

Minutes of: QUALITY & STANDARDS COMMITTEE

Date: 27th September 2023

Time: 5:30pm

Place: via Microsoft Teams

Present: Mr S Bray
Mr P Cook MBE (Principal) from 18.30pm
Ms L Miervaldis
Mr C Todd (Committee Chair)
Ms N Williams

In attendance: Ms R Herbert (Vice Principal Quality and Curriculum)
Ms C Sherlock (Curriculum Manager, Discovery Pathway) for item 23/05

Mrs Y Doherty (Director of Governance)

The Chair welcomed Mr Bray to his first meeting as a member of the Quality and Standards Committee.

23/01 Apologies:
Apologies for absence were received from Ms N Paterson.

23/02 Declarations of Interest
There were no declarations of interest.

FOR DECISION

22/03 Minutes of the meetings held on 21st June 2023
The minutes of the previous meeting (circulated, document Sept 23/1) held on 21st June 2023 were considered.

It was **RESOLVED THAT** the minutes of the meeting held on 21st June 2023 be approved.

23/04 Actions and Matters Arising (circulated document Sept 23/2)
46.2 Actions: 35.2 *Future Deep Dives* / 51.2 *Future Deep Dives*
It was suggested that the Committee Chairs and VPs meet to consider future deep dives against the Strategic Risk Register/QuIP/Internal Audit reports.

27.09.23 Response:
Meeting scheduled for 20th September 2023

COMPLETE

To be considered later in the meeting – see minute 23/12.

22/51 Deep Dive:*51.1 Learner Voice – cognisance of transition / opportunities etc*

It was agreed that the transition guides would be distributed to members.

27.09.23 Response:

Details provided to Vice Principal Quality & Curriculum for guides to be distributed. COMPLETE

51.2 Future Deep Dives

The deep dive presentation for **September** be confirmed as **Level 3 provision**.

Ms Williams to provide any additional suggestions.

27.09.23 Response:

Deep Dive: Level 3 Provision Scheduled for meeting on 27.09.23. COMPLETE

22/54 Policy Reviews*54.3 Internal Quality Review Framework 2023/24*

A typographical error was identified on page 6.

27.09.23 Response:

Corrected. COMPLETE

There were no other matters arising.

FOR INFORMATION**23/05 Deep Dive: Level 3 Provision**

The Curriculum Manager, Discovery Pathway delivered a PowerPoint presentation on the Level 3 Provision and future reforms (circulated, document Sept 23/3).

This provided detail on:

- current Level 3 provision and learner numbers (2023)
- destinations, retention, pass and achievement data.
- policy changes
- courses affected, timelines and impact.
- looking forward

Data was provided by course area:

- Business
- IT
- Media
- Music
- Performing Arts
- Art
- Sport

Destinations included internships, employment, FE, HE, and voluntary work.

Discussion points included:

- Congratulations were extended for delivering provision for such a small number of learners. It was acknowledged that there would be challenges in ensuring relevant teaching / staff experience.

It was commented that the college had skilled teachers that were able to adapt, differentiate and teach at multiple levels. Examples were provided.

- Sport provision – it was recognised that supported internships were a positive outcome. It was noted that there were no learners for 2023/24 (at L3) – was this reflective of the cohort? It was reported that this was considered reflective of the current cohort rather than a future trend. Pre-entry assessments identified learners would move to further courses / workplace. This position had been expected and it could be the same for 2024/25.

It was confirmed that sports specific internships had been delivered at the Alan Higgs Centre and a local primary school.

- It was commented that there would be no Sports T Level

It was reported that under the reforms there would be large size qualifications for sport.

It was highlighted that the presentation included indicators of achievement rates which illustrated the success despite small numbers and different qualifications offered. It was emphasised that where there were dips in achievement the reasons were always known.

Policy Changes

- From September 2025 new qualification landscape for L3.
- The Government will [create two pathways for post-16 progression](#).
An academic route centred on A Levels is intended to lead to further study.
A technical route will mean T Levels become the main qualification option for young people wanting to enter skilled employment (requiring specialist training or expertise).
- Other level 3 qualifications will need to demonstrate their quality and distinct purpose to continue receiving public funding. For example, by meeting business and industry needs or leading to specialist higher education courses.

Courses affected, timelines and impact:

- Autumn 2023 -Introduction of reformed technical qualifications enabling entry into occupations in the Digital route.
- Summer 2024- DFE to publish final list of qualifications approved for funding.
- BTEC Level 3 Diploma in ICT systems and Principles -last registration December 2024
- Pearson BTEC Level 3 National Diploma in Information Technology – last registration December 2026
- Creative subjects such as Performing and Productions Arts will be reviewed and available for first teaching in 2026.

The college was considering the current offer and changes to the funding of this provision.

Discussion points included:

- What would this mean for how the College communicated progression?

It was commented that there would hopefully be some 'overlap' where qualifications were being phased out.

- The credibility of smaller qualifications was raised.

It was acknowledged that this remained unknown as everything was going through reform.

An example was provided where a bespoke programme had been developed for the specific needs of one learner to support his chosen route of progression.

It was suggested that this approach may be possible for smaller qualifications.

The main smaller qualifications were expected to be related to Business and IT.

It was highlighted that the presentation included indicators of achievement rates which illustrated the success despite small numbers and different qualifications offered. It was emphasised that where there were dips in achievement the reasons were always known.

Looking forward

It was reported that the future would be about outcomes.

- Working collaboratively with GFEs to provide a 'soft landing' for learners for whom T levels is a preferred programme.
- Preparing L2 learners for work and life if they are not going onto Higher Education programmes (Supported Internships, Business in Action, Transition to Employment or support into paid work).
- Delivering smaller approved courses at L3 for skilled or technical professions where there is a need locally. Qualifications selected from the updated approved funded list.
- Consider adult offers of T Level smaller qualifications for post-19 learners.
- Preparation courses for T Levels at Level 2, collaborating with local FE colleges who offer T Levels.
- Review of Level 2 provision to better align with new Level 3 provision.
- Broaden engagement of Year 10 and 11 offering insights into courses and careers in Digital and develop strong link programmes for Year 12 students.

Discussion points included:

- Adult T Level offer for 19+ and funding

This needed to be confirmed, however it was noted that where a learner who was subject to an EHCP, with the associated funding, moved to AEB provision the EHCP (and funding) would cease.

The Committee thanked Ms Sherlock for the presentation,

It was commented that there was clearly a substantial amount of activity, and although it was relevant to a small number of learners it was important that the offer was made clear.

It was acknowledged that some of this was beyond the control of the College.

It was clear that the college was thinking flexibly, and it was refreshing that there were options available.

It was **RESOLVED THAT** the deep dive on the Level 3 Provision be noted and received.

23/06 Hereward Training

The Vice Principal Quality and Curriculum presented an update report on Hereward Training circulated, document Sept 23/4).

Detail was provided on the current position, focussing performance data for the contract year and year to date data from 2022/23

- Distance Learning
 - Overall achievement rates for 2022/23
 - Timely achievement rates for 2022/23
 - Enrolments to date 2023/24
- Progress against AEB (Adult Education Budget) delivery and marketing plan

Distance Learning

SUMMARY	2017-18	2018 -19	2019 -20	2020 –21	2021-22	2022-23	2023-24
Enrolments	601	544	362	337	591	685	34
Overall Achievement	91%	87%	95%	97%	93%	94%	100%
Timely Achievement	83%	86%	93%	95%	90%	91%	100%

Enrolments of **685** comprise **189** WMCA (West Midlands Combined Authority) + **496** ESFA (Education and Skills Funding Agency)

The overall achievement rate of **94%** is based upon **685** learners who have left in 2022/23 and **643** achievers.

Allocation achieved in 2022/23:

- ESFA AEB: + 111%
- ESFA National Skills: + 117%
- WMCA AEB: +127%
- WMCA National Skills: 59%

Discussion points included:

Congratulations on the College having achieved the funding levels so well as this had not always been possible previously.

It was advocated that the delivery of National Skills was not a natural fit with the College.

It was reported that the College had now recruited a tutor to deliver this, on a similar basis to the assessors engaged by the College.

SWAP – the College had had limited success, was part of the risk the planned delivery in June – should this be earlier?

The College had recently met with WMCA, and recent developments relating to a change in approach were reported. This included the funding that could be accessed and how it might be delivered.

It was commented that these developments / discussions were positive and similar to the new flexible apprenticeships.

Reference was made to suggestions made post the Ofsted inspection regarding the use of Distance Learning / AEB programmes for learner parents / employees of employers that provided supported internships for college learners.

It was reported that because the College had exceeded the allocation there had been a need to pause enrolment. However, employees of one of the supported internship providers had now been enrolled and consideration was being given to the delivery of maths and English to support staff / parents via the Skills Network.

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

23/07 Careers and Employability Strategy Implementation Plan

The Vice Principal Quality and Curriculum provided an update against the Employability and Enterprise Implementation Plan (circulated, document Sept 23/5).

The report provided a summary of the activity for 2022/23. A revised Careers and Employability Strategy and Implementation Plan would be presented to the next meeting of the Committee in November 2023.

It was not anticipated that there would be many revisions as the Strategy had been developed to match with the Gatsby Benchmarks.

The updates were highlighted for ease of reference with RAG rated actions and impact. Some would follow through to the 2023/24 version.

Discussion points/comments included:

- 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. **[ACTION]**

RH /
LM

- Actions were all positive; but the inclusion of destinations data was queried.

It was reported that this was detailed in the Self-Assessment Report (SAR), both in the summative information and the narrative.

Reference was made to pages 39/40 of the SAR:

32 Interns completed their programme this year, of those 32 leavers 26 (81%) gained either paid or voluntary employment, an increase from last year where 72% gained an employment related outcome.

44% of all leavers progressed to paid or voluntary employment.

Removing the data for learners where employment was not an expected outcome increased the 44% to 52%.

It was commented that it was useful to separate out the data, and congratulations were expressed at the early interest / expressions of interest in internships for 2023/24.

Section 5 – funding opportunities

It was reported that the College was in dialogue with someone who had a previous relationship with the College regarding bid writing.

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

23/08 Quality Improvement Plan 2022/23

The Vice Principal Quality and Curriculum presented a report on the Quality Improvement Plan (QuIP) 2022/23 (circulated, document Sept 23/6).

The report was the final update against the 2022/23 plan, with updates highlighted. A substantial number had been completed and the impact assessed as a result of the Ofsted inspection. It was confirmed that some of the actions would carry forward into the QuIP for 2023/24.

Discussion points included:

Additional interest from employers and outturn were noteworthy.

Data on the number of internal that had gained permanent employment was noted – was there any anticipated improvement?

It was reported that this was possible.

Impressive retention given the complexity of the cohort.

Achievement at Level 1 & 2 math and English was lower than hoped for, for the second year.

This was acknowledged; however, it related to a small number, and it was an improvement on previous performance. No national data was currently available.

The strategies that had been adopted were considered to be working and would continue. Consideration was also being given to specific ILS support for English and maths, along with the advanced practitioner.

The position would be better known once the national data had been published.

It was commented that having ILS support with this specialism would be welcome.

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

[ACTION] **RH**

It was **RESOLVED THAT** the update report against the Quality Improvement Plan 2022/23 be noted and received.

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

The Vice Principal Quality and Curriculum presented the draft Self-Assessment Report 2022/23 and QuIP 2023/24 (circulated, document Sept 23/7).

It was noted that achievement and pass rates were subject to change. This was due to the fact that the College was awaiting confirmation from one Awarding Organisation regarding 12, as yet unknown, outcomes which affected one Pathway.

There were also expected amendments to the non-qualification data.

A positive improvement was expected.

The SAR had been subject to external validation by the consultant Ofsted inspector with the feedback incorporated. The report also incorporated the Ofsted inspection grades from April 2023, with individual criteria separated. The QuIP was intended to provide a guide to alter / improve grades for next year.

Discussion points included:

12 learners awaiting results – what was the reason?

It was reported that this was due to an administrative issue with the awarding body. The issue had been resolved subsequent to the report being distributed.

Format / Structure of the SAR: for possible future consideration the inclusion of a separate section on adult skills needs.

It was confirmed that there had been discussion regarding the format / structure of the report, including separation, but there was a need to avoid duplication with the detail around the Quality of Education.

It was acknowledged that the report was a fantastic testament to the performance of the College but, considering previous discussions regarding the size and complexity of the report, was it judged worth doing for the reflection of the staff in making judgements and was there a need to balance effort against impact?

This was considered a difficult judgement as Ofsted expected to have access to a self-assessment document and it often set the tone for any inspection.

Any amended approach / format / structure would need to be discussed with college staff / management.

Achievement data page 19 (Explorer) the impact of the 12 unknown pass and achievement rates (once known) and the reason for any gap between retention and achievement.

It was agreed that this would be worthy of further exploration once the final data was available, and it would be included in the final SAR as appropriate.

It was commented that notwithstanding this the achievement data was very good.

Key Strengths – Personal Development

The Clinical Team clearly had an impact – was there more that could be included in the this and the impact on behaviours, especially for learners with ASD.

Did the College benefit from this or was it still being developed / was more needed?

It was confirmed that there was substantial detail provided in terms of behaviour / attitudes / personal development and that it was difficult not to be repetitious.

The impact of the Clinical Team could not be underestimated, and the college would engage more support but there were issues such as availability.

It was commented that there was growth in this area so at the least the same levels of support were needed.

This was agreed.

Attendance – approach to monitoring and discussions as part of the Ofsted inspection, where it had been confirmed that Ofsted would allow for learners who were absent due to their conditions.

It was reported reporting had recently changed due to an increase in administrative support.

Attendance had traditionally been reported as only those that were physically in the learning environment, and it was proposed that future reporting to the Board would be reviewed to report both scenarios.

It was noted that the SAR would need to be updated with the final performance data once this was known before presentation for the approval of the Corporation.

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.

[ACTION] RH

It was **RESOLVED THAT** the draft Self-Assessment 2022/23 and QuIP 2023/24 be noted and received.

23/10 Data Dashboard 2022/23

The Vice Principal Quality and Curriculum reported on the ILTA Data Dashboard 2022/23 (circulated, document Sept 23/8).

It was highlighted that there was nothing further to add and that the outturn would inform the review of the targets for 2023/24.

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. **[ACTION]** **All**

It was confirmed that the position was improved to this time in September 2022.

It was **RESOLVED THAT** the ILTA Data Dashboard 2022/23 be noted and received.

23/11 Complaints Report Academic Year 2022/23

The Vice Principal Quality and Curriculum reported on the Complaints 2021/22 report (circulated, document Sept 23/9).

The report summarised the key headline data from complaints received by Hereward College during the academic year 2022/23.

The number of complaints received in the academic year 2022/23 totalled 3, in line with the previous year.

Comparative data and diversity monitoring data was provided.

It was commented that this was a good outcome and that there had been a consistent reduction in complaints in recent years.

It was **RESOLVED THAT** the Annual Complaints Report 2022/23 be noted and received.

FOR DECISION**23/12 Deep Dives**

The Committee considered a report on the Deep Dives into areas of College operation previously presented, and those planned (circulated, document Sept 23/10).

It was noted that it had previously been agreed that the Committee would receive deep dives in to

- Level 3 Provision at the September 2023 meeting
- the Hereward Approach to Employability - date TBC.

It was confirmed that in the meeting held on 20th September it had been suggested that the Committee also consider future deep dives into

- integration / advice / impact of the Clinical Team on the offer and quality of the provision
- English and maths

It was agreed that there was now less concern regarding English and maths and Committee members were requested to provide any additional areas for consideration.

It was suggested that the Committee consider integrating reporting on the residential provision to its remit.

It was agreed that perhaps there was too little focus on this area and that a deep dive would 'kick start' this widening of the Committee remit.

The Committee discussed the framework / expectations for such a deep dive.

It was suggested that the approach adopted should be from the perception of the residents e.g.:

- how did they perceive the home, how it was monitored and the governance – what was done and how did this impact?
- what was the intended outcome and how was this achieved – via feedback.
- use of the CQC framework:
 - how is the college setting up for the quality statements it would be reviewed against?
 - what was the current position and what were the future plans?
 - test against CQC ratings - if improvement and quality are aligned to the judgements.
- testing the use of the audit plan that was in place within the residence as a self-improvement tool.
- how is what needs to improve identified.

It was suggested that following the deep dive that there should be regular input to the Committee on the residential provision via standing agenda items.

There would not be a deep dive presentation to the meeting in November 2023, due to the additional consideration of the SAR 2022/23 and QuIP 2023/24.

It was **RESOLVED THAT** the next two deep dive presentations would be:

- | | |
|---|----------------------------|
| • Residential Provision | 6 th March 2024 |
| • The Hereward Approach to Employability. | 12 th June 2024 |

23/13 Committee Self-Assessment and Terms of Reference

13.1 Committee Self-Assessment 2022/23

The Committee considered the Self-Assessment Report 2022/23 (circulated, document Sept 23/11).

Committee members had been requested to complete the survey over the summer. 4 Governors (57%) responded, and included all of those that were members for the whole of the 2022/23 academic year (3).

In considering the responses the survey suggested areas for potential/immediate development were:

- Ensuring a sufficient number of committee members
- Improved attendance
- Scrutiny of the residential provision

It was agreed that the report was an appropriate review of the position.

It was **RESOLVED THAT** the Committee Self-Assessment 2022/23 be noted and received.

13.2 Compliance with Terms of Reference 2022/23 and Terms of Reference 2023/24

- Compliance with the Terms of Reference 2022/23

The Committee considered compliance with the Terms of Reference 2022/23 (circulated, document Sept 23/11).

As in previous years, Committee members considered performance against the agreed Terms of Reference (ToR), and it was agreed that they had been met for 2022/23.

- Committee Terms of Reference 2023/24

Responses to the proposed Terms of Reference identified that consideration be given to development to include reporting on the residential provision. This was in line with the previous discussions related to the deep dive areas for 2023/24.

In discussion it was agreed that the current Terms of Reference be agreed and presented for Corporation approval with the caveat that they would be revised later in the academic year relevant to the oversight of the residential provision.

It was **RESOLVED THAT**

- i. the Terms of Reference for 2023/24 be agreed and presented for Corporation approval.
- ii. the Terms of Reference for 2023/24 be further reviewed to include oversight of the residential provision.

23/14 Any Other Business

There was no other business for consideration.

23/15 Date of the next meeting

The date of the next meeting was confirmed as Wednesday 22nd November 2023.