

Minutes of: QUALITY & STANDARDS COMMITTEE

Date: 6th March 2024

Time: 5:30pm

Place: via Microsoft Teams

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

In attendance: Ms N McEnery (Head of Employment Services) **left after item 23/26.**
Ms M Darcy (Registered Manager) **left after item 23/27.**
Ms J Ferguson (Vice Principal Safeguarding and Pastoral Care) **left after item 23/28.**
Mrs K Smith (Director of Quality) **left after item 23/30.**

Mrs Y Doherty (Director of Governance)

23/23 Apologies:
Apologies for absence were received from Ms R Herbert and Ms L Miervaldis.

23/24 Declarations of Interest
There were no declarations of interest.

23/25 Hereward Training
The Head of Employment Services presented an update report on Hereward Training Autumn Term (circulated, document March 24/1).

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	192
Overall Achievement	91%	87%	95%	97%	93%	94%	88%

Detail included:

Enrolments by funding source:

WMCA (West Midlands Combined Authority) **106**

ESFA (Education and Skills Funding Agency) **86**

The overall achievement rate of **88%** was based upon **110** learners and **97** 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
- WMCA course request

Detail was provided on:

- work with a neighbour FE college on L2/L3 Social Care
- L1 provision for parents (Mental Health Awareness)
- ESFA allocation – working with learner find providers was not as effective as the previous year. New social media marketing campaign for L2/L3. Potential new learner find provider specialising in L3 but also potentially L2

Discussion points included:

Numbers for L1 provision for parents.

It was reported that groups of 10 (maximum) were proposed.

New provision for the Health Care sector was positive, especially regarding the college ILS staff. It was queried if the issues with recruitment and learner find providers was due to a saturation of the market or the providers not working effectively. It was confirmed that this was considered to be a combination of these factors and the provision on offer.

It was questioned if the college offer was distinct from others.

It was reported that this was not considered to be the current position.

It was commented that the achievement rate was currently lower than previous data, and it was queried if this would improve.

It was confirmed that this was anticipated.

It was noted that the Action Plan contained detail from the previous year and it was suggested that this be refreshed.

[ACTION]

NMcE

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

23/26 Careers and Employability Update

The Head of Employment Services presented an update report on the Careers and Employability Strategy Implementation Plan (circulated, document March 24/2).

The following points were highlighted:

- Supported Internship applications had closed for college learners, although some continued on taster sessions.
- Applications had been received and it was anticipated that there would be an increase on the number from the previous year.
- Most learners for whom it was appropriate had/were taking part in work experience, and there had been good attendance at events.
- Direct entry campaigns – West Midlands Police and Premier Inn.
- All job coaches completing Training and Systemic Instruction training.

Discussion points included:

TSI funding?

It was confirmed that this was fully funded.

New website with dedicated Employer Services page – audience: learners or employers?
This was aimed at employers who might work with the College, direct entries, or parents etc.

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. [ACTION] NMCE

Were the 30 applications for Supported Internships all internal?
This was confirmed.

Direct entry – would the timing impact how effective this was?
It was reported that work had commenced, and events had been attended.

The target number for direct entry was queried.
It was confirmed that West Midlands Police would take 4 to 8, and Premier Inn as many as were available in the local area.

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. [ACTION] NMCE

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. [ACTION] NMCE

Use of AEB – Mental Health Awareness, to be reflected in the plan. [ACTION] NMCE

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

Ms McEnergy left the meeting.

23/27 Deep Dive Presentation – Residential Provision

The Registered Manager and Vice Principal Safeguarding and Pastoral Care delivered a PowerPoint presentation on the Residential Provision and potential reporting (circulated, document March 24/7).

This provided detail on:

- The Residential Team.
- Overview of current residential student numbers, pathways and tiering.
- The residential accommodation.
- Care planning.
- The Clinical Multi-Disciplinary Team and support for residential students.
- CQC findings at last inspection.
- Service improvements.
- Service Improvement Plan and Audit Cycle.
- Staff training.

- Residential student progression and outcomes.
- Student feedback.
- Involvement with residential networks.

An example report, based on the format of the Safeguarding and Prevent report presented to meetings of the Board was provided at the end of the presentation.

Discussion points included:

The need to decide on the reporting format to provide assurance to Governors that the residential provision was meeting learner needs.

Accommodation – was this inspected as part of the CQC framework or was it an addition?

It was reported that this should fit under the new framework.

Was the accommodation considered good / outstanding / requires improvement?

It was considered that it would be assessed as good, and that a number of improvements had been completed.

It was advocated that reporting should include a means to monitor how well the accommodation met learner need.

It was confirmed that this was considered under the audit framework.

Use of the Quality Compliance Management System was raised.

It was reported that the system could track training, provided model policies updated in line with any legislative guidance, updates on sector developments, and provide templates for audit and reporting.

It was queried how the system checked by individual and that need was matched.

It was confirmed that the system required that certain points be matched.

It was questioned if the training provision was external.

This was confirmed.

The process of assessing staff competencies post training was raised.

It was reported that certificates on completion were awarded and competency forms completed.

The use of observation was questioned.

It was reported that supervision and observation processes were in place.

It was questioned if the risk assessment processes included determining any risks to others in the setting.

This was confirmed.

Processes following an incident were queried.

It was reported that incidents were recorded on the CPOMS system, incident forms completed, and lessons learnt assessed.

CMDT – was there sufficient provision?

It was reported that this was considered to be the case and that the College was able to engage additional support as required. It was confirmed that the residential provision had the same clinical overview as the rest of the learner cohort, and included fortnightly review by the psychiatrist.

Extended provision beyond 36 weeks (50 weeks) – did this result in a strain on the service? e.g., dependency on clinicians that were TTO?

It was confirmed that there was sufficient support available given that the 50 week provision was only for a small number.

Discussion of the report template raised the following points:

Actions – for clarity perhaps something similar to the QuIP that detailed the improvement required, the actions that would be taken and the target date.

If something was significant to require reporting between the scheduled reporting cycle, how would assurance be provided that actions were complete.

Audit compliance – provide detail on the previously reported position for comparison.

Use of rolling three terms rather than the academic year.

It was commented that the proposed format appeared to cover the main points.

It was confirmed that the reporting would also include accidents, risk and narrative.

It was emphasised that the reporting should also include anything that was of significance.

It was **RESOLVED THAT**

- i. the Deep Dive on reporting on the Residential Provision be noted and received.
- ii. reporting should be on a termly basis.

[ACTION]

JF

23/28 Learner Leadership

28.1 Learner Leadership Activities

The Vice Principal Safeguarding and Pastoral Care presented on Learner Leadership (circulated, document March 24/3).

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

- ❖ Transition Activity - September
- ❖ Welcome Days – September
- ❖ Mental Health World Day – October
- ❖ Student Council Logo – November
- ❖ Anti-Bullying Week – November
- ❖ Student Voice Parliament, preparation – November
- ❖ Natspec Student Voice Parliament outcomes – November
- ❖ Student Governor
- ❖ Smoking Area Rules – November
- ❖ Natspec Manifesto Launch – January

28.2 LOOP 2022/23 Improvement Plan

The Vice Principal Safeguarding and Pastoral Care presented an update report on the LOOP 2022/23 Improvement Plan (circulated, document Mar 24/4).

The report covered three broad themes:

- Teaching and Learning
- Aspirations and the World of Work
- Safety and well-being

Discussion points included:

Employment Skills – was there a mismatch with learners wish for greater independence skills and reference to the Preparing for Adulthood curriculum?

It was advocated that this related to learners understanding. Communication with learners would be considered to ensure that they were able to recognise the opportunities available to them.

It was **RESOLVED THAT** the update reports on Learner Leadership and the LOOP 2022/23 Improvement Plan be noted and received.

23/29 Interim Internal Quality Review

The Director of Quality reported on the Interim Internal Quality Review Report via a PowerPoint presentation that identified highlights from the full report (circulated, document March 24/11).

Highlights included:

- Observations meeting the standard a first pass: 100%, 10% above the 90% target and equal to the summative total for the previous academic year.
- 91% of all teachers observed, 13% up on the position in February 2023
- Observation statistics
- Further developments of the IQR process
- Curriculum Developments
- ILS Support

Area for Improvement: Aspire

'The scheme of the learning does not contain sufficient detail to demonstrate thorough planning which meets the needs of the learners' – if this was a strength in another pathway could sharing and comparison provide a quick solution?

It was reported this was understood to already be in place. The deployment of teachers was also under review.

It was **RESOLVED THAT** the Interim Internal Quality Review Report be noted and received.

23/30 Equality and Diversity Inclusion Objectives

The Director of Quality reported on the Interim Internal Quality Review Report via a PowerPoint presentation that identified highlights from the full report (circulated, document March 24/13).

It was noted that the report contained a progress update for the actions and developments in place to meet the EDI objectives.

Data – a third of learners have had direct work experience, with two thirds having had encounters with employers. Was this on plan / ahead / behind?

It was reported that this would need to be confirmed but it was understood that the Deputy Principal considered the position to be ahead of plan.

It was suggested that the comparative position to other years be provided and that it was ensured that this data was reflected accurately for those it applied to.

It was **RESOLVED THAT** report on the Equality and Diversity Inclusion Objectives be noted and received.

FOR DECISION**23/31 Minutes of the meeting held on 16th November 2022**

The minutes of the previous meeting (circulated, document March 24/5) held on 22nd November 2023 were considered.

It was **RESOLVED THAT** the minutes of the meeting held on 22nd November 2023 be approved.

23/32 Matters Arising / Actions (circulated, document March 24/6)**Actions****23/13 Hereward Training Updated**

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]

Response:

A screening process is now in place for the L2/3 counselling course. COMPLETE

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 requested that the Committee be kept updated on the concurrent use of the two learning platforms. [ACTION]

Response:

The Learning Curve platform is progressing well with 12 learners currently on the L3 provision.

The previous suggestion of utilising adult funding to support the parents of learners was raised. 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]

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.

Response:

The parent forum will launch the parent/carer training provision, starting with the L1 Mental Health Awareness course on the 15th March.

23/15 Matters Arising / Actions**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.

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]

Response:

External response improved, four applications currently, recruitment process progressing. CM FS will be interviewing candidates next week.

23/16 Careers and Employability Strategy & Implementation Plan

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

Response:**COMPLETE**

Implementation Plan

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]

Response:**COMPLETE**

There were no other matters arising.

23/33 Future Deep Dives

The Committee considered a report on the Deep Dives into areas of College operation previously presented to Corporation sub-committees (circulated, March 24/8).

It was agreed that the next deep dive (June 24) would be The Hereward Approach to Employability

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

It was **RESOLVED THAT**

- i. the report on Deep Dives be noted and received
- ii. the schedule for future deep dives in 2024/25 be considered at the next meeting in June 2024.

[ACTION]**ALL**

23/34 Curriculum Strategy

The Principal reported on the Curriculum Strategy (circulated, document March 24/9)

It was reported that the Curriculum Strategy 2022-24 had been reviewed and revised. It had now been integrated into the required processes to support the Accountability Agreement. Other points highlighted included:

- the monitoring of T Levels

It was anticipated that this would affect approximately 25 learners from August 2025. It would necessitate partnerships with other local providers or alternative provision.

- AEB had not previously been integrated, this had been addressed in relation to Health and Social Care

It was also highlighted that as a working document it would be subject to regular review and update as appropriate.

Discussion points included:

The context provided at the beginning of the document was useful.

Resources

Inclusion of the delivery of *rebound therapy* – how would this be funded?

It was acknowledged that the inclusion of rebound therapy in an EHCP was rare, and tended to be for learners in the Foundation / Foundation Plus Pathways. However, it was considered an investment that the College wanted to make and the financial position supported this.

Flagship building at the from the of the College – how much of the strategy was contingent on this as this could be some way off.

This was acknowledged.

It was confirmed that in the interim the intention was to refresh the current media and music resources, with a tender published. The College was also seeking potential sponsors.

It was **RESOLVED THAT**

- i. the report on the updated Curriculum Strategy be noted and received.
- ii. the Curriculum Strategy 2024 -26 be recommended for Board approval.

23/35 Quality Improvement Plan 2023/24

The Principal reported on the Quality Improvement Plan 2023/24 (circulated, document March 24/10).

It was noted that a number of the updates had already been covered as part of the meeting.

Points highlighted included:

- New Supported Internship employers

Attention was drawn to the number of supported internship placements having been in the low 30s for some time. It was advocated that the means to increase these numbers would be via direct enrolment which it was hoped would be developed for next year. It was suggested that if it was possible to increase the numbers of direct enrolment supported internships this would provide more opportunities for the college cohort. It was reported that consideration was being given to modifying the employability strategy to reflect this.

- Improvement in maths achievement rates
- Improvements associated with the catering provision

Only one compliant had been received so far, this academic year. However, it was considered that there was an issue linked to how much was being charged and that a small increase could support increased quality / choice.

Discussion points included:

RAG rating columns

These could be reviewed and revised, with updates to the RAG impact column too.

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

23/36 Projected Achievement and Pass Rates

The Principal presented a report on the Projected Achievement and Pass Rates (circulated, document March 24/12).

The report included the following points:

- The report detailed current retention and predicted pass and achievement rates by Pathway.
- Retention and progress of learners, particularly in Functional Skills as identified in the QulP continued to be monitored carefully.

Discussion points included:

Retention for Functional Skills was lower than the average for all of the other Pathways and the interaction with this and withdrawals whilst on a whole study programme.

It was **RESOLVED THAT** report on the Projected Achievement and Pass Rates be noted and received.

23/37 Data Dashboard

The Principal presented Data Dashboard (circulated, document March 24/14).

Discussion points included:

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

This was acknowledged. It was considered attributable to the managers filling in staffing gaps which impacted the observation schedule.

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.

[ACTION]

RH

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

23/38 Any Other Business

There was no other business for consideration.

23/39 Date of the next meeting

The date of the next meeting was confirmed as 12th June 2024.