI at 98.7% • Overall Level 3 retention was currently tracking above the KPI (1065 students) • Level 2 Apprenticeship retention was currently tracking at 100% (16 students) • Overall Level 1 complementary qualification retention was currently tracking above the KPI (30 enrolments) • Overall Level 2 complementary qualification retention was currently tracking above the KPI (299 enrolments) • GCSE English A*-C – 9-4 rate was progressing well towards the KPI. • British Rowing Sub-contract retention was currently tracking above the KPI. 	
	<p>The following were not meeting KPI but were above national rates:</p> <ul style="list-style-type: none"> • Overall BTEC Level 2 retention was currently tracking 1.7% below the KPI (75 students) • A Level retention was currently tracking at 88.6%. 0.4% below the KPI • Spring term 'Feeling Safe' student satisfaction was 98.7% so below the KPI of 99% 	

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	<ul style="list-style-type: none"> • Level 3 Complementary Qualification retention was tracking at 98%, 2 % below the KPI • Extended Certificate Equine retention was currently tracking at, 82.4% (73.3% last year) • Extended Diploma Sport retention was currently tracking at 91.5% (87.6% last year) • Extended Diploma Sport and Exercise Science retention was currently tracking at 95.4% (89.3% last year) • Extended Diploma UPS retention was currently tracking at 93.5% (88.9% last year) • Extended Certificate Agriculture retention was currently tracking at 100% (85.7% last year) 	
	<p>The following were not meeting KPI or close to or below national rate:</p> <ul style="list-style-type: none"> • Level 3 Apprenticeship retention (2 students, 1 student started twice) was currently tracking at 33.3% so below KPI and National Rate • GCSE Maths Resits were 9.2% so below the resit national rate and KPI (Summer exam performance to be added to this for the final figure). It was confirmed that English GCSE resits were above the National Rate. It was confirmed a rapid improvement plan was in place for the Maths GCSEs, and that this would continue to be monitored. A governor queried which examination board was being used, noting that some were more accessible than others. The Deputy Principal Further Education confirmed this aspect was regularly reviewed. 	
	The FE QuEst Committee NOTED the 2023-24 to date KPI Update.	
FEQuEst 07/04/24	QIP Update and Impact Report - FE (including at risk areas)	
	<p>The report provided the first annual update on progress with the headline College Quality Improvement Plan (QIP), focusing on all areas for improvement identified for development.</p> <p>Overall headline messages/highlights included:</p> <ul style="list-style-type: none"> • GCSE 4 + pass rates for the November resits was positive for English (higher than national resit rate) but low for Maths (much lower than the national resit rate). Maths, as advised above, had a Rapid Improvement Plan in place in response, focused on supporting student progress and performance for the summer exams. Attendance was currently tracking in a similar position to last year with the target of closing the gap with the 97% attendance target of the vocational provision. • Five BTEC courses, A Level and DISE Rowing were highlighted in the Self-Assessment Report as needing to improve retention where they were just at, just above or slightly below benchmark. All were currently above the final position last year; careful monitoring would continue. • The quality of our small but growing apprenticeship provision had been under review, and this additional scrutiny had been maintained into 2023-2024 to ensure high quality practice was fully embedded and sustained as standard practice. Student feedback had continued to be highly positive to date and we continued to receive positive feedback from the employers. 	

		ACTION & ACTION DATE
	<p>The Deputy Principal observed apprenticeship lessons, scrutinised work and spoke to a small number of employers prior to Christmas as part of the observation process to triangulate with our other measures indicating improvement.</p> <p>Attendance to date continued to exceed the KPI and Apprenticeship retention for completing Level 2 first years (16 starts) was 100% which was a much-improved position compared with the previous year as predicted following the implementation of a Rapid Improvement Plan. At the time of writing there were no apprentices at risk of withdrawing in year one so it was predicted that we would sustain this improvement into 2024- 2025. Recruitment was also strong, with an increase on previous years overall who started in autumn 2024.</p> <ul style="list-style-type: none"> • High grades for BTEC and A Levels continued to be a focus following the introduction of BTEC external exams two years ago and the drop in A*-C for A Levels last year compared to our strong performance in previous years. We continued with the mock exam and intervention process that we introduced last year, and the teams were working hard to further improve on the exam performance seen last year, yet retaining a holistic approach to delivery and further improving overall high grades. BTEC Mock exam performance in relation to overall pass rates was largely in line with last year for most departments with an improvement to merit and distinction grades for Sport and Agriculture. A Level overall mock exam A*-C and A*-E performance was stronger than last year for first years and slightly lower for second years so there was further focused intervention targeted here. • Our strategic, 'Employers as Partners approach, refreshed two years ago was now fully embedded into the annual cycle with all Industry-Curriculum Co-creation meetings having taken place during the summer to ensure that industry were 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. All Managers produced a report detailing who attended, industry themes identified and how these had been addressed in the study programme). Industry co-delivery was also very strong and had further developed this year. Co-assessment has been an area of focus, and this was now starting to be implemented in a number of areas to further support skills development of students. The Maths and English Department had also worked hard to engage employers to support the delivery of maths and English with providing live examples of the importance of literacy and numeracy within job roles. Governors were pleased that this was working effectively. • LSIP Collaboration had continued, and we were working effectively towards all of our targets that we had committed to in our 2023-2024 Accountability Agreement. Our Prep for Success Programme was also updated with findings from the LSIP, for example we have specifically focused on the development of digital skills and will be able to measure students starting points and progress this year. We also aligned LSIP findings and our Accountability Agreement with our county collaborative LSIF bid in which we were successful and as a result have been able to implement a number of targeted projects to support skills gaps and skills development associated with Agriculture. Our Statutory Skills Review was also developing well in line with the target date for publication. • Prevent had been an additional area of focus with students as there was inconsistency of understanding and articulation between student groups last year. As such, this approach had been revisited to support understanding for all. "Ten minute" take overs demonstrated that this new approach was working well. 	

		ACTION & ACTION DATE
	<p>• Agriculture National Staffing Shortage: following concerns in this area, we have had 100% of specialist staff in place since September 2023 (albeit pockets of illness to cover). We have also managed to recruit two additional staff to support Agricultural Engineering and Farm Mechanisation, this being a particular challenging area to recruit to. Following a period of 'bedding in' during the first 6 weeks of term where there were pockets of standards that did not meet our expectations, we introduced a 'back to basics approach' for all staff regardless of whether they were new and introduced significant, management oversight of this area to support improvements.</p> <p>To date, student satisfaction is strong and further improved from term 2 and 3 last year, BTEC mock exams were improved with regard to merit and distinction grades and behaviour and standards were moving to being in line with our expectations. This focus would continue as new staff fully get to grips with their roles to ensure fully embedded and sustained in order to reflect our high standards and expectations</p>	
	Governors queried whether the Self-Assessment Report and Quality Improvement Plan had been used by the inspectors. The Deputy Principal Further education advised that they had been provided before inspection, and that a key concern for OFSTED was that a provider demonstrated that it could accurately self-assess. She advised that the inspection had involved triangulation and very detailed deep dives. Governors commented that the inspectors had taken a more strategic focus in their discussions and demonstrated that they had read information provided. The strong strategic approach to capital investment had been related back to the college's mission and strategy.	
	The QIP Update and Impact Report was NOTED.	
FEQuEST 08/03/24	Teaching, Learning and Assessment Update	
	<p>The Committee considered the Teaching, Learning and Assessment Update. This confirmed that Hartpury continued to follow its Teaching, Learning and Assessment Strategy after further evolution in previous years. It was highlighted that this involved amalgamating our lesson observations in term two with our 'deep dive' process, supplemented with other extensive quality measures such as significant learner voice to gain a sufficiently holistic overview of the quality of each department.</p> <p>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 robust and timely understanding of the strengths and areas for improvement in their areas and drive forward continuous improvement, supporting their teachers in doing so. Overall, student satisfaction with TLA remained strong and comparable with previous years, reflecting the continuous development and focus. Improvements had been made in Agriculture too.</p> <p>It was confirmed that the VESPA tool was fully consolidated in our processes and provided useful indicators of the baseline starting point and progress made with softer skills. This year a digital progress measure had been added in line with our Accountability Statement commitment in response to employer feedback. This would enable students and teachers to ascertain their digital</p>	

		ACTION & ACTION DATE
	<p>starting points and progress over the year. In the January 2024 student survey, 61% of students assessed that they had developed and improved their digital skills since starting at Hartpury, providing numerous examples. It was expected that this would now have increased.</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. Key areas of focus had also included the transition between exam and assignment-based assessments for BTECs. Governors commented positively on the range and quantity of CPD being provided to staff. The Director of A'levels and Sport advised that the aim was for all staff to do a minimum of three sessions a term (sessions generally of 30-60minutes), plus one peer learning observation, and to take part in learning sets twice a term. It was agreed this was above many other colleges, and demonstrated a commitment to staff which was very encouraging.</p> <p>A governor queried whether Hartpury planned to continue with graded observations, noting that many organisations had moved from this. The Director of A'levels and Sport advised that there had been consultation with staff, and this had led to a blended response which included a graded observation and an integrated deep dive. It was confirmed staff received feedback to support improvement and that the outcome of the observation process was linked in to the appraisal process.</p> <p>Landex had also supported the TLA process to ensure that our newer observers had their practice validated and also to provide further areas of focus for us from an external and sector best practice perspective. (A copy of the LANDEX Report was circulated after the meeting for completeness.)</p>	
	<p>The FE QuEst Committee NOTED the Teaching, Learning & Assessment Update.</p> <p>12 noon Nikki Perry - Head of Aspire joined the meeting.</p>	
FEQuEst 09/03/24	Student Support – High Needs Students	
	<p>The Committee was provided with a presentation which covered:</p> <ul style="list-style-type: none"> • Who are Aspire and what do we do? • What is SEND, EHCP and HNS? • EHCP income • Student data, Retention, Attendance • Preparation for Independence and Adulthood / Next steps <p>The Committee was advised that the name had been chosen by students and reflected how they wanted the support to be seen. It was confirmed that support was provided to all students with Special Educational Needs and Disabilities (SEND), with the aim of ensuring an inclusive learning environment for all students. Aspire aimed to understand individual students and remove barriers to help them be as successful as students without SEND needs. She advised that ASPIRE was made up of 37 staff who had specialist training and experience.</p>	

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	<p>The assessment and support process was outlined. It was noted that 27 % Students at Hartpury had a declared SEND and that there were 34 students with Education, Health, and Care Plans across the college's provision. The breadth of different needs supported were highlighted. Some students had a 1:1 Learning Support assistant but they tended also to work with the wider class, while safety netting the individual student. Governors were pleased with the range of support and commitment demonstrated by the team.</p> <p>Governors queried how the process worked for High Needs Students, noting that these were supported by the local authority. The Head of Aspire advised that different local authorities worked in different ways, some having bands of support, other requiring itemised claims. Governors working in schools confirmed feedback from the local authority of a bulge of 11-15's with social and emotional challenges who were moving towards college age. The challenge of school refusal and low attendance was reflected on. The Head of Aspire advised that the local authority shared emerging trends which was very helpful.</p> <p>Governors were advised that work had been done to make ASPIRE resilient with staffing contracts made permanent and increased monitoring and use of ASPIRE tutorials to ensure the needs of students were understood and supported.</p> <p>A significant challenge in terms of staff capacity was the national application process for exam access arrangements. It was confirmed lobbying was ongoing to try to passport this for a young person from school, but this was not expected to be changed imminently. It was confirmed parents were also engaged in transition processes if they wished to be.</p> <p>It was confirmed that retention and achievement data indicated that students with SEND and ECHPs were broadly performing in line with all students which was considered a very positive position. It was confirmed that the ASPIRE staff had high expectations of students., and that the staff were passionate about wanting students to achieve their best.</p> <p>Governors were impressed at the impact of the ASPIRE team.</p> <p>The Head of ASPIRE and her team were thanked for their work.</p> <p>The ASPIRE PRESENTATION was NOTED.</p> <p>12.37 The Head of Aspire left the meeting.</p>	
FEQuEST 10/03/24	At Risk Areas linked to QIP A Level and BTEC	
	<p>A Levels</p> <p>It was noted 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 remained an area of focus until we sustain the significant improvements over time, especially as we saw a dip in A*-C grades last year despite overall pass rates remaining strong and above national rates. A Level mock exams taken in the autumn term 2023 reflected an improved</p>	

		ACTION & ACTION DATE
	<p>A*-E and A*-C position compared with the same point last year for first years but not second years. The intervention process had been further reviewed to maximise its effectiveness.</p> <p>Student satisfaction with Teaching, Learning and Assessment remained consistently high and retention was 88.6% at the time of reporting (85.6% at the same point last year which was the position A Level retention finished on).</p> <p>BTECs 2021-2022 was the first year that Hartpury had implemented externally examined BTECs (taking account the pandemic years of Centre Assessed Grades). 2021-2022 and 2022-2023 overall performance remained strong with a high percentage of overall Distinction grade profiles, only slightly lower than in previous years although a dip in overall Value Added. There were pockets of performance such as in Agriculture where high grades were not as strong as in other departments, albeit we understand strong when compared with the sector (although this was anecdotal).</p> <p>For 2023-2024, processes had been further developed and intervention strategies and mock exam performance overall was largely in line with the previous two years, with improvements to the percentage of Sport and Agriculture Merit and Distinction grades.</p> <p>It was confirmed this would remain an area of focus until sustained performance akin to our historic strong performance of BTECs was achieved year on year and our aspirational KPIs for value added and high grades were achieved.</p> <p>It was confirmed that more students were on target than previously.</p>	
	The FE QuEST Committee NOTED the Report on At Risk Areas linked to QIP –A Level and BTEC	
FEQuEST 11/03/24	SU Update	
	A Report updating on new facilities in the Student Union and the work of the SU Presidents: Representation, Guidance and Opportunities, and the Liberation Officer were noted. Governors were pleased with the breadth of engagement demonstrated.	
	The SU Report was NOTED.	
FEQuEST 12/03/24	FE Termly Concerns and Complaints Report	
	It was noted that in the period from September to December 2023 we had received 10 formal complaints relating to college students (1 service, 1 financial, 5 welfare/Non-course, 2 disciplinary academic, 1 other). Of these three relating to welfare/Non course were upheld- these related to time to fix a shower. There had been 1 appeal to the principal which had not been upheld and no appeals to ESFA in this period.	

		ACTION & ACTION DATE
	The FE QuEST Committee NOTED the FE Termly Concerns and Complaints Report.	
FEQuEST 13/03/24	Level 1 – Animal Care Provision Proposal	
	<p>The Committee considered the proposal to add an additional Level 1 Animal Care course to our Animal Management and Science suite of provision. The proposal was designed to enhance FE Animal Management provision at Hartpury, effectively positioning the Department to be a leading sector player both nationally and internationally.</p> <p>The benefits set out were multi-faceted, enabling student number and associated financial growth by providing students who do not meet Level 2 entry requirements with the opportunity to complete a programme to prepare for progression onto Level 2 or into employment; the programme will initially be targeted at students who have been offered a place on a Level 2 programme rather than being marketed externally. It was noted this would increase breadth of opportunity, which governors were supportive of.</p>	
	Governors queried whether there were sufficient facilities. The Deputy Principal Further Education advised that it was planned to explore some external access to animals, such as Gloucester City Farm when reopened and that options would continue to be explored. The Head of Bredon school advised they might be able to assist with this, and the Deputy Principal FE agreed this would be explored.	
	The Committee supported the Level 1 – Animal Care Provision Proposal.	
FEQuEST 14/03/24	Any Points Identified to Highlight at Board	
	<p>Maths GCSE focus</p> <p>QuIP Progress</p> <p>ASPIRE Presentation</p> <p>Teaching Learning and Assessment Report</p> <p>Animal Care Provision – Level 1</p>	
	It was AGREED to take forward as detailed above.	
FEQuEST 15/03/24	Any Other Business	
	Staff were once again thanked for their work in achieving the very positive OFSTED Inspection outcome.	
	Dates of future meetings—NOTED	
	The meeting closed at 12.50pm	

APPROVED