

Minutes of: QUALITY & STANDARDS COMMITTEE

Date: 12th June 2024

Time: 5:30pm

Place: via Microsoft Teams

Present: Mr P Cook MBE (Principal)
Ms L Miervaldis
Ms N Paterson
Mr C Todd (Committee Chair)
Ms N Williams

In attendance: Ms R Herbert (Deputy Principal)
Ms N McEnery (Head of Employment Services) **up to & incl. item 23/48**
Mrs K Smith (Director of Quality)

Mrs Y Doherty (Director of Governance)
Mrs S Collier (External Governance Review: Observation)

23/40 Apologies:
Apologies for absence were received from Mr S Bray and Ms J Ferguson.

23/41 Declarations of Interest
There were no declarations of interest.

FOR DECISION

23/42 Minutes of the meeting held on 6th March 2024
The minutes of the previous meeting (circulated, document June 24/1 held on 6th March 2024 were considered.

It was **RESOLVED THAT**, subject to the correction, the minutes of the meeting held on 6th March 2024 be approved.

23/43 Matters Arising / Actions
Actions (circulated document June 24/2)
23/25 Hereward Training
It was noted that the Action Plan contained detail from the previous year and it was suggested that this be refreshed.

Response:
The Hereward training report has been reviewed and updated for June 2024. **COMPLETE**

23/26 Careers and Employability Update
The quoted number of learners undertaking work experience – out of how many was this?
It was confirmed that this would need to be confirmed. However, it was usually those learners that were expecting to complete work experience this academic year. This detail would be included in future reports.

Response:

295 learners currently identified, to undertake an experience of the workplace or an encounter with an employer. This excludes some PMLD learners on our Learning of Life provision and some Aspire learners, for whom experiences of the workplace or encounters with employers are not considered to be appropriate at this time in their programme. COMPLETE

Xello – an update on use was requested.

It was confirmed that Job Coaches, were utilising the software, except for learners on the Foundation Pathway. Learners were using it to record employment information and the interns used it for weekly logs.

It was agreed that figures / data would be included in the next update.

Response:

Yes, will be added to the report for June 2024. COMPLETE

Progress against the following points in the plan were queried / requested:

4.4 Introduce new models of communication and assistive technology to facilitate, enhance and improve learner experience in the workplace.

5.1 Maintain the quality of the current pathways; work experience, supported internship, traineeship, PET, accessible apprenticeships.

It was reported that a lot of work had been completed in liaison with the Access Manager and around STEM. It was agreed that updates would be provided in the next report.

Response:

Added to the report for June 2024. COMPLETE

Use of AEB – Mental Health Awareness, to be reflected in the plan

Response:

Feedback added to the Hereward Training report. COMPLETE

23/27 Deep Dive Presentation – Residential Provision

Reporting should be on a termly basis

35.2 Future Deep Dives

Response:

Termly reporting will commence in September 2024 on the basis of the previously completed term, i.e., the summer term 2023/24 report will be presented to the autumn term 2024/25 meeting of the Committee COMPLETE

23/33 Future Deep Dives

The Committee would consider the schedule for 2024/25 at the meeting in June.

Response:

Included on the meeting agenda COMPLETE

23/37 Data Dashboard

% of staff in support roles observed as appropriate – this was low for the time of year

It was queried if this could be addressed with external support.

It was agreed that this could be considered and that an update would be provided at the next meeting.

Response:

The methodology behind the data has been reconsidered, and was discussed at the Corporation meeting in May, this now gives a more favourable outturn. COMPLETE

It was agreed that a footnote providing explanation of the methodology be provided on the report.

It was **RESOLVED THAT** the update against the actions from the previous meeting be noted and received.

FOR INFORMATION

23/44 Hereward Training

The Head of Employment Services presented an update report on Hereward Training Autumn Term (circulated, document June 24/3).

Detail was provided on the current position, focussing on performance data for the contract year and year to date data from 2023/24.

Distance Learning

SUMMARY	2017-18	2018 -19	2019 -20	2020 –21	2021-22	2022-23	2023-24
Enrolments	601	544	362	337	591	685	192
Overall Achievement	91%	87%	95%	97%	93%	94%	88%

Detail included:

Enrolments by funding source:

Enrolments by funding source – R09 – 2nd May 2024 (R10 report available on 7th June):

WMCA (West Midlands Combined Authority) **133**

ESFA (Education and Skills Funding Agency) **167**

Updated figures of performance against each funding stream were provided as per the R09 return, below, (May 24), with a verbal update on increased figures from the R10 return (June 24) provided:

Funding Source	Allocation £	Year to Date £	Potential Year End inc. year to date (inc. to be processed) £	Potential Year End Against Allocation (inc. to be processed) £
ESFA	£184,595.00	£73,812.54	£87,360.91	-£97,234.09
EFSA Free courses for jobs offer (Level 3)	£10,000.00	£1,643.83	£3,448.56	-£6,551.44
WMCA	£83,192.00	£65,370.89	£78,068.25	-£5,123.75
WMCA Free courses for jobs offer (Level 3)	£62,676.00	£22,139.73	£28,543.43	-£34,132.57

The detail on delivery of the AEB Delivery and Marketing Plan 2023/24 included:

- Required breakdown of learner numbers to achieve the allocation funding from WMCA and ESFA.
- Actions and associated progress, also included detail against:
 - Pilot SWAP programme
 - Marketing Plan
 - Satisfaction survey
 - Investigate broadening the use of the AEB allocation in response to Skills for Jobs
 - Community engagement
 - Development of online enrolment
 - WMCA course request

Discussion points included:

Approximately half the allocation had been delivered, with reference to the actions in the marketing plan, how would this to be addressed, and would this include attempts to reduce the shortfall further?

Attention was drawn to the detail in the report on the new learner find company.

It was commented that that there had been a clear improvement in the last two months which provided reassurance, but a shortfall continued to be projected.

Detail was provided on the developments with the marketing team, including the use of Facebook, Instagram, and a new website. The offer included courses aimed at community groups, e.g., dementia, with targeted marketing to specific groups, e.g., voluntary organisations, parent, carers and SEND groups.

The new learner find company also utilised an online application form and completed any requirements relating the maths and English qualifications.

There were additional targeted campaigns, including promotion of tailor-made packages for employers, e.g., Whitbread, and it was hoped that this mixed / blended model could be offered on a national level.

It was further reported that there was a recently developed relationship with the DWP, which also included a planned visit to the College by Disability Employment Advisors.

The offer to parents had been shared and it was considered that there could be a strong audience for this.

It was commented that this evidenced attempts to adopt different approaches this academic year, but there continued to be a risk that the allocation funding would not be achieved.

It was **RESOLVED THAT** the update report on Hereward Training be noted and received.

23/45 Careers and Employability Strategy Update – Implementation Plan

The Head of Employment Services presented an update report on the Careers and Employability Strategy Implementation Plan (circulated, document June 24/4).

The following was highlighted:

The marketing dept is currently working on material to promote direct entry onto the Supported Internship. Targeted marketing aimed at mainstream schools, SENCOS, and pupils.

Consideration was also being given to how this could be rolled out across all employers for supported internships.

Discussion points included:

Were supported intern numbers static. Previous discussions had considered the timing of marketing and the potential for interns to go elsewhere as a result.

It was reported that there was a finite number of learners for whom an internship would be suitable. Not many were leaving / completing at the end of the 23/24 academic year, which meant that numbers were largely static.

To expand on current numbers there was a need to diversify on attracting learners from other providers. Learners could be conflicted about available options – to progress academically vs. a supported internship. DWP had indicated support for direct entry supported internships.

Development of an “in work” Support Officer as part of the Supported Internship model.

This was considered a positive initiative.

More information was requested, and if this was funded via the DWP (access to learning), especially if the learners were not on roll.

It was reported that research had indicated that it was possible to extend the funding for some learners.

It was queried if this was possible if the EHCP had ceased.

It was confirmed that this was not necessarily the case, it could be possible to extend the EHCP where additional support was identified.

It was advocated that some LAs could cease the EHCP where this support was available through other means, and the risk associated with this queried.

It was recognised that the circumstances would require dialogue with each individual LA.

Members expressed interest in how this would work, and agreed it was an area to monitor.

Milestones / dates in the implementation plan to be updated for September 2024.

Where actions had a quantifiable target detail / update on progress to be provided (not just 'in progress')

It was **RESOLVED THAT** the update report on Careers and Employability Strategy – Implementation Plan be noted and received.

23/46 **Learner Leadership**

46.1 **LOOP 2022/23 Implementation Plan**

Presented by the Principal (circulated, document June 23/5).

It was reported that the survey and implementation plan did not sit in isolation with the main areas also included in the SAR.

The lowest rated area relating to links with the community and business was a peculiarity based on the Ofsted assessment. This was potentially an issue of learner perception / understanding and would require further consideration to address any issues.

Catering was historically graded low. The recent change in the catering service had needed some management in response to complaints which had subsequently delivered a significant reduction in the number of complaints. Issues had included portion control and costs, with a structured increase in costs over the next two years to be introduced to support an improvement in quality and cost margins. The structured increase would be subsidised by the college to allow for a graduated introduction.

Discussion points included:

Team Teach – how is the new team going to monitor impact?

It was reported that usual metrics would include incidents as recorded on the CPOMS system. It was suggested that Team Teach might not decreased the number of incidents but would support a better culture and behaviour management. This would need consideration in assessing impact.

It was further confirmed that it had improved staff confidence and provided a direct line for managing incidents. Training for teachers was scheduled for delivery in August, and thereafter the mentor team, with the focus being on de-escalation.

It was acknowledged that current metrics did not capture all aspects such as the impact on teaching and learning and staff confidence. There would be a need to consider qualitative and quantitative measures.

It was agreed that the Vice Principal Safeguarding and Pastoral Care provide an update report to the next meeting on how to improve qualitative and quantitative reporting on Team Teach. **[ACTION]**

JF

Events & Activities (page 8) – it was commented that the report indicated learners increased interest in additional activities, e.g., clubs. It was queried if this would be facilitated by the Student Council. Reference was made to the report on Learner Leadership to be considered later in the meeting (minute 46.3) which confirmed that the Student Council had led on processes to identify a number of new activities. The Student Council would determine how these were to be implemented and what input they would have.

It was commented that being part of a solution was a good learning opportunity for learners.

It was **RESOLVED THAT** the update report on LOOP 2022/23 Implementation Plan be noted and received.

46.2 LOOP 2023/24 Report

Presented by the Principal (circulated, document June 24/6).

It was reported that 200 learners provided feedback.

The survey continued to be based on three broad areas:

- Teaching and Learning
- Aspirations and the World of Work
- Environmental and Social Life

The key findings of highest and lowest rated areas are identified (page 5) with top recommendations for action against each of the areas identified (from page 33)

Discussion points included:

Was there a need for the Committee to consider the report in full?

It was suggested that rather than the full report that a report be provided detailing the headlines / actions.

It was suggested that an alternative would be the full report to be published on the Admincontrol portal to support triangulation.

It was further suggested that the methodology could be incorporated into the implementation plan.

It was queried how feedback from the report was communicated to learners.

It was confirmed that it was not usual practice to provide the complete report to learners. Historically, 'You Said / We Did' communications had been used. It was advocated that this needed to be improved upon, including consideration of electronic updates.

It was agreed that the Vice Principal Safeguarding and Pastoral Care and her team consider this and provide an update report to the next meeting.

[ACTION] JF

It was **RESOLVED THAT** the LOOP 2023/24 Report be noted and received.

46.3 Learner Leadership Activities Summer Term 2023/24

Presented by the Principal (circulated, document June 24/7).

The report provided detail on activities completed by the Student Council and Peer Support Team.

- ❖ Identifying extra curricula activities, e.g., use of the gym at lunchtime and additional lunchtime groups
- ❖ New logo and hoodies
- ❖ Creation of an email address for the Student Council
- ❖ Sensory Integration
- ❖ Student Governor
- ❖ Mental Health week
- ❖ Induction days

Particular attention was brought to the focus of the work of the Student Council on the learner voice and implementation of learner suggestions.

It was reported that there was already a large number of groups that operated at lunchtime, so additional resource would be needed to support any wider need.

Discussion points included:

It was a very positive report. It was agreed that the Vice Principal Safeguarding and Pastoral Care provide an update on the activities/ groups to the next meeting. **[ACTION]**

JF

It was **RESOLVED THAT** the update report on Learner Leadership Activities Summer Term 2023/24 be noted and received.

23/47 Policies / Strategies

FOR RECOMMENDATION TO CORPORATION

47.1 Learner Involvement Strategy and Learner Activities Cycle 2024/25.

The Principal presented a report on the Learner Involvement Strategy and Learner Activities Cycle 2024/25 (circulated, document June 24/8).

It was highlighted that:

- The amendments are revised numbering, removal of reference to the CEDAR Research Project and additions to the Meeting Schedule for Groups (page 7, highlighted in yellow)
- the cycle was updated for the forthcoming academic year, with the only amendment being the removal of the CEDAR Research Project.

Discussion points included:

It was questioned if the development of Learner Involvement Strategy involved learners, i.e., was there an element of co-production?

It was commented that this was dependent on the definition of co-production and how this would work in practice.

In terms of developing the cycle there were elements of learner involvement, e.g., design of the LOOP survey, feedback from Student Executive Committee. It was suggested that the Student Governor or Student Council could be asked for feedback on whether anything had been missed from the strategy.

It was noted that there was no learner involvement in the development of college policies, and it had not been possible to identify an effective model for this within our setting.

It was observed that this detail provided evidence of a level of co-production, but that this was perhaps not articulated with sufficient clarity. It was suggested that detail on the sensory

integration could be included and that these points could be discussed with the Vice Principal Safeguarding and Pastoral Care outside of the meeting.

It was **RESOLVED THAT** the Learner Involvement Strategy and the Learner Voice Activities Cycle 2024/25 be **recommended to the Corporation for approval**.

47.2 Quality Improvement:

The Deputy Principal presented the documents for 2024/25 (circulated, document June 24/9).

It was highlighted that:

47.2.1 the format of the **Quality Strategy 2024/25** document had been reviewed and revised where necessary.

47.2.2 the **Quality Cycle 2024/25** had been updated for the forthcoming academic year.

47.2.3 the **Quality of Education Observation Framework 2024/25** had been re-evaluated against the Education Inspection Framework

The proposed changes for 2024/25 were highlighted.

Quality of Education Observation Framework

It was confirmed the observation framework has been subject to an extensive re-evaluation, including input from the external consultant. Attention was drawn to the reference to the Hereward Approach to teaching and learning (page 1) and utilisation of the Quality First Teaching methodology and Autism Education Trust standards. The framework also provided a fresh emphasis on greater self-reflection from teaching practitioners. This was also included in the self-evaluation document (page 13).

It was reported that the revisions had been worked through with the external consultant and shared and discussed with staff prior to implementation.

Discussion points included:

Quality Cycle – as per the last meeting and the agreed reporting to the Committee on the residential provision, should this be included in the cycle?

It was reported that there was a separate quality cycle for the residential provision, but consideration would be given to whether key points could be included. This would be reported back to the Committee.

[ACTION] RH

It was **RESOLVED THAT**, the **Quality Improvement Strategy 2024/25**, the **Quality Improvement Cycle 2024/25**, and the **Quality of Education Observation Framework 2024/25** be **recommended to the Corporation for approval**.

FOR APPROVAL BY COMMITTEE

47.3 Policy / Framework Reviews

The Deputy Principal presented the documents for 2024/25 (circulated, document June 24/10).

47.3.1 Learner Absence Policy

It was reported that there had been a refresh of the policy last year to meet current guidelines in terms of tracking and monitoring absence. Proposed changes were highlighted in the document.

47.3.2 Admissions and Transition Policy

It was reported that proposed amendments were highlighted for ease of reference.

47.3.3 Internal Quality Review Framework 2024/25

It was reported that the Internal Quality Review (IQR) Framework had been re-evaluated against the Education Inspection Framework and the recent Ofsted report. Proposed changes for 2024/25 were highlighted.

It was **RESOLVED THAT**, the **Learner Absence Policy**, the **Admissions and Transition Policy** and the **Internal Quality Review Framework 2024/25** be approved.

FOR INFORMATION / DECISION**23/48 Deep Dives****48.1 The Hereward Approach to Employability.**

The Director of Quality and Head of Employment Services delivered the deep dive on the Hereward Approach to Employability. (circulated, document June 24/11).

The presentation provided detail on:

- Context
- Strategy
 - Stable careers programme
 - Prepare learners for life outside of college.
 - Curriculum intent, implementation, and impact
 - Supported internships.
 - Clear progression routes
 - Specialising to address industry needs.
 - Best practice
 - Investment in staff development and industry standard resources
- Curriculum developments
 - Catering & Hospitality
 - Performing Arts & Music Production
 - Sport & Leisure
 - Outdoor learning
 - Business, IT & Enterprise
 - Creative Arts & Digital Media
 - Future developments
- Learner Journey
 - Ready for learning in the workplace
 - Ready for work
 - Ready for life

Discussion points included:

Internal perception, is the strategy effective / palpable?

It was reported that it was embedded with all teachers engaged. An example of co-creating the curriculum (as was the case or working with Whitbread) was provided.

It was advocated that there was focus on aligning the curriculum for success through partnerships with employers, with an example of two employers liaising provided.

Employers input – did they understand our learners?

It was reported that some were very hands on, with an example provided.

It was commented that the presentation was thorough, and it evidenced the range of engagement with employers, however, the difficulties must not be underestimated.

It was reported that the high-quality relationships with employers that were already established were supporting new employers to engage.

It was agreed that the presentation had provided comprehensive and useful insight.

It was **RESOLVED THAT** the deep dive on the Hereward Approach to Employability be noted and received.

48.2 Future Deep Dives

The Committee considered a report on the Deep Dives into areas of College operation previously presented to Corporation sub-committees (circulated, June 24/12).

The Committee engaged in detailed discussion of potential areas for consideration in 2024/25, including:

- Space / resource implications in response to growth in learner numbers
- Mental health / wellbeing – team teach and the changing learner profile.
- Adult skills strategy – given changes and developments.
- Potential change in government and qualification issues – deep dive or update report?

It was noted that the Committee usually scheduled three deep dives per academic year and had a continual focus on progress against the QulP.

It was suggested that Space / resource implications in response to growth in learner numbers could be considered as part of the planned strategy event for October 2024.

It was agreed that duplication should be avoided where possible.

The purpose and general format of the deep dives was considered to ensure consistency of approach. It was acknowledged they were intended to supplement understanding, provide opportunities for in depth scrutiny of specific areas, and support triangulation against the existing reporting framework.

It was also advocated that they should be partly consultative, whilst providing assurance to governors and support to the College.

It was agreed that deep dives were a valuable tool for Governors. They could be strategic / consultative but should not be burden on college staff.

The Committee discussed the format of the presentations and agreed:

Format:

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?

Schedule:

September 2024	ILS (effectiveness, touching on behaviour)
November 2024	Self-Assessment Report
March 2025	Wellbeing (in the widest sense)
June 2025	ASF / qualifications

It was **RESOLVED THAT**

- i. the report on Deep Dives be noted and received.
- ii. the format and deep dive schedule for 2024/25 be agreed.

23/49 Quality & Standards Committee 2024/25

The Committee considered a proposed schedule of dates for the Committee to meet in 2024/25 (circulated, document June 24/13). These dates were in line with those for 2023/24.

- Wednesday 25th September 2024
- Wednesday 13th November 2024
- Wednesday 12th March 2025
- Wednesday 11th June 2025

It was **RESOLVED THAT**, the proposed meeting dates for 2024/25 be agreed and confirmed to the Corporation.

FOR RECOMMENDATION TO THE CORPORATION**23/50 Equality, Diversity, and Inclusion Objectives**

The Deputy Principal presented the Equality, Diversity, and Inclusion Objectives Report (circulated, document June 24/14).

The Committee considered a report which provided a progress update, from March, for the actions and developments in place to meet the EDI objectives. The objectives had been cross-referenced with the QulP. There were common themes that appeared in both, for example the need to improve the skills of staff in working with learners with complex needs.

It was advocated that the objectives continued to match with the strategic direction of the College and as such, these objectives should remain in place for the new academic year, with additions to actions highlighted for ease of reference. These included further development of roles, continuation of work undertaken by SEND Ofsted inspector, and work around employability.

Discussion points included:

The objectives were considered appropriate.

It was confirmed that that this was delivered through Aurelia Training, with funding drawn down via the levy.

It was **RESOLVED THAT**, the Equality, Diversity, and Inclusion Objectives **be recommended to the Corporation for approval for 2024/25**.

FOR INFORMATION**23/51 Student Advice and Support, Participation, Quality of Experience and Discipline**

The Deputy Principal presented a report on the Student Advice and Support, Participation, Quality of Experience and Discipline (circulated, document June 24/15).

This report contained information regarding the nature and type of advice and support available to learners across the College. The implementation of the Learner Behaviour Management and Disciplinary Policy and Procedure was also detailed.

Detail was provided on:

- Learner advice and support
- Implementation of the Behaviour and Disciplinary Policy and Procedure
- Summary of Disciplinary action taken for the Academic Year 2023/24
- Comparative data
- Incident Log data

It was highlighted that the comparative data indicated consistent levels of application of policies and processes which was extremely positive given the changes to the complexity of the learner cohort in

recent years.

Comparison the incident log data evidenced a significant decline physical peer on peer incidents between May 2023 and May 2024.

Discussion points included:

The comparative data, analysis and conclusions illustrated maintained performance and supported evidence of good practice.

It was **RESOLVED THAT** the update report on Student Advice and Support, Participation, Quality of Experience and Discipline be noted and received.

23/52 Quality Improvement Plan 2023/24

The Deputy Principal reported on the Quality Improvement Plan 2023/24 (circulated, document June 24/16).

Updates were highlighted.

It was **RESOLVED THAT** update on the Quality Improvement Plan 2023/24 be noted and received.

23/53 Internal Quality Review 2023/24

The Director of Quality reported on the Internal Quality Review Report 2023/24 (circulated, document June 24/17).

The following points were highlighted:

The report provided a summary of key judgments from four Pathways (Explorer, Foundation, Discovery, and Functional Skills) plus Aspire. Two further lesson observations have been completed since the last, interim, report presented to the committee in March, these additions were highlighted in yellow.

The key areas for improvement and development would form the basis of the Self-Assessment reports for each Pathway and the College's overarching Quality Improvement Plan will chart progress made against them throughout the academic year.

Discussion points included:

The report provided a great deal of detail / assurance that the processes were robust.

It was noted that the College had been working with an external consultant (Ofsted SEND inspector) for some time, and it was queried if this now presented any risk from the perspective of familiarity with the College.

It was advocated that this was not considered to be an issue given the work being completed, e.g., CPD, and that it provided the current Ofsted perspective.

It was also confirmed that the CPD aspect was of particular value as it was based on an understanding of the college and learners.

However, it was recognised that the position would need to remain under review so as to source any additional expertise, as necessary, to protect against any issues.

It was **RESOLVED THAT** the Internal Quality Review Report 2023/24 be noted and received.

23/54 Data Dashboard

The Deputy Principal presented the Improving Learning, Teaching and Assessment Data Dashboard (circulated, document June 24/18).

Points highlighted / discussed included:

- HR data had not been available at the time of distribution.

Discussion points included:

Hereward Training Distance Learning data, the achievement rate was queried, and if it should be 90%:

Hereward Training Distance Learning				
Hereward Training retention rates	88.99% or less	89% - 93.99%	94% or more	90%
Hereward Training learner pass rates	89.99% or less	90% - 96.99%	97% or more	100%
Hereward Training learner overall achievement rates	83.99% or less	84% - 90.99%	91% or more	86%

It was confirmed that this would need to be confirmed.

Subsequent to the meeting the Deputy Principal confirmed that the retention data was the 'in-year' statistic, with the achievement data being overall.

The following data which had been discussed at the Corporation meeting on 16th May 2024

% of staff in support roles observed as appropriate	89.99% or less	89.99% - 91.99%	92%	107%
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It was again confirmed that the data was based on the number of staff to be observed divided by the three terms. The percentage was based on the number observed against the 'termly' number possible.

It was noted that an explanatory footnote was to be included in future reports.

However, it was suggested that consideration be given to the methodology when reviewing the proposed KPIs for 2024/25.

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

23/55 Any Other Business

There was no other business for consideration.

23/56 Date of the next meeting

The date of the next meeting was confirmed as 25th September 2024.