

Minutes of the Academic Quality and Standards Committee (FE)
held remotely on Friday 3 December 2021

- Present:** Kate Murrie (Chair)
Jennette Arnold
Abigail Appleton (Principal)
Victor Barratt (Student Governor)
- In attendance:** Xaviere Hughes (Head of Further Education)
Linda Watkins (Clerk to the Governors)
Steph Garland (Teaching, Learning and Quality Improvement Lead)

The meeting was quorate as four Members were present. This was a single item agenda to scrutinize the College's Self Assessment Report before making a recommendation to the Board for approval.

1. Apologies for absence

Apologies were received from John Nicol and Katie Seekings. Andrew Jones (Student Governor) did not attend.

2. Self Assessment Report (SAR) Process

The Chair asked officers to explain the process to prepare the SAR. Last year a Self Improvement Plan was produced on Microsoft Forms by each curriculum area in March 2021 covering good practice and areas for improvement. Six curriculum area SIPs were prepared which were moderated before feeding into the College SAR.

Moderation was intense and rigorous conducted by an external moderator Dr Joy Kettle, an experienced HMI. Principal and who had worked at HCA several years ago. Each course area and the overarching SAR were interrogated with feedback incorporated.

A Governor asked about the timeline. Previously a Quality Improvement Plan (QIP) was developed to address findings in the SAR which was regularly monitored. This has been rebranded as the College Development Plan. Course areas have already begun to address elements for improvement. This is a live cycle of continuous improvement which will continue to be monitored throughout the year.

Staff were challenged by the moderation process and found this useful. The moderator gave Course Leaders feedback with additional notes provided to work on with their teams.

Judgements: -

Overall Effectiveness 2
Behaviour & attitudes 1
Personal development 2
Leadership & management 2

Discussion

4.2, 4.3, 4.4 Expand on the positive working relationship between LSAs, academic staff and students. Student Governor explained the triangulation between each party which provides strong communication channel and support for students. LSAs attend team meetings and share student experiences. **ACTION:** Add feedback from students with EHCPs working with an LSA as evidence.

ACTION: There are more than 10 students with EHCPs attracting High Needs funding which should be reported separately to include a short report for these areas to evidence quality of provision and an overarching grade.

Students had been supported during the pandemic and lockdown; however, six Art and Design Level 2 students did not complete their programmes reducing retention.

ACTION:

1. Add a table with grades for each curriculum area
2. Add acronyms
3. Add page numbers
4. SAR did not recognise all of the positive measures in College
5. Ensure Education Inspection Framework is followed as opposed to the common inspection framework
6. Add more evaluated rigour which will reduce time input in future

Key strengths

1. There is a huge amount on support for students. **ACTION:** strengthen statement by adding a few words to encompass students' distance travelled
2. There is fantastic teaching evidenced by the progressive teaching and learning professional development. **ACTION:** add the impact (Governors had identified this area as a key risk)
3. Behaviour and attitudes is outstanding. **ACTION:** add a key judgement in key strengths
4. Safeguarding practices – key strength. **ACTION:** The College is totally committed to safeguarding and wellbeing for students with support fully embedded. As a result of this students are safe and their wellbeing needs catered for.

Key improvements

1. Should this include consolidating the digital curriculum. This is in teaching section 3 and will be included in the development plan

2. Wellbeing mental health and resilience – learner support is a strength (4.1, 4.4 and 4.5)
3. Maths attendance is not included as a key improvement. This year the College has invested in the team delivering English and maths; there is some concern about student attendance, there are more students studying English and maths following disruption to learning resulting from the pandemic. Option to include English and maths in the improvement plan and not as a key improvement.
4. Seeking to improve careers, employability and work experience. Remove reference to considering appointing a new member of staff.

The timescale to prepare the SAR was raised considering the option to bring forward to October. Input from staff is needed and data used was not available until the end of October, data is a small part of EIF. This would be considered further. The Chair offered support in the process at the early stage next year.

The Committee agreed: -

- To recommend the Board approve the SAR subject to amendments and final copy being prepared
- The Chair recognised the immense level of hard work from the Head of FE and the Teaching, Learning and Quality Improvement Lead to prepare the SAR