



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting
3.45pm Tuesday 15th November 2022
Gordon Canning and on Teams

Present: Ms Barbara Buck - College Governor (Chair)
Ms Helen Wilkinson – College
Mr Kam Nandra – College Governor
Professor Andy Collop – Vice -Chancellor & Principal
Mr Chris Moody (CM) - College Governor
Ms Jennifer Garvey – College Student Governor

In Attendance Ms Gillian Steels– Clerk to the Governors
Ms Claire Whitworth – Vice-Principal Further Education
Prof. Ian Robinson University Governor
Dr John Selby University Governor
Mr Thomas Legge – University Staff Governor

Apologies: Mr Nick Oldham – Co-opted Committee Member
Mr Sean Lynn – College Staff Governor

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| FEQuEST 01/11/22 | Welcome and Apologies Apologies were received as detailed above. Attendees were welcomed to the meeting. | |
| FEQuEST 02/11/22 | Quoracy It was confirmed that the meeting was quorate. | |
| QuEST 03/11/22 | Declaration of Interest The Clerk advised that members’ interests would be taken as those disclosed in the Register of Members Interests. There were no declarations of members’ interests for agenda items. | |
| QuEST 04/06/22 | Minutes of the Last Meeting The College QuEST Committee agreed the minutes of the meeting of 30 th June 2022 as a true and accurate record. | |
| QuEST 05/11/22 | Matters Arising The Action Update log which updated members on the progress of actions had been provided. | |

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| | <p>It was noted that the Self-Assessment Report had not been updated to include a separate grade for apprenticeships, as had been proposed by governors the previous year, as the scale of provision remained small. Governors asked how many apprentices there were in learning and were advised there were 40 straddling two years (last year there had been twenty-eight learners). The Vice-Principal Further Education advised that a separate improvement plan was in place for this provision which was incorporated in the Quality Improvement Plan. It was confirmed that Ofsted would look at the Apprenticeship provision, even though the numbers were small. It was agreed that if Ofsted would grade the area separately that it was important for Hartpury to grade it separately for clarity. The Vice-Principal Further Education advised she would add a sub grade for the provision in agriculture. She also agreed to provide a summary page of information on apprenticeships. This would be circulated outside the meeting</p> <p>The Action Update log was NOTED.</p> | <p>VP FE Nov/Dec</p> |
| <p>FEQuEST 06/11/22</p> | <p>KPIs 2022/23 & Performance 2021/22</p> | |
| | <p>Key points were highlighted for discussion/debate by governors.</p> <p>FE KPIs for 2022/23 It was noted that the proposed format for 2022-2023 KPIs remained as previously agreed, this enabled consistency in data analysis and trends. The additional 'Students Feel Safe on Campus' student satisfaction KPI added last year had been retained to ensure this continued to have the focus needed.</p> <p>The FE Quest Committee APPROVED the 2022/23 KPIs.</p> <p>2021-2022 Performance (updated to reflect last ILR position) It was flagged that National Rates compare like for like course or levels of courses using the most recent National Rates available to Colleges (2018-2019). It was confirmed that as usual KPI sheet displays in green, headline performance that meets or exceeds the 2021-2022 KPI and red, performance that does not. It was noted that other than for A Levels and Access to HE where we have a larger proportion of international or fully fee-paying students (non-funded), the data relates to funded students only. It was highlighted that the DISE British Rowing was our only sub-contracted provision last year and this remained the case for 2022-2023.</p> <p>KPI Setting • 2022-2023 Target setting had taken into account previous performance, stretch KPIs and our knowledge of starting points based on the post pandemic legacy (which will still have some impact this year for students on 2- and 3-year courses who entered with a Centre Assessed Grade). It was confirmed that the 2022-2023 KPIs feed into the headline draft KPIs for the whole organisation to be approved and scrutinised at Board level. It was stressed that any underperforming individual courses from 2021-2022 features in the new 2022-2023 QIP for action and associated monitoring.</p> | |
| | <p>Governors considered performance against the indicators. It was recognised that Hartpury had an approach of continuous improvement and challenge and</p> | |

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| | <p>therefore areas were marked critically as red or amber where they did not meet KPI and or were not meeting National rates. Governors were supportive of maintaining this emphasis on improvement and ambition. It was considered this approach helped to guard against complacency.</p> <p>It was Noted that the following KPIs were NOT meeting KPI and close to or below national rates</p> <ul style="list-style-type: none"> • Access to HE is at 76% retention against 81.4% last year – may be above national rate for this year but TBC. A Governor questioned the number of students on this course and was advised there were 28. The Vice-Principal Further Education advised that the students who were retained tended to perform well and were comparable to the national rate. • Progression to HE is below the KPI (although positive progression is above KPI overall, suggesting more students are selecting work over higher education. <p>Governors reflected on the 98% of students who felt safe on campus figure and asked if Hartpury knew where the students were who were in the other 2%. The Vice-Principal Further Education reminded governors that this had been the subject of some detailed work which had been reported to the Committee at the June meeting. This confirmed that these had been followed up and individual areas looked at. It was noted that some of the points of concern had related to Covid concerns amongst those students following the removal of restrictions in line with government policy. The Vice-Principal Further Education advised that in the latest survey the number of students saying the felt safe on campus was now 99%. She confirmed that the minority were always followed up, recognising the importance of this KPI.</p> <p>Governors considered the apprenticeship retention figure and questioned why non-retained apprentices were leaving the course. The Vice-Principal Further Education advised there was not a specific pattern, loss of the related job was the reason in some instances. She confirmed that a targeted improvement plan was in place. The activities on site had also been revised to include more practical activity.</p> | |
| | <p>The FE Quest Committee NOTED the 2021/22 KPI Performance outcomes and APPROVED the KPI performance targets for 2022/23.</p> | |
| <p>FEQuEST 07/11/22</p> | <p>2021/22 Self-Assessment Report (SAR) - FE Key Report & 2022/23 Quality Improvement Plan</p> | |
| | <p>The Vice-Principal Further education presented the Self-Assessment Report which included an Executive Summary paper as requested by the Board in 2021/22. It was highlighted that the Self-Assessment Report articulated Hartpury's reflection on the 2021-2022 academic year, highlighting strengths, areas for improvement and further areas for development relating to the evolving external climate. Proposed grades were detailed (outstanding in all areas). All the areas for improvement and development were noted in the Quality Improvement Plan with clear actions, dates and owners to drive them forward in a timely way. It was confirmed that the Self-Assessment Report was the culmination of a robust process which reflected the underlying department self-assessment reports. It was also subject to external scrutiny through the Landex Review (agenda item 08) which considered consistency and accuracy of content and judgements.</p> | |

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| | <p>It was confirmed that overall, Hartpury had had another strong year of academic performance and wider development of students, in particular when considering the context of the post-pandemic position and impact it has had on the education and personal development of young people. It was also the first year of Hartpury BTEC students sitting national exams. As a result of the focus on this and the acknowledgement of this being a potential area of risk that we would need to mitigate against, coupled with gaps in learning and development, we have retained high levels of performance. It was highlighted that Value Added was still strong for BTECs but had dipped slightly as a result of fewer high grades than in previous years and higher entry grades. This was a clear area of focus going forward, supporting teachers with the pedagogical approach required for students to be successful in the qualification yet retaining a holistic stance on skills and knowledge development to support effective progression to employment and / or higher education.</p> <p>Hartpury's small apprenticeship provision was also an area of focus, albeit our exam grades were strong for end point assessment.</p> <p>Hartpury's approach to stakeholder engagement had also been evolved and refined and will be in a strong position this year, strategically aligning with the Local Skills Improvement Plan work that is underway and the statutory requirements for Governors in relation to skills. The challenge will be to ensure wider government recognition of the value of the regional and national picture that is reflective of Hartpury and other specialist Landbased Colleges.</p> <p>In summary, key points noted were:</p> <p>Our Key Strengths</p> <ul style="list-style-type: none"> • Extremely high expectations and aspirations for both staff and students driven from Governance, the Principal and CEO, Vice Principal, all managers through to tutors and students with a clear expectation of high performance and continuous improvement through a sufficiently self-critical and reflective approach • Strong links with key strategic stakeholders and industry partners to ensure alignment with the LEP Skills Strategy, Gloucestershire LSIP and the county educational offer to ensure current and future skills demands are being met in a collaborative way • Clear industry-focused and industry-college co-created curriculum intent, effectively implemented with a positive impact on the student experience and their progression routes • High-quality and progressive teaching, learning and assessment, appropriately sequenced with skills/learning gaps identified to maximise learning for all– consistent quality across all departments • Excellent Value Added and achievement of high grades for all vocational courses • Outstanding achievement rates for the majority of full-time vocational courses and students (all levels) • Outstanding A Level pass rates above the national rate and high A*-C grades for 4 consecutive years coupled with outstanding retention this year • Very high levels of student satisfaction throughout the whole academic year inclusive of quality of TLA and safeguarding. • Good GCSE English and Maths pass rates for A*-C/9-4 and Functional Skills Level 2 English (above/at national rates) | |

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| | <ul style="list-style-type: none"> • Excellent attendance levels on all programmes including for Maths and English lessons • Outstanding provision of additional learning support to support student development in confidence and resilience, achievement and progression • Highly effective use of operational industry/ community links, ensuring wider development of employability potential • Outstanding support for employability through excellent achievement of industry specific complementary qualifications and work-related experience opportunities • Very high levels of positive progression into employment, further or higher study • Very good development of maths and English in vocational teaching and learning • £50m investment in outstanding specialist physical resources which are deployed effectively and coupled with excellent deployment of specialist staff to maximise the quality of the student experience • Effective deployment of and support for staff through the implementation of a well-managed workload model, coupled with provision of highly effective CPD and wellbeing opportunities, support and clarity of communication • Outstanding levels of flexible support for all students resulting in success for all regardless of learning difficulty/disability /age/gender developing learner independence, confidence and resilience • Outstanding, implementation of Safeguarding processes and procedures to maximise safeguarding for all students • Outstanding personal development of students to support life beyond Hartpury college inclusive of the Prevent agenda, healthy relationships, consent, peer on peer abuse, race relations, climate change & sustainability and staying safe online – all in support of developing resilience and independence • Continued focus on cultural diversity in teaching, learning and assessment and throughout the overall student experience • Strong, targeted and progressive practical skills development for students. <p>Our Key Areas for Improvement</p> <ul style="list-style-type: none"> • Continue to develop Maths and English GCSE performance to significantly in excess of national rates and improve Functional Skills L2 Maths • Continue to improve retention on a small number of vocational courses inclusive of the small number of EDI gaps • Further develop and enhance approach to ‘employers as partners’ operationally and strategically to fully align skills needs and sequencing with programme content, planning/sequencing and delivery including ensuring all teachers are able to effectively articulate programme level intent • Further enhance the small but growing Agriculture Apprenticeship Offer to maximise the student experience • Following the introduction of externally examined BTECs in 2021-22, further develop pedagogical approach to support achievement of high grades • Ensure continued county collaboration and key role established with the development of the new LSIP commissioned by Business West. <p>Governors challenged whether it was realistic that all areas continued to be outstanding. The Vice-Principal Further Education reiterated that the process had been robust. She confirmed that the assessments were made using the most recently available national data n. Governors noted that the national comparator data was unfortunately not available for more recent years. The Vice-Principal Further Education advised she had attempted to obtain external data for BTEC exams specifically, but acknowledged this had been difficult. She did however highlight that the overall achievement performance had improved</p> | |

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| | <p>against Hartpury's previous year performance for areas such as Agriculture and remained consistently high for others. She confirmed that whilst agriculture had seen some staff turnover that significant work had been put in to ensure that the student experience remained strong. Governors stressed the importance of using comparator data where available and ensuring statements within the report were evidence based.</p> | |
| | <p>Governors queried if there was a contradiction in saying skills were strong and then detailing further work to enhance this area. The Vice-Principal Further Education advised that this reflected the introduction of new national skills requirements by DfE and new Ofsted requirements in this area, as had been discussed in detail at the FE Board on 9th November. It was confirmed robust relationships with employers were in place at department level previously but the improvements focused on further development of 'employers as partners' and a new approach. Governors challenged what was the evidence basis for "high quality and progressive teaching". The Vice-Principal Further Education advised this was supported by lesson observations, student feedback and the Landex Peer Review Report which had been considered in June along with triangulation of other performance aspects as per the Quality Cycle. She confirmed that triangulation was used to support all judgements with the SAR. It was confirmed that post pandemic Hartpury had returned to grading staff within the observation process.</p> | |
| | <p>Governors recognised that Hartpury was now in the Ofsted inspection cycle and queried if staff were prepared for this. The Vice-Principal Further Education advised that staff had a good understanding of how to articulate intent, implementation and impact, and that in observations students had also demonstrate good understanding of this The Vice-Principal also confirmed this continued to be an area of focus for all.</p> | |
| | <p>Governors considered the EDI gaps identified in the QuIP and asked whether the proposed actions were sufficient or whether a more proactive approach was required through targeted mentoring or coaching, whilst recognising numbers were small. The need to ensure actions were taken in course to support students was stressed. The Vice-Principal Further Education advised that past patterns were reviewed to consider actions that could be put in place to support current cohorts. All students eligible for Free School Meals were looked at by the teams on an ongoing basis to ensure the right support was in place and also in relation to disadvantage postcode. Governors suggested this was made clearer within the Report. Additional private bursaries were also available which could provide support and this had been targeted accordingly.</p> | <p>VP FE Nov 22</p> |
| | <p>It was confirmed that Smart Assessor was being rolled out for apprenticeship provision. A governor commented that this was a very helpful tool.</p> | |
| | <p>Governors queried whether the T'level roll out was accompanied by a detailed plan as had been in place for the introduction of external examination in B'tecs. The Vice-Principal Further education advised that this was in hand, and had been informed by AoC and ETF guidance and support. Governors requested a specific update on T'levels. It was agreed this should come to the next FE Board. Governors queried if there was clarity yet on whether courses such as sport would be defunded. The Vice-Principal Further Education advised that a government decision was still awaited. She highlighted ongoing concern that</p> | <p>VP FE – FE Bd Feb 2023</p> |

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| | there needed to be a suitable transition programme between level 2 and level 3 for some students. She advised that T'levels were starting to be promoted as coming in the new prospectus available from this September. Confirmation on the UCAS points position was awaited. It was recognised that the changed ministerial team might mean changes in this area. | |
| | The FE QuEst Committee AGREED to RECOMMEND the Self-Assessment Report to the Board, subject to the addition of the changes agreed above. | |
| FEQuEst 08/11/22 | Landex SAR Validation Report | |
| | The Committee agreed that the Review was a very valuable process which helped provide external assurance on the SAR and QuIP. It was agreed it provided robust scrutiny and challenge. Governors asked who the report was shared with and were advised that it was shared with the managers involved and they used it in addition to the verbal feedback from the validation meeting to update their SARs before final submission. | |
| | 4.40pm Thomas Legge left the meeting. | |
| | The FE QuEst Committee NOTED the Landex SAR Validation Report and the assurance it provided to support the SAR and QuIP. | |
| FEQuEst 09/11/22 | At Risk Areas linked to QIP – A'levels and Btec Assessment | |
| | Governors agreed the report provided helpful assurance. They requested that in future cohort size be added. | VP FE Feb 23 ongoing |
| | It was noted that A Level performance had been an area of continued high-level scrutiny which resulted in significant improvement from 2018-2019 in relation to overall performance, value added, retention and student satisfaction. It remained an area of focus until we sustain the significant improvements in post pandemic years following the COVID-19 related Centre Assessed Grades (CAGs) issued. 2021-2022 saw a sustained level of performance and overall pass rates just above national averages. Whilst 79% of A Level subjects were graded as A*-C, Value Added (in accordance with ALPs) wasn't as strong, albeit in part, this was as a result of students entering A Levels with Centre Assessed grades that did not always reflect their ability and the fact that ALPs are assessing against 2018-2019 national benchmarks. A call to ALPs has confirmed that this is being reviewed as other Centres have also raised this as a concern. | |
| | Governors considered the A'level performance by subject, and recognised the variation, particularly in relation to maths. The Vice-Principal advised this reflected different student starting points in part. New staff had been appointed who had a strong background. She confirmed she did not have concerns about pedagogy. | |
| | It was recognised that 2021-2022 was the first year that Hartpury implemented externally examined BTECs (taking account of the pandemic years of Centre Assessed Grades). As such it was agreed it must remain an area of focus until sustained performance akin to our historic strong performance of BTECs is achieved. Overall, results were strong, with particularly high levels of | |

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| | performance seen in Animal Management, followed by Sport. Specific actions have been identified to support an upward trajectory with the percentage of those achieving Distinction profiles. Value Added has dropped slightly although it must be remembered that these students were impacted educationally by the pandemic as well as our introduction of external national exams this year. It was noted that for many of them, this would have been the first formal exam they would have sat. | |
| | Governors asked whether students practiced writing by hand, given changes in practice, this was confirmed. The Student Governor confirmed it had been helpful to take mock exams to make the process less alien. | |
| | Governors considered B'tec performance by departments. It was noted that Animal had been very strong. It was noted Agriculture was lower and queried if improvement actions were in place. The Vice-Principal Further Education advised that anecdotal feedback suggested agriculture performance was in line with national exam performance although this could not be confirmed, but advised that sessions were ongoing to share good practice between the departments. Past exam papers were being used to support students in preparing. The equine position, which did not reflect the previous year, was also subject to review. | |
| | The FE QuEST Committee NOTED the Report on At Risk Areas linked to QIP – A'levels and Btec Assessment | |
| FEQuEST 10/11/22 | Student Induction Survey | |
| | <p>It was noted that as part of the formal College Student Voice Process, a student satisfaction induction survey was always conducted within the first six weeks of term to ascertain student perception of enrolment, induction and their early Hartpur experience to date. All College (first year) had been asked to take the survey which was anonymous yet enables us to drill down to department level.</p> <p>The report provided the 2022-2023 key headline findings from the responses received at headline level and specific aspects broken down by department. All results will help to further shape and evolve processes to support the student experience. Overall, the survey results were positive and reflected improvements in a number of areas at headline and departmental level. As always, the feedback that we have received from the students that are not satisfied, albeit this is the minority, is of the most value to us as this provides us with a clear steer on areas that require further focus to meet the expectations of our student body.</p> <p>Most pleasingly: 99.4% of students feel safe on campus (a further increase on last year's autumn survey) 99.3% would recommend to a friend, again, a further increase.</p> <p>Governors were pleased with the assurance provided.</p> | |
| | The Student Induction Survey outcomes and planned actions were NOTED. | |

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| FEQuEST 11/11/22 | FE Termly and Annual Concerns and Complaints Report | |
| | Termly Report – there had been two complaints (welfare/non-course service issues). One had been upheld. There had been one appeal to the Principal which was not upheld. There had been no appeals to the ESFA. | |
| | The Summer Term Complaints and Appeals Report was NOTED. | |
| | Annual Complaints and Appeals Report | |
| | This report summarised the termly reports. The low number of complaints was noted. | |
| | The Complaints and Appeals Annual Report was NOTED | |
| | Complaints Policy | |
| | The Complaints Policy had been provided for approval, there had been no changes since its last review in 2021/22. A governor in HE Quest had queried whether there was sufficient detail on grounds for an appeal. It was agreed the Chief Operating Officer would be asked to consider this point. | COO Nov 2022 |
| | Subject to the query above being resolved the Complaints Policy was approved. | |
| FEQuEST 12/11/22 | SU Update | |
| | It was noted that the SU had relocated to Legends which was improving engagement with students and opportunities to engage with external visitors had improved. There were 141 representatives on the Student representative database who were receiving training in person and via Teams. Positive feedback had been received on accommodation support (particularly for those with additional needs), changes to the timetable and Graze. The SU was supporting the TEF submission. Work was ongoing with student support and wellbeing to ensure students were aware of the support available and how to access it. It was noted that the number of clubs running had increased. | |
| | Governors were pleased that there were so many active student representatives, that training of representatives had already been launched and that feedback on student experience was being actively gathered. | |
| | It was confirmed that the SU was also active in Hartpury College, with two college liberation officers. | |
| | The FE QuEST Committee NOTED the SU Update. | |
| FEQuEST 13/11/22 | Committee Self-Assessment & Terms of Reference | |
| | Self-Assessment – No issues of concern had been highlighted It was agreed it would be helpful to provide opportunity for Committee members to feed into the Committee out of the meeting. | Clerk Nov 22 |
| | Terms of Reference | |

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| | <p>No changes are identified at this time. Post meeting it was agreed that Skills and careers, which are reflected in the cycle of business should be included in the terms of Reference.</p> <p>The Committee CONFIRMED the current Terms of Reference.</p> | <p>Clerk November 22</p> |
| FEQuEST 14/11/22 | Any Points Identified to Highlight at Board | |
| | <p>SAR QuIP Skills Agenda T'levels</p> | |
| | It was AGREED to take forward as detailed above. | |
| FEHEQuEST 15/11/22 | Any Other Business | |
| | <p>Governors commented positively on the robustness of the SAR and QuIP which provided a good stock take and direction map going forward and thanked the Vice-Principal Further Education and the team for her work.</p> | |
| | <p>Safeguarding and Subcontract provision – the Vice-Principal Further education advised that following the concerns raised by governors at previous meetings about the need to ensure students in this provision were effectively safeguarded, reflecting recent coverage in the national press on inappropriate behaviour by coaches in some sports, this had been enhanced this year by additionally providing Access to the Student Assistance Programme (wellbeing and mental health support) and Whisper – an anonymous reporting tool to enable students to raise concerns. An additional question in the student survey had also been added relating to coach relationships. Governors were pleased with these additions.</p> | |
| | Dates of future meetings—NOTED | |
| | The meeting closed at 5pm | |