



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting
3.30pm Thursday 30th June 2022
Gordon Canning and on Teams

Present: Helen Wilkinson – College Governor (Chair)
Mr Kam Nandra – College Governor (until 5pm)
Mr Russell Marchant – Principal
Mr Chris Moody (CM) - College Governor
Mr Sean Lynn – College Staff 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*
Ms Rosie Scott-Ward – Pro-Vice-Chancellor - items
Ms Nichola Mayo – Director Animal, Equine and Land

Apologies: Ms Alice Bridges – College Student Governor
Mr Nick Oldham – Co-opted Committee Member
Mrs Barbara Buck - College Governor

		ACTION & ACTION DATE
FEQuEST 01/06/22	Welcome and Apologies Apologies were received as detailed above. Attendees were welcomed to the meeting.	
FEQuEST 02/06/22	Quoracy It was confirmed that the meeting was quorate.	
QuEST 03/06/22	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 Subject to one minor typo the College QuEST Committee agreed the minutes of the meeting of 10 th February 2022 as a true and accurate record.	

		ACTION & ACTION DATE
QuEst 05/06/22	<p>Matters Arising</p> <p>The Action Update log which updated members on the progress of actions had been provided.</p> <p>It was confirmed that members of the wider team would be attending FE QuEst meetings, Nichola Mayo was observing today and other staff would be present as appropriate.</p> <p>It was noted that the Self-Assessment would be ongoing over the summer.</p> <p>It was confirmed that “feeling safe” within the agriculture department was covered in the Student Survey item.</p> <p>Quest Meeting Pattern – the discussion at HE QuEst which suggested meetings on the same day, with the option for governors to attend both was discussed and supported, subject to any timing requirements.</p> <p>The Action Update log was NOTED.</p>	
FEQuEst 06/06/22	<p>FE to HE Progression</p> <p>It was noted this had been discussed in detail within the HE meeting. The slides were circulated to governors who had not been in attendance. The Vice-Principal Further Education summarised the presentation and discussion.</p> <p>She advised that approximately 50% of eligible students progress from FE to HE each year, and on average over the last 3-4 years, 30% of the total number progress from Hartpury FE to Hartpury HE. Progression was stronger from Equine and Animal. In Animal a Headstart programme had raised aspiration. In Sport there was more competition, particularly from Cardiff Met which did not apply Maths and English GCSE minimum requirements and was an attractive City for students for Sport. Agriculture had been identified as an area for focus. The importance of the independence of IAG had been recognised. The improvement in progression from A'levels was highlighted.</p> <p>The Update and planned next areas of activity was NOTED.</p>	
FEQuEst 08/06/22	<p>Quality Improvement Plan Update</p> <p>The report provided a second update on progress with the headline College Quality Improvement Plan (QIP). It covered all areas for improvement identified for development and did not focus on current strengths of provision which were detailed in the Self-Assessment Report. Overall headline messages (updates since the February Report) include:</p> <ul style="list-style-type: none"> • The A Level retention has remained in an improved position for a third consecutive year for completing students. This position will not change at this point. It was noted that first year student retention was less good and further work was required. This appeared in part to be related to Covid, with students suffering from home sickness. • Three BTEC courses were highlighted in the Self-Assessment Report as needing to improve retention where they were just at, just above or slightly below benchmark. They have all remained above last year's performance with Agriculture in particular making a significant improvement. It was highlighted that all agriculture students had returned from their year in industry. Governors queried what had led to the improvement and were advised there had been 	

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	<p>more progress reviews, students had been shown the Gloucester accommodation they would progress to and the team had focused on this area.</p> <ul style="list-style-type: none"> • Apprentice retention has remained in the same retention position as when last reported. There has been a review conducted to identify further actions to enhance the student experience in this area for next year for their off the job training element. A withdrawal review has not highlighted any particular patterns of concern (with the small number that this relates to). Governors queried whether reasons for withdrawal were identified and this was confirmed. It was noted that managing apprentices could be challenging and queried if the reduction in funding would impact this. The Vice-Principal Further Education advised that the quality of support was being maintained. New apprenticeships would be reduced from 18months to a year and a day. Work was ongoing to maximise the quality of days on site and focusing on skills development. Maths and English were to be timetabled in the middle of the day to support attendance. The Programme Leader for agriculture would oversee the programme and understood the challenges. <p>DISE British Rowing Sub-contract has improved and systems underpinning performance have moved in line with our expectations following implementation of a robust sub-contract compliance plan to help bring sub-contract DISE in line with our internal DISE expectations. It will still remain an area of focus.</p> <ul style="list-style-type: none"> • Whilst numbers are small, there is still is a gap for Diploma retention between disadvantage uplift students when compared with their counterparts. The gap previously seen between Access to HE students accessing Additional Learning Support when compared with their peers without learning support has now been closed. • The COVID-19 legacy actions have been implemented and whilst certain features will continue to remain for future years, mainly around accessibility maximisation, in person contact is without a doubt the most effective method of delivery. • We have continued the work implemented last year focusing on starting points, lost learning and progressing new learning through to application, supported by a specific focus and clear expectations around the use of the Group Profile, ascertaining effectiveness through lesson observations, student satisfaction surveys and 'deep dives'. Overall (and as shown in the separate TLA Report), this area has significantly improved since last year and now the focus is on the pockets of inconsistency. <p>- BTEC external exam results to date have been strong following a significant amount of staff training, student preparation and logistical planning inclusive of the provision of a full mock exam.</p> <ul style="list-style-type: none"> • The 'Prep for Success' refresh has had an impact on broadening the awareness of students as indicated by the levels of student perception of the development of their improved awareness in the Student Satisfaction Surveys. Further '10 Minute Takeovers' provided by the Wellbeing Team for specific groups have further helped students to develop their awareness of key topics such as peer on peer abuse to supplement the targeted 'Prep for Success' workshops. It was highlighted that retention data was extracted 17/6/22 so was subject to change. <p>Governors discussed the GCSE results from November of 12% and commented this seemed low. The Vice-Principal Further Education advised that it was lower than the previous year at Hartpury but higher than the national rates (based on information in the press as formal comparator data was not available). She confirmed that the results were projected to rise with the summer exam sitting. Governors queried if the 88% who failed were</p>	

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	<p>demoralised. The Vice-Principal Further Education advised that it had been decided that all students sit the November exams in case of a further lockdown, also to give students exam experience given that exam sitting had been restricted due to Covid and also to provide indicative grades and evidence if we needed to use Centre Assessment Grades again. It was noted grade boundaries were higher than previously.</p> <p>Governors reflected on the Access to HE cohort and the reduction of retention to 74% which was below KPI, although above sector. Governors questioned why students had left and were advised reasons related to wellbeing, family circumstances and changes of career. Governors asked cohort size and were advised it was 25. A governor queried whether retention was a particular issue for students from disadvantaged postcodes. The Vice-Principal Further Education advised they had not been as well retained – last year the gap had closed. It was agreed 68 students (Access to HE and Diplomas) was a significant number and that a full review would be undertaken. A governor queried whether students with disadvantaged postcodes also had more challenging and diverse backgrounds. The Vice-Principal Further Education advised that the position varied. She advised she would review against bursary provision and Free Schools meals too.</p> <p>A governor questioned whether the 1:1 tutorial support concerns could be linked to the group profile issues previously highlighted. The Vice-Principal Further Education advised there was not a link, rather this related to ongoing work to move from a paper-based system. She advised the 1:1 processes had been being refined over a period of time and new revisions for 2022/23 would further reduce the number of boxes requiring completion to just focus on SMART targets to support further improvements to impact and student satisfaction. Governors were pleased with this revised approach. Which would make the process more interactive. The Vice-Principal Further Education advised there were now additional compliance reports so it was simpler to monitor that tutorials had been undertaken in a timely way.</p>	
	<p>The FE QuEST Committee NOTED the Quality Improvement Plan Update.</p>	
<p>FEQuEST 08/06/22</p>	<p>Landex Peer Review</p>	
	<p>The Vice-Principal Further Education confirmed the Review was a very valuable process which highlighted strengths and areas for improvement.</p> <p>Actions suggested for the future were:</p> <p>Continuing to support staff in the articulation of practice that enables students to 'Be the best they can be' in implementing the planned curriculum for study programmes and wider personal development.</p> <ul style="list-style-type: none"> • Continuing to support teaching practitioners in reflection and articulation of pedagogy and practice that works for their curriculum area. • Capturing the evidence of student progress and achievement with the new EHCP support system, to showcase ambition for, and good practice in, enabling success for students with additional needs. • Revisiting key learning for students on British Values, Prevent and radicalisation, particularly in their industry, to support consistency in recalling these themes. 	

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	<ul style="list-style-type: none"> • Sharing good practice in findings from evidence-based teaching experiments, and in English skills development. <p>It was confirmed these actions would be integrated in the next Quality Improvement Plan and it was confirmed that they are all in progress. The improvement in staff's ability to articulate intent was noted. Governors were pleased with is development, flagging that recent OFSTED training had highlighted that 90% of OFSTED judgements were based on the Deep Dives. It was confirmed that all staff were receiving training, with brief videos being used for subject level leaders. The need to ensure students shared the understanding was also flagged. The Vice-Principal Further Education</p> <p>One area of focus is likely to be students with an EHCP (Education and Health Care Plan) were noted (24 students this year). It was confirmed that the focus on British values and Prevent was being maintained. These were being incorporated in the new workbook and linked to the Hartpury Certificate to support students with articulation with regular reminders. It was confirmed good practice was being shared through CPD. The Vice-Principal Further Education updated on ongoing employer partnership workshops to support curriculum co-creation. This is a significant evolution of current industry engagement.</p> <p>It was confirmed that when deep dives were being undertaken as part of the revised Quality Cycle, random students had been identified through MIS.to ensure a broad cross section were involved.</p>	
	The FE QuEst Committee NOTED the Landex Peer Review Report.	
FEQuEst 09/06/22	Quality of Teaching, Learning and Assessment.	
	<p>The Committee was updated that the established Teaching, Learning and Assessment (TLA) Strategy was modified last year to best suit the COVID-19 adaptations to teaching, learning and assessment in support of the student experience and the necessary staff development / support needed to fulfil this effectively. We did however transition this back to our pre-COVID process with graded observations from September 2021. We maintained our focus on sequencing of delivery and how this impacts on learning, starting points and lost learning, evidenced via our Group Profiles, this being particularly important following the pandemic years in order to ensure our students were making strong progress in year.</p> <p>It was noted that Teaching & Learning (Impact): our autumn and spring term observations reflected a number of strengths including high quality Group Profiles for the majority, evidencing starting points with specific strategies to support learning; outstanding attendance levels; high expectations for all students resulting in good or outstanding progress with learning. Areas for further development included the Group Profile for a small number of staff, level of stretch and challenge in a minority of lessons and for externally examined units, a small number of teachers would benefit from using more effective strategies to check and enhance learning during mock exam feedback sessions. This report also referred to other elements of teaching, learning and assessment including work experience, duties and tracking of assessment outcomes to provide a more holistic picture of the TLA activity.</p>	

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	<p>Assessment (Impact): A Level mock assessment performance in year had been measured against our 2018-2019 performance, our most recent data source derived from in person exams. To date, performance for completing students was in line with 2018-2019 pass rates with improvements to the A*-C profile which we hope will be reflected in the final exam results. GCSE performance to date is tracking largely in line with the pre-pandemic performance for the November exams, albeit the cohort sitting the exams this year was smaller and overall not as academically strong as seen in previous years. Our BTEC mock exam and January exam performance overall has been positive, this being the first time we have undertaken BTEC exams at Hartpury. The overall high-grade profile predicted was not as strong as in previous years overall but we await the final results of the summer exam series to fully determine the overall impact on final grades.</p> <p>Consideration was ongoing of further refinements to the deep dive process. It was noted that grades could increase with the summer exams. Governors commented that it was a clear report with a good level of detail.</p> <p>Governors reflected on the BTEC exam grades which were below target grade and the strong performance in Animal Management and queried if there were lessons to be shared from this area. The Committee was advised that whilst all departments had followed the same process and expectations, Animal Management had really considered their delivery and sequencing of units, as had sport . It was noted there had been some impact on student satisfaction from this approach. It was also flagged that in agriculture some delivery sequencing was seasonal and could not be moved later in the year but this has impacted in part on January exam grades. Animal and sport had also looked particularly at past papers and external examiner reports, unfortunately in agriculture external examiner feedback had been very limited which made it difficult to target improvements (due to no previous exams being undertaken). It was planned to produce some best practice guidance for all areas.</p> <p>The Vice-Principal Further Education updated on work on setting targets, noting that whilst ALPS could be still be used to measure value added at end of year, we are reviewing the process for setting minimum target grades as they are not that much below what we have set for aspirational target grades. The need to ensure targets continued to be sufficiently challenging and motivational was stressed. This has supported high valued added in previous years.</p> <p>The logistics and cost of having 2,200 exams undertaken in January plus November mock was discussed. It was agreed students had found mocks helpful to provide an awareness of how the exam process would work. It was noted Hartpury was considering the benefits of having a run through using the exam hall without the mock exam in some areas. The mock exam would then be undertaken in usual classrooms A governor noted the reference to “effective mock exams” and queried what this was based on. She was advised that grades had improved and effective interventions had been put in place to support improvements between the mock and January exam outcome.</p>	
	<p>The FE QuEst Committee NOTED the Report on Quality of Teaching, Learning and Assessment.</p>	

		ACTION & ACTION DATE
FEQuEST 10/06/22	Summer Term Student and Parent Satisfaction Report	
	<p>The Committee considered the detailed report. It was noted that as part of the formal College Student Voice process, on-programme student satisfaction surveys were conducted in the spring and summer terms to ascertain student perception of their course and the Hartpury experience and to supplement the Autumn Term Induction Survey. Overall, student satisfaction remained high for the majority of categories albeit, there are certain areas that had dipped during the summer term when compared to previous years. As such, all questions had been broken down by Department in the report to be able to reflect where the additional focus needed to be. A particular focus had been around how safe students feel on campus, as whilst the overall survey shows this to remain around 98% as seen in previous year, we need to really focus on the 2% and strive for 100% of students feeling safe on campus.</p>	
	<p>Governors agreed it was helpful to have the departmental information. The Committee considered the 'do you feel safe on campus' question and what could be done differently. It was noted that the accessibility of the campus had been considered within the EDI forum too. A governor noted the feedback relating to feedback on "I enjoy practical elements of the course", which indicated the fine balance between theory and practical when considering the exam content required to be covered.</p> <p>Governors queried if there was an issue in equine given the feedback in a number of areas. The Vice-Principal Further Education commented that she did not believe this was the case, but that there were some changes required re structure of practical sessions. It was noted students didn't like being on the yard at 7am. It was now planned for students to do a week at a time, which replicated the industry pattern, rather than it being one day a week. It was hoped this would improve the student experience, and feedback. It was noted there had also been a turnover of yard staff but there should be more stability in 2022/23.</p> <p>Governors reflected on the Maths and English feedback in Equine which was 100%. It was noted that feedback on delivery was considered excellent and queried what appeared to be variable impact. The Vice-Principal Further Education advised that Hartpury did not do a level 2 in Equine which meant the figures could not be compared as there were fewer students in Equine studying Maths and English this year.</p> <p>Governors considered the parent feedback and were disappointed at the level of engagement – 80 out of 583. It was confirmed follow up on this was ongoing. The Vice-Chancellor and Principal advised that communication had increased during Covid and suggested there might be some comms fatigue. The Vice-Principal Further education advised there were three parent communications a year plus a report and parent's day/evening which was over and above previous years, but we don't have a parent portal such as parents might have used in school. The need to build greater engagement was stressed. It is also important that there is recognition that we are trying to build independence post school.</p>	
	The Student and Parent Survey Feedback and Planned actions were NOTE.	

		ACTION & ACTION DATE
FEQuEST 11/06/22	Subcontract Quality Improvement Plan – overview – actions and impact to date	
	The Report updated the Committee that the British Rowing sub-contract was currently Hartpury's only sub-contract, focused mainly around 16-18s, capped at £83,776 and 32 new students each year. It was highlighted that it was essential that sub-contracting compliance and quality of provision was scrutinised at Governance level. The ESFA and Ofsted continued to put much emphasis on the quality of sub-contracted provision and how the prime institution, (Hartpury in this instance) holds the sub-contractor to account. It was noted that Hartpury had have further developed the sub-contracted provision this year, with a focus on the Ofsted Review of Sexual Abuse in Schools and Colleges and along with these developments are focusing on narrowing the retention gap between our internal Rowing DISE and that of the sub-contract. Student satisfaction remains strong and retention to date is almost in line with our internal DISE provision. It was confirmed this would remain an area of focus.	
	Governors were pleased with the assurance provided in this important area. Governors reflected on recent safeguarding issues raised in gymnastics coaching nationally and the need to ensure that appropriate safeguards were in place in all sports. The Vice-Chancellor and Principal advised of the coaches in place and confirmed knowledge of them through their previous links with Hartpury. It was noted none had been in place for a long period and that a new Designated Safeguarding Lead was in place at British Rowing who is involved with the review meetings and in liaison on with the Hartpury DSL to share best practice. It was confirmed students were aware of avenues to raise any safeguarding concerns they might have. It was noted that their overnight trips process regarding safeguarding and H&S checks through Hartpury had been brought in line with Hartpury's.	
	The Subcontract Quality Improvement Plan was NOTED and ENDORSED.	
FEQuEST 12/06/22	ICE Report	
	The Committee considered the report which provided a summary of the key activities that the Innovation, Careers and Enterprise team have supported and implemented in the academic year 2021 / 22. The report also contains four key sections for discussion and debate by governors. These covered Section 1: Intent – How the ICE team supports the Intent of the Hartpury College Certificate and the curriculum in the pursuit of an excellent student experience. Section 2: Implementation – Detail of a wide range of activities that we carried out in the 2021 / 22 academic year by ICE and Departments. Section 3: Impact – How ICE and Hartpury College have assessed the impact on students. Section 4: Action - Points to consider for the 2022 / 23 academic year	
	It was noted that the Gatsby percentage of 100% could not be achieved unless all students undertook Information and Guidance, Hartpury targeted students who did know what they wanted to do.	

		ACTION & ACTION DATE
	<p>Aspects highlighted were information of how the department is structured, how it supports the agreed Hartpury College intent which is in line with the Hartpury 2025 strategy, and how this is implemented through curriculum and Hartpury College Certificate activity as well as how it has reviewed student impact through a variety of mechanisms throughout the year.</p> <p>It was noted that as well as measurement against student impact and positive progression, there were certain criteria that had become ever closer scrutinised by the government and Ofsted surrounding the skills agenda in 2022, therefore the Gatsby Benchmark tool is as important now as it was in its inception back in 2017, and a useful self-assessment indicator of performance for Hartpury College and ICE.</p> <p>It was recognised that effective Careers, Advice and Guidance to support positive progression remains a key area of focus for schools and colleges. All further education colleges and sixth form colleges in England are required to secure access to independent careers guidance, this being external to the institution for their students. It was highlighted that this forms part of FE college and sixth form funding agreements. And that colleges also had a legal requirement to provide all learners with guidance materials and a wide range of current reference materials relating to careers education and career opportunities.</p> <p>The Report highlighted that 2021 saw Hartpury complete its final re-audit as part of the 3-year accreditation cycle and it was commended by the auditor for its relentless pursuit of developing relevant and impactful Careers decision making content, supported by quality advice and guidance despite the Covid challenges. Despite Covid restrictions still in force post-Christmas 2021, this academic year had seen the majority of the service run un-disrupted, with a significant increase in students being able to go out on full placements, a welcome relief for both staff and for the benefit of student skill development in the working world. Industry Placements and Work Experience, Aspirational Videos, Target Setting development, Career Check-Ins, 1:1 Growth, Prep for Success tutorial development and a hybrid Big Careers Event were key activities carried out in year.</p> <p>Governors commented that it was a comprehensive and useful report.</p> <p>The ICE Report was NOTED.</p>	
FEQuEST 13/06/22	Employability Report	
	<p>The Report provided a broad overview of industry and employability engagement activity undertaken during 2021-2022 across Hartpury College and University. Industry engagement remained pivotal for ensuring currency in curriculum development thus supporting student experience and graduate outcomes or destinations. It was highlighted that throughout Covid, Hartpury had maintained healthy relationships with many organisations and was well placed to support various government and business driven restart programmes. Having an overview of Hartpury's sector industry engagement and how this links to how we prepare students for the workplace, was increasingly required to add weight to funding bids and influence the local skills agenda which connects to the government review of skills across the</p>	

		ACTION & ACTION DATE
	United Kingdom, a welcome relief for both staff and for the benefit of student skill development in the working world.	
	The Vice-Principal Further Education briefed the Committee on a recent update from an OFSTED Skills session, highlighting new expectations from September. It was noted Hartpury had a good relationship with the LEP and many other strategic stakeholders. She advised Hartpury was developing a CRM grid of its top 100 stakeholders. We would need to reflect our link to the LSIP but also recognise that we recruited nationally and regionally too.	
	Governors commented it was another full report and asked for their thanks to be passed on to Simon Spooner. It was noted it was potentially planned for him to attend the FE Board as part of an update on this developing area.	
	The Committee NOTED the Employability Report.	
FEQuEST 14/06/22	External Quality Assurance Report	
	The Committee noted the feedback from External Quality Assessment. The quality of assessment and internal quality assurance processes was determined through external verification overall remains strong and generally consistent across all areas of the College supplemented by recommendations advised by the awarding organisations. Their feedback this year had been more extensive which was welcomed. A summary of the External Moderation reports received up until the time of report writing as per the QuEST Terms of Reference. In addition, the College Quality Cycle was included so that it was clear to see how these reports relate to quality improvement and the relationship with Governance.	
	The Committee NOTED the External Quality Assurance Report.	
FEQuEST 15/06/22	KPI Monitoring	
	The Committee noted the headline progress towards achievement of 2021-2022 QuEST KPIs provided. It was noted that other than A Levels and Access to HE where we had a larger proportion of international students per cohort (non-funded), the data relates to funded students only. It was confirmed that areas of concern had been discussed earlier in the meeting.	
	The KPI Update was NOTED.	
FEQuEST 16/06/22	Complaints Report – Termly Report Spring 2022	
	It was noted there had been two complaints, 1 finance and 1 welfare neither had been upheld. There had been one Appeal to the Principal, it had not been upheld. There had been no complaints to the ESFA.	
	The Complaints and Concerns Termly Report was NOTED.	
FEQuEST 17/06/22	SU Update	

		ACTION & ACTION DATE
	<p>The report provided an overview of College and University wide matters effecting the Hartpury student experience as well as actions taken and suggestions for future development. In addition, it contains a summary of this year's StAR awards.</p> <p>The report included: HSU Rep Forums Key themes</p> <p><i>Covid-19</i> – very positive feedback on Hartpury's work. Some feedback mixed in relation to regulation re mask wearing etc. <i>Catering</i> – positive and negative comments. Fed into the Graze developments <i>Opportunities</i> - positive feedback. Request for more opportunities to work opportunities on campus fed in. <i>Facilities</i> - request for more lockers and consistency re delivery platform. <i>Transport</i> – issues highlighted <i>Teaching and assessment</i> – impressed with standard <i>Pastoral support</i> - positive feedback.</p> <p>Summary of student rep engagement</p> <p>Governors supported the format and considered it gave a rich and informative picture of student and student union engagement.</p>	
	The FE QuEST Committees NOTED the SU Update.	
FEQuEST 18/06/22	Any Points Identified to Highlight at Board	
	Controls in place in relation to Subcontracting – actions in safeguarding particularly highlighted	
	Work ongoing to increase the number of students achieving their target grades.	
	Preparation in place and ongoing to support staff and students in articulating their area of focus - Intent	
	Potential effect of exams on Btec performance – which had previously been highlighted – reference the external changes.	
	It was AGREED to take forward as detailed above.	
	5pm Kam Nandra left the meeting.	
FEHEQuEST 19/02/22	Any Other Business	
	Education Information Advice & Guidance Policy 2022 The minor changes made were highlighted.	
	The Updated Policy was APPROVED.	
	T'levels Timing 2023 – Agriculture Engineering 2024 – other T'level Provision Work on transition was continuing. Governors queried when there would be certainty on qualification where it had been proposed they would be defunded.	

		ACTION & ACTION DATE
	<p>The Vice-Principal Further Education advised that there would be a parliamentary debate on 18th July. Apprenticeships – it was confirmed work was ongoing with Landex. There was still concern that IFATE was not reflecting the breadth of industry need and also the future requirements.</p>	
	<p>Dates of future meetings-- tbc The meeting closed at 5.10 pm</p>	

APPROVED November 2022