Minutes of:	QUALITY & STANDARDS COMMITTEE
Date:	13th November 2024
Time:	5:30pm
Place:	via Microsoft Teams
Present:	Mr P Cook MBE (Principal) Ms N Paterson Ms L Miervaldis Mr C Todd (Committee Chair) Ms N Williams
In attendance:	Ms R Herbert (Deputy Principal) Mr S Shackleton (Director of Technical, Estates and Facilities) Mrs K Smith (Director of Quality) Mrs Y Doherty (Director of Governance)

Ref Action by

24/18 Apologies:
Apologies for absence were received from Mr S Bray and Mrs N McEnery.

24/19 Declarations of Interest
There were no declarations of interest.

FOR INFORMATION

24/20 Deep Dive Presentation: Space / Resources / Facilities / Premises
The Director of Technical, Estates and Facilities presented the Deep Dive (circulated, document Nov 24/1).

Detail was provided on
- Overview of campus size
- Breakdown of age of buildings / more recent acquisitions / difficulties of maintenance
- Energy efficiency ratings by building
- Condition surveys – Good overall, with definition of gradings
- Estates capital expenditure
- Functional suitability – Good overall
  - No. of classrooms and average class sizes
  - Provision of technology
  - Low tech items e.g., height adjustable tables
  - Subject specific spaces
  - Student specific needs. Teaching & support spaces
  - Sensory spaces
- Priorities to improve
  - Independence skills – incl. requirement for a classroom and specialist equipment or AT
  - Performing Arts – major design flaw in roof structure and inefficient heating / ventilation
  - Horticulture – requires improvement to ventilation and a barrier to cats
  - Learning for Life / Foundation Blended – potential area for growth, lacking staff facilities

  - Outdoor spaces
  - Dining and breaktime facilities
  - Staff Welfare facilities
  - Car Park Safety
- Opportunities to grow spaces in-line with student numbers

Discussion points included:
Ms Williams noted that she had visited a number of providers and seen a range of quality in terms of buildings and facilities, with some of poor quality. The potential for damage by students was raised and the need for the use of robust materials.
It was reported that the College experienced very little damage as a result of learner behaviour. It was confirmed that specific areas had been designed around predicted behaviours. It was advocated that getting the environment right mitigated risks.

It was further commented that the newer college buildings weren't necessarily the best particularly in terms of design and restricted budgets. The College monitored costs closely, and an awareness of the need to move to net zero and sustainability, acknowledging a need to refurbish rather than rebuild where appropriate.

The average class size, how many teaching and ILS staff would this include?
It was confirmed that this would be determined by learner need.

From the point of where are we / where do we want to be / how do we get there – if this was going to feed into wider discussion were there any thoughts on guidance to Governors e.g., learner numbers, residential provision, workshops etc.
It was reported that the SLT had met to consider this, and it was agreed that any growth required careful management, including the impact of the lagged funding model. The College needed to be financially robust to support any site developments.
Discussions had included
- the development of centres of excellence that could also attract sponsorship
  - independence (using derelict house / bungalow)
  - foundation type provision (using part of the residential building
- use of the old launderette to provide staff space
- development of the horticulture provision to provide sufficient quality to attract employer sponsorship
- meeting current needs and potential growth over the next 2-3 years and the possibility of stimulating further growth.
- potential problems with the need for additional classrooms should learner numbers increase to 370
- the need to consider the position as 'a whole' based on the cohort

It was advocated that use of the residential building would cap residential learner numbers.
It was commented that this was considered to already be the position. There was a need to focus on the 36-week provision (rather than 48) and to increase income via day learners.

It was commented that considerable thought was evident, and although the position regarding curriculum was an unknown, in terms of growth of hospitality / engineering / catering did the College foresee the workshop / industrial spaces expanding?
It was reported that there had been consideration of spaces in terms of the delivery of cohesive application including industrial and softer / start skills. It was advocated that there was a need for adaptable / flexible spaces to future proof the resources.

Priorities for improvement – were there any soft proposals regarding car parking etc given the issues being experienced?
It was reported that improvements had been implemented where possible, e.g., increased hardstanding for car parking at the rear of the LRC building. Consideration was also being given to adaptations that would improve vehicular movement.

Performing Arts – addressing the roof structure was queried.
It was reported that investigations included the possibility of a second ceiling and improvements to the heating system.

It was suggested that this could be expensive and would it be better to repurpose the space as a workshop and relocate Performing Arts.
It was reported that Performing Arts had already been relocated to the current position.

There was discussion of the Pool Studio.
It was noted that a wooden sprung floor covered what had been a large hydrotherapy pool.

The viability of the College installing solar panels was queried.
It was reported consideration was being given to a number of roof spaces that would be appropriate but that any installation needed to be completed correctly to meet all necessary requirements, including college insurance.

It was questioned if the College owned the land at the front of the College on Tile Hill Lane (between the College buildings and the pavement).
It was confirmed that the College owned the land up to the wooden bollards (close to the pavement).

It was queried if this land could be utilised to alleviate the onsite traffic issues (ingress / egress).
It was considered that this was not possible due to the incline, and that there would be potential planning issues associated with the impact on traffic on Tile Hill Lane if the access to the College was changed.

How do we get there – what could be afforded would need to be considered at the scheduled Strategy Event, but were there any funding opportunities?
It was reported that the College had not been eligible for anything that had been available in the FE sector (L3 and above).
The budget had been helpful in providing for additional income via E1 funding which would contribute to the working capital surplus.
It was intended that a financial model would be presented at the Strategy Event in January 2025.
The developments would need to be phased on the basis of available funds, the capacity to deliver and the disruption to the operation of the College.
A particular example with regard to disruption was the proposal for the development at the heart of the college. It was anticipated that this would be a 2-year project in itself.
The Principal and Director of Technical, Estates and Facilities had looked at a phased implementation of 3 years with the present estates team would had detailed knowledge of the site.

It was suggested that the first phase would be to develop the residential space as this would be income generating from the start and would address low application numbers for residential places.
Phase 2 would be the independence centre of excellence – this would allow for planning and building the stakeholder group for AT.

It was advocated that the finances were considered strong if strong surpluses continued.
In addition, the E2 funding (as confirmed by Coventry LA) would be increasing next year to the current student numbers of 337.

Ms. Williams commented that this was good news, and she was very pleased that the College had managed to secure the increase in E2 funding.

The Chair thanked Mr Shackleton for the presentation.

It was **RESOLVED THAT** the Deep Dive presentation Space / Resources / Facilities / Premises be noted and received.

FOR DECISION

24/21 Minutes of the meeting held on 25th September 2024

The minutes of the previous meeting (circulated, document Nov 24/2) held on 25th September 2024 were considered.

It was **RESOLVED THAT** the minutes of the meeting held on 24th September 2024 be approved.

24/22 Matters Arising / Actions (circulated, document Nov 24/3)

24/07 Deep Dive: ILS

It was noted that the August recruitment drive had delivered a positive result – it was questioned what had worked well and if there was anything that could be capitalised on
It was noted that there were no learners in College in August, and it was questioned if this could be addressed
The involvement of current staff was questioned
The timing of these events was queried, particularly with regard to attracting candidates that were already within an education setting. It was advocated that this might attract more interest at the end of term.
It was also queried if there was a need to better publicise the benefits of working at Hereward
These points were concurred with, especially providing opportunities for candidates to meet with learners and staff.

The comments made were acknowledged. It was reported that there would be a need to review the marketing capacity currently available whilst recognising there may be an enhanced need to redirect resource to staffing.
It was agreed that an assessment of current capacity and requirements would be completed by the senior team.

Response:

SLT have developed a comprehensive plan which responds to the current challenges we face in relation to recruitment.

- Recruitment and Advertising - We have a rolling advert for ILS roles and have recently updated the adverts to make them more dynamic and promote what a great place Hereward is to work. The adverts have also been differentiated for different areas to attract the right candidates.
- An enhanced digital presence planned with a more aggressive marketing campaign. This incorporates video testimonies of key roles and video content of key aspects of the College to celebrate and promote as key reasons to come and work here. Filming scheduled in November.
- New Agency Partnerships:

  - We have started working with Pro-Line, an agency that provides trained staff members experienced in caring for learners with complex needs.
  - We are also exploring the possibility of working with LTF Agency.
  - Monthly scheduled visits with agency candidates to meet staff and learners and promote us an employer of choice.
- In-House Training Improvements - We deliver our own moving and handling training to agency staff and will now offer this much sooner in their on-boarding journey.
- Improved Induction Process - Developed a more robust induction plan for agency staff with a tailored suite of resources and training materials.
- CPD Program for Staff Development - We are implementing a rolling CPD programme for ILS agency every Tuesday afternoon. This in turn should make temporary staff feel valued and encourage them to apply for a permanent position.

The programme will include key safeguarding training, care training, Hereward expectations and values, and opportunities to meet with staff to encourage progression from temp to perm roles.

It was emphasised that the College continued to work through innovative solutions including the development of the Hereward Approach to ILS.
This was acknowledged and that it was included in other documentation. It was suggested that this was an area to be monitored. **[ACTION]** **Cme**

24/08 Residential Provision Report
Training – where this was provided externally and could not be sourced in a timely manner were there any risks associated with this?
It was reported that this had been discussed with the external consultant. In relation to the Oliver McGowan training, this was a national problem particularly Part 2. It had been suggested that the position should be covered by narrative / evidence.

It was advocated that it was important to know what was actually happening in the interim and staff understanding.
It was agreed that this would be considered, and a further update provided to the Committee.

<u>Response:</u>
The Oliver McGowan Part 2 training is not scheduled until after Christmas. Part 2 of Oliver McGowan is unique because it requires delivery by a trained professional alongside a person with lived experience of autism. This approach makes the training more impactful but also more challenging to deliver as it requires sourcing and coordinating with autistic trainers who have both the capacity and the appropriate support to participate in the sessions.
In the meantime, we have ensured that all residential staff have completed online autism training. This is in line with our ongoing commitment to maintaining high standards of care and understanding for our learners with autism.
Additionally, our College nurse is delivering STOMP (Stopping Over-Medication of People with a Learning Disability, Autism or Both) training to further enhance staff awareness and skills in supporting our students. All residential staff will have received this by the end of November.
Further, the college has commissioned 'GreyMatters' which is an eLearning platform designed for the social care sector. It offers a range of over 130 online courses covering essential areas to help care providers improve staff competence and boost skills ensuring high-quality and compassionate care. This platform is currently being implemented. **COMPLETE**

It was acknowledged that there were some issues with regard to Part 2, but the College was confident that the work with the clinical team and additional training mitigated this.

The potential for in house training – trainer to trainer was raised.
It was agreed that this would be investigated to support the avoidance of a similar future position.

Response:
Both of our residential managers are signed up and on a waiting list for a free train-the trainer programme offered to residential colleges working with learners with autism and delivered by the Anna Freud organisation. National Autism Trainer Programme **COMPLETE**

24/09 LOOP 2023.24 Action / Implementation Plan & Learner Leadership 2024.25
LOOP 2023.24 Action / Implementation Plan
It was queried where progress against the implementation plan would be monitored.
It was confirmed that the intention was to do this as an addendum to learner leadership reports.

Response:
This has been noted and a progress report will be provided with the next scheduled learner leadership report. **COMPLETE**

There were no other matters arising.

24/23 Strategies
23.1 Careers and Employability Strategy
The Deputy Principal presented the Careers and Employability Strategy & Implementation Plan (circulated, document Nov 24/4).

The revised Careers and Enterprise Strategy 2024 -2025 incorporated the same previous six key objectives, all clearly linked to the Gatsby benchmarks. The implementation plan would be updated for each meeting to chart progress against the objectives.

Discussion points/feedback included:
Page 5: Employability Journey (flow chart) Term One – was this always the same for returners? it read as though for new learners.
This was accepted as a valid point.

The Implementation Plan had been refreshed, was clear and had measurable milestones.
This was acknowledged confirming that the intention had been to be very specific and to link with the Quality Improvement Plan without duplication / repetition.

4.4 reference to the Access Manager assessing supported interns for 2025/26. It was queried if this was in progress for the 2024/25 cohort or if it had been completed well in advance.
It was reported that the role of Access Manager was relatively new. The individual was a qualified OT who had been responsible for the DSA service previously provided by the College. This was a 'repurposing' of the role and included increased work across college.

It was **RESOLVED THAT** the Careers and Employability Strategy be recommended for the approval of the Corporation.

23.2 Adult Skills Fund Strategy
The Deputy Principal presented the Adult Skills Fund Strategy & Implementation Plan.

This was **new** and devised as a response to the strategic direction of the College, reflecting the desire to maximise funding opportunities and meet the needs of both the local community and employers.

It was intended that the Implementation Plan would be reported against to each meeting in place of the previous Hereward Training Report.

An update to the RO3 figures provided in the report was provided. It was confirmed that this was attributable to a timing issue. The position was positive to that of the previous two years.

Updated data:

Funding Source	Allocation	Year to Date £	Potential Year End inc. Year to Date (inc. to be processed) £	Funding to be paid back	Potential Year End against Allocation (inc. to be processed)
ESFA	£232,903.00	£83,290.94	£136,122.23		-£96,780.77
ESFA Free courses for jobs offer (L3)	£13,103.00	£2,211.79	£3,939.86		-£9,163.14
ESFA - Tailored Learning	£12,258.00	£0.00	£0.00		-£12,258.00
WMCA	£83,192.00	£20,576.31	£34,766.81		-£48,425.19
WMCA Free courses for jobs offer (L3)	£62,676.00	£19,836.57	£40,337.09		-£22,338.91

It was commented that the strategy was very clear and a good start.

It was **RESOLVED THAT** the Adult Skills Fund Strategy and Implementation Plan be approved.

24/24 Self-Assessment Report 2022/23 & Quality Improvement Plan 2023/24

- ***Self-Assessment Report (SAR) 2023/24***

The Director of Quality presented the Self-Assessment Report 2023/24 and Quality Improvement Plan 2024/25 (circulated, document Nov 24/5).

This was the second draft of the Self-Assessment Report 2023/24 and proposed Quality Improvement Plan (QuIP) for 2024/25, aligned to the Education Inspection Framework:

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Adult learning programmes	Good
Provision for learners with high needs	Outstanding

The college makes a **strong** contribution to meeting skills needs.

Final outturn was included.

The following amends to data were confirmed:
Page 6:
The average hours per student had increased to 21.68%
Pathway Achievement (excl. Functional Skills) had increased to 93% (from 91%). This was an increase of 1% on the previous year.

Pages 20 & 27:

Foundation Pathway Pass %	had increased to 97% (from 95%)
Functional Skills Pass %	had decreased to 91% (from 92%)
Explorer Achievement %	increased to 89% (from 88%)

Page 37:
Overall achievement for 2023/24 had decreased to 90% (from 91%) excl. Functional Skills.

Discussion/feedback points included:
Function Skills performance – were there any known reasons?
It was reported that that there had been improved performance in FS Maths @ L1 with higher participation rates. There continued to be some issues with L2, which had small participation levels, and the method of testing (exam) was considered to be a barrier.

It was commented that it was considered that the evidence provided supported the assessed grades well.

It was **RESOLVED THAT** the draft Self-Assessment Report 2023/24 be recommended for the approval of the Corporation.

- ***Quality Improvement Plan 2024/25***

It was reported the Areas for Improvement from the SAR were detailed in the Quality Improvement Plan, with targets and actions for completion.

Attention was drawn to:
- Introduction of a Green Team working alongside a recycling firm
- Youth Climate Forum
- Developments around digital technology e.g., AI and VR
- Mini Prism site now operational
- Increase in ILS HLTA (now 2) to support Functional Skills
- Encounters with employers / experience of the workplace had begun and would increase
- Guest speakers
- Work was in progress to develop the Hereward Approach to ILS
- Numbers of learner engaged with the CMDT (by Pathway), fortnightly meetings
- Implementation of Trauma Informed Approach: training package produced and with SLT for review

It was commented that the QuIP 2024/25 was significantly 'fresh'.
Level of detail was good and meaningful.

Milestones relating to Databridge had passed – an update was requested.

It was **RESOLVED THAT** the Quality Improvement Plan 2024/25 be recommended for the approval of the Corporation.

24/25 Equalities Data Reporting 2023/24

The Deputy Principal reported on the Equalities Data (circulated, document Nov 24/6).

The report contained the equalities data for 2023/24, which is required to be published on the College website by 31st January 2025.

The report provided data on learners (college based and distance learning) and staff including profile by:

- Gender
- Ethnicity
- Primary Disability
- Declared Disability
- Academic level (learners)
- Age range (staff)
- Staff retention and sickness levels

The slight positive movement in relation to staff ethnicity data was highlighted.

It was reported that the SLT had discussed the inclusion of the data related to Board membership.

Discussion confirmed that this data was shared with shared as part of the required FE workforce submissions. It was agreed that it was appropriate to also include the data in the Equalities Data report.

It was confirmed that the report would be updated prior to presentation to the Board in December 2024.

It was **RESOLVED THAT**

i. the Equalities Data 2023/24 be updated to include Governor data **[ACTION]** **RH**
ii. subject to this inclusion the Equalities Data 2023/24 be recommended for the approval of the Corporation.

FOR INFORMATION

24/26 Data Dashboard

The Deputy Principal reported on the Data Dashboard (circulated, document Nov 24/7).

It was highlighted that it was very early in the academic year for data reporting.

Discussion points included:
6. Voluntary Staff Turnover – was the reported percentage 'normal'?
It was commented that it was within the Green RAG rating and that reference should made to the outturn for 2023/24.

It was **RESOLVED THAT** the Data Dashboard be noted and received.

24/27 Future Deep Dives

The Chair commented that the presentation earlier in the meeting had been very good.
The Committee noted that the next scheduled 'Deep Dive' was to be a presentation on Adult Skills Funding.

There was discussion of the structure of the presentation. It had previously been agreed (June 2024) that the format should be:

1. Where are we / current position?
2. Where do we want to be? (partly consultative with the Committee, led by the College)
3. How do we get there?

The Principal highlighted the need for the presentations to include a 'development section' that provided detail on areas that were not where they should be. It was suggested that the Principal and Deputy Principal provide this guidance to the staff producing / presenting the Deep Dives.

It was agreed that it was important for the Committee to be provided with an overview that provided a balance between the positives and areas for development in the current position which would support engaged discussion.
It was confirmed that the Deep Dive for the summer term meeting would be confirmed following the scheduled Strategy Event to be held in January 2025.

It was **RESOLVED THAT** the

i. format of the deep dive be expanded to include a 'development section' **[ACTION]** **PC**
ii. next Deep Dive presentation would be Adult Skills Fund (March 2025). **RH**

24/28 Any Other Business
The Principal acknowledged and thanked Ms. Williams for her contribute)
on and support of the College in the process of achieving the increased E2 funding.

The Chair thanked members for their attendance and contributions.

24/29 Date of the next meeting
The date of the next meeting was confirmed as Wednesday 12th March 2025