

Minutes of: QUALITY & STANDARDS COMMITTEE

Date: 22nd November 2023

Time: 5:30pm

Place: via Microsoft Teams

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

In attendance: Ms R Herbert (Vice Principal Quality and Curriculum)
Ms N McEnergy (Head of Employment Services)

Mrs Y Doherty (Director of Governance)



23/11 Apologies:
There were no apologies for absence.

23/12 Declarations of Interest
There were no declarations of interest.

FOR INFORMATION

23/13 Hereward Training Update Report
The Head of Employment Services presented the Hereward Training Update Report (circulated, document Nov 23/1).

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 | 120 |
| Overall Achievement | 91% | 87% | 95% | 97% | 93% | 94% | 77% |

Detail included:

Enrolments by funding source:

WMCA (West Midlands Combined Authority) **82**

ESFA (Education and Skills Funding Agency) **38**

The overall achievement rate of **77%** was based upon **34** learners and **26** achievers.

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

- Allocation funding from WMCA and ESFA.
- Actions and associated progress, these included:
 - Pilot SWAP programme
 - Marketing Plan
 - Satisfaction survey
 - Investigate broadening the use of the AEB allocation in response to Skills for Jobs
 - Development of online enrolment

It was reported that it was anticipated that the WMCA allocation would be achieved and there was a focus on achieving the ESFA allocation, working in conjunction with Marketing to advertise the offer.

The new funding methodology 'Into Employment' should support the development of new provision that would be two weeks in duration and assist learners to gain employment.

The College contracted with the AIM group bring the delivery of Level 3 away from the Skills Network.

Level 3 provision is being developed using Hereward College assessors and the use of the Learning Curve platform to deliver the qualifications.

Discussion points included:

The achievement rate was raised, whilst acknowledging that it remained very early in the year. It was reported that the College was now delivering provision in counselling and that there had been some issues associated with certain requirements of the counselling course (learner recording themselves for submission) which meant that some learners had withdrawn. This had been addressed by including a disclaimer at the point of enrolment indicating this requirement as part of the course.

It was suggested that this be included in any screening process.

This was agreed to be an excellent suggestion that would be adopted.

[ACTION]

**RH
NMCE**

An update on actions taken to address the Ofsted findings re Adult Education was requested. It was confirmed that this related to learners' knowledge of Fundamental British Values and Prevent.

This had now been included as an add-on to the L3 provision.

Distance learning at L2 was challenging as the provision was short so this had been included in the handbook.

Those marking submissions were also looking to ensure that this was incorporated in the modules.

The Teaching and Learning Coach had also produced materials for adult learners to supplement the detail on Fundamental British Values and Prevent that had been included in the handbook.

It was commented that this was swift action that was commended.

It was noted that the allocations had been achieved in 2022/23, that it was not intended to deliver the proposed SWAP until June 2024 and if it was correct that the College would be running two learning platforms concurrently?

It was confirmed that L3 could not be delivered via the Skills Network.

L3 was being delivered via the Learning Curve platform which was very user friendly.

The Skills Network was being reviewed against this.

It was requested that the Committee be kept updated on the concurrent use of the two learning platforms.

[ACTION]

**RH
NMCE**

The previous suggestion of utilising adult funding to support the parents of learners was raised. It was reported that this had been discussed and it was intended that this would be publicised at the next Parent Forum after Christmas.

It was suggested that it would be advantageous for the Head of Employment Services to liaise with Marketing about this to ensure an appropriate approach for parents. **[ACTION]**

**RH
NMCE**

Considerations could include:

- how best to market the current offer, e.g., course titles
- recognise that there can be gaps in parents' knowledge so make the offer enticing and of added value.

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

FOR DECISION

23/14 Minutes of the meetings held on 27th September 2023

The minutes of the previous meeting (circulated, document Nov 23/2) held on 27th September 2023 were considered.

It was **RESOLVED THAT** the minutes of the meeting held on 27th September 2023 be approved.

23/15 Matters Arising / Actions (circulated, document Nov 23/3)

23/07 Careers and Employability Strategy Implementation Plan

Objective 1 - to embed an employability and enterprise culture within the College, was this across all Pathways? Would there be consideration of learners' enterprise activities e.g., selling? It was acknowledged Ms Miervaldis would be well placed to contribute to this area, and that this would be followed up outside of the meeting.

27.11.23 Response:

Discussion outside of the meeting clarified the opportunities for enterprise within the strategy. COMPLETE

It was noted that no Pathways had been omitted from the Strategy as presented to this meeting. See minute 23/16.

23/08 Quality Improvement Plan 2022/23

Achievement at Level 1 & 2 maths and English was lower than hoped for, for the second year. Consideration was also being given to specific ILS support for English and maths, along with the advanced practitioner.

It was agreed that should this proposal be adopted that an update, including success be provided to the Committee.

27.11.23 Response:

Verbal update will be given at the meeting (below). COMPLETE

It was reported that a specific post had been advertised for. There had been no internal expressions of interest, so this had been advertised externally. An update would be provided in due course. **[ACTION]**

RH

Discussion highlighted that some of the issues related staff confidence around the support of English and maths, and if best match of staff could be considered.

This was acknowledged, however, generic support for ILS in the delivery of English and maths was ongoing. This had been positively received. Meetings had also taken place with the relevant Curriculum Head and HR Manager to consider further development of staff skills.

It was recognised that was very difficult to recruit ILS, and support for / investing in staff was positive. It was advocated that such action evidenced the maturity of an organisation where the skills improvement needs of the workforce were acknowledged.

It was queried if outcomes data would be utilised by marketing.

It was reported that the Marketing Officer was using appropriate data from the inspection/ SAR / QuIP for distribution on the College media channels so that there is a constant stream of 'good news'. A new Schools Liaison post had been appointed to from 4th December and this would also feed into marketing.

It was also confirmed that the marketing brochures had been reproduced to include outcomes data.

23/09 Self-Assessment Report 2022/23 and QuIP 2023/24 QuIP 2023/24

Observations:

Section 1.1.1: Marketing Strategy to raise awareness. Consider use of outcomes / destinations

In the future would the document benefit from a section reporting on functional skills, albeit it this related to a small number.

Include a section on the range of actions adopted to meet the needs of those with increasing complexity of need.

It was agreed that this would be considered for the next iteration.

27.11.23 Response:

Functional skills achievement now included in the QuIP; complex needs will be referenced in the revised strategic plan. COMPLETE

It was noted that the commentary on Functional Skills and meeting the increased complexity of need was well covered in the SAR, it was commented that this could be included in the QuIP as it evolved throughout the year.

It was commented that Functional Skills had been included in the QuIP. The inclusion of complex needs had been discussed but there was a need to recognise that this was more nuanced.

It was suggested that later iterations could possibly include transition.

It was agreed that this was the correct focus.

23/10 Data Dashboard 2022/23

It was commented that the data for July was not completed and that the annual pass rate was therefore not known.

It was reported that this figure would be included in the historical data on the proposed dashboards for 2023/24.

The attention of the Committee was drawn to this for the next meeting in November.

27.11.23 Response:

See minute 23/19

COMPLETE

It was noted that the dashboards had been discussed at the Board meeting held in October 2023.

It was confirmed that for completeness, the version presented to the meeting was for 2022/23.

A streamlined data dashboard was to be presented to the Board at the meeting in December 2023.

There were no other matters arising.

23/16 Careers and Employability Strategy & Implementation Plan

The Vice Principal Quality and Curriculum presented the Careers and Employability Strategy & Implementation Plan (circulated, document Nov 23/4).

The revised Careers and Enterprise Strategy 2023 -2024 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.

There were minimal changes to the strategy, given that the College achieved the highest possible rating of 'Strong for Skills' in the recent enhanced Ofsted inspection.

Considerable work had been completed against the previous implementation plan; this would now be developed further with updates provided throughout the year.

Discussion points/feedback included:

A number of typographical errors were identified. To be provided outside of the meeting. [ACTION]

ALL
RH

Much of the key actions were SMART and specific. It was suggested that the content of section 1 was less so, and that the actions in section 2.1 could be split into separate milestones. [ACTION]

RH

It was **RESOLVED THAT**, subject to the identified revisions, the Careers and Employability Strategy be recommended for the approval of the Corporation.

23/17 Self-Assessment Report 2022/23 & Quality Improvement Plan 2023/24Self-Assessment Report (SAR) 2022/23

The Vice Principal Quality and Curriculum presented the Self-Assessment Report 2022/23 and Quality Improvement Plan 2023/24(circulated, document Nov 23/5).

This was the second draft of the Self-Assessment Report 2022/23 and proposed Quality Improvement Plan (QuIP) for 2023/24, aligned to the Education Inspection Framework and recent Ofsted inspection results:

| | |
|--|-------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Good |
| 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 report had been subject to external validation by a consultant Ofsted inspector. The grades aligned with the inspection outcomes as would be expected.

The Chair commented that the focus of the meeting was to review the reports and recommend for Board approval.

Discussion/feedback points included:

- Use of quotations was very positive, especially in relation to the ‘*so what?*’ questions.
- Discovery Pathway – include something about those learners that did not go into paid or voluntary work.
This was agreed. [ACTION] RH
- Clinical therapy team, recognise the issues surrounding funding. The report highlighted the positives but how much of what was delivered replaced health responsibilities?
It was suggested that something could be included about education funding delivering the provision. [ACTION] RH
- The comment about progression and learners remaining at the same level, it was suggested that this needed to be considered in light of how progression was assessed whilst remaining within the same milestone level.
- Accuracy of the destinations table – there was discussion and explanation as to how the percentages had been calculated.
- Reference to post-graduation support as an area for improvement – this doesn’t state that this is already good, and improvements would deliver outstanding.
This was seen as an opportunity and something to develop. It was suggested that this could be achieved through the establishment of an employment agency to work with local employers to provide post-graduation support.
- Behaviours and attitudes – area for improvement: explore the development of a trauma informed approach. It was understood that this was already in place.
It was confirmed but that it was intended to develop this further which would further support the outstanding grade.

It was suggested that there was need to consider if points were strategic or quality improvement, as they were closely aligned with overlap.

It was advocated that a more simplistic approach would be to acknowledge that most aspects were outstanding so where areas for improvement were identified it was a question of stating whether this was to move the assessed grade to good, or to outstanding.

It was highlighted that within each main section there were separate grades for aspects of the provision. Dependent on where the provision fell within the criteria determined if it needed to improve from a grade 2 to a grade 1.

Section 3 Quality of Education was provided as an example.

It was advocated the following points, although understood by the Committee, needed to be minuted and celebrated in the SAR:

- the professional therapies were making a difference.
- the use of the Xello software had been quickly and comprehensively utilised.
- strong financial performance allowed for continued investment.
- co-ordinated work with employers such as Whitbread.
- reference to meeting the increased complexity of learners.

There was discussion of the volume of the report and the use of an executive summary for presentation to the Board.

It was advocated that this was additional work and the report itself was deserving of being reviewed in detail by the wider membership.

It was **RESOLVED THAT** the draft Self-Assessment Report 2022/23 be recommended for the approval of the Corporation.

Quality Improvement Plan 2023/24

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

It was **RESOLVED THAT** the draft Quality Improvement Plan 2023/24 be recommended for the approval of the Corporation.

23/18 Equalities Data Reporting 2022/23

The Vice Principal Quality and Curriculum reported on the Equalities Data (circulated, document Nov 23/6).

The report contained the equalities data for 2022/23, which is required to be published on the College website by 31st January 2024.

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 mismatch between learners and staff regarding ethnicity and gender was acknowledged and it was reported that College was working hard to recruit more staff and address this disparity.

It was also highlighted that the main decrease in academic level had been at L2. A drop at L3 had also been anticipated but this had not been the case.

Discussion/feedback points included:

It was noted that the College was attempting to address the disparities via recruitment. It was queried what work was being completed internally e.g., inclusive leadership.

It was reported that the College had an established Equality and Diversity Steering Group with cross-college membership. Staff recruitment and celebration of diversity was a key area of focus for the group.

It was noted that turnover and sickness was reported as below target, but that sickness was marginally above target. The support offer to staff was queried.

It was confirmed that there was an employee support programme in place provided by an external organisation, offering support with issues such as finance / legal / counselling / mental health.

It was **RESOLVED THAT** the Equalities Data 2022/23 be recommended for the approval of the Corporation.

FOR INFORMATION**23/19 ILTA Data Dashboard**

The Vice Principal Quality and Curriculum reported on the ILTA Data Dashboard (circulated, document Nov 23/7).

It was confirmed that this was in the format agreed for 2022/23, with attendance the only data possible to report for 2023/24. The final outturn for 2022/23 was included.

It was queried if the absence reporting would be adapted to align with the approach taken by Ofsted at the inspection in April 2023.

It was confirmed that the SLT monitored absence as follows:

- Excluding sickness
- Including sickness
- Including sickness and other authorised absences

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

23/20 Future Deep Dives

The Committee noted that the net scheduled 'Deep Dive' was to be a presentation on reporting on the residential provision.

Discussion of what could be considered for reporting to the Committee included:

- Adopt an approach similar to that for Ofsted and align reporting to the CQC standards.
- Assess the provision against the quality statements / ratings, and how to achieve / improve.
- Consider scrutiny of care provision elsewhere in the college.
- Include therapies?
- Impact / operation

It was queried who would be presenting / reporting.

It was confirmed that it would be the Vice Principal Safeguarding and Pastoral Care with contribution from the Registered Manager.

It was queried who was the nominated individual with CQC.

This was confirmed as the Vice Principal Safeguarding and Pastoral Care.

The Principal commented that the biggest gap in reporting related to the residential provision and the associated responsibilities.

23/21 Any Other Business

There was no other business for consideration.

The Chair thanked members for their attendance and contributions.

23/22 Date of the next meeting

The date of the next meeting was confirmed as Wednesday 6th March 2024