



**MINUTES OF:  
THE CORPORATION'S QUALITY AND STANDARDS COMMITTEE MEETING  
SAR VALIDATION  
3.00pm, WEDNESDAY 18 NOVEMBER 2020  
Held by Zoom due to Covid-19**

<b>Members:</b>	*Hanna Baxter; *Andy Foot; *Jim Kenderdine; *Robert Lasseter; Louisa Payne; *Vicky Prior (Chair); *Luke Rake (Principal); James Tirrell
<b>In attendance:</b>	*Oliver Symons (Deputy Principal (Learning & Performance))(DPLP); *Nicky Porter (Assistant Principal – Student Experience & Progression) (APSEP); *Vanessa Gifford (Clerk)

ITEM NO.	DETAIL	ACTION
1.	<b>DECLARATIONS OF INTEREST</b>  There were no declarations of interest <b>NOTED</b> .	
2.	<b>APOLOGIES</b>  Apologies for absence <b>RECEIVED</b> from Louisa Payne and Jim Tirrell.	
3.	<b>MINUTES OF THE MEETING HELD ON 30 SEPTEMBER 2020</b>  The Committee <b>AGREED</b> the minutes of 30 September 2020 as a true and accurate record, and <b>APPROVED</b> them for website publication.	
4.	<b>MATTERS ARISING</b>  The following matters arose from the minutes of 30 September 2020: <ul style="list-style-type: none"> <li>• The data to support the SAR was now available. The DPLP advised that dashboards were being implemented that would deliver live information.</li> </ul>	
5.	<b>HE PERFORMANCE REPORTS 2020/21</b>  The HE Report 2020/21 was <b>NOTED</b> .  The Head of HE presented his department SAR, which was scrutinised and the following points <b>NOTED</b> : <ul style="list-style-type: none"> <li>• The Head of HE was asked whether he considered that the issues in the current academic year with the pandemic would have an impact on enrolments for 2021/22. He advised that it was the same situation for everyone with all providers having to adapt. He considered there to be huge benefits to online learning as students did not have to travel.</li> <li>• Members questioned whether there would be a challenge to fulfil</li> </ul>	

	<p>the numbers for the planned University Centre, aside from the pandemic, and whether the lack of residential accommodation would have an impact. The Head of HE advised that there had been no accommodation in the current year but hopefully there would be some in the future. Also, the flexibility of the building was good with the college having its own local students as well as others from partner organisations. It was noted that a new programme did not necessarily mean more numbers and there would be different types of students making up the proposed 200 for the new building. The College had a good relationship with the RVC and was working with other universities from the Russell Group which would have their own students as well.</p>	
<p>6.</p>	<p><b>KMC SELF ASSESSMENT REPORT (SAR) AND QUALITY IMPROVEMENT PLAN (QIP)</b></p> <p>The DPLP introduced the SAR 2019/20 reporting that it had been a challenging year and any actions that had not been actioned due to Covid-19 would be carried over. He considered that the pandemic had provided some positives including the development of online learning which had been implemented faster than it would have been in normal circumstances.</p> <p>The DPLP considered that the SAR 2019/20 gave a college outcome of '<b>Good</b>' and the college was continuing on its upward journey albeit during a challenging time.</p> <p>The following points were <b>NOTED</b> during scrutiny of the SAR:</p> <p><b>Summary of Grades</b></p> <ul style="list-style-type: none"> <li>• Departments did all the basics consistently well and the current position was realistic.</li> <li>• The biggest challenge was Apprenticeship provision and to see any impact on the data would require a long term turnaround. The actions of the new Apprenticeship Manager were having a huge impact with all policies and procedures being reviewed.</li> <li>• It was noted that some departmental grades had been slightly amended since the SAR validation meeting following review, and knowledge that there was more work to be undertaken.</li> <li>• Data had been influenced by retention during 2018/19 which followed through into achievement. This was partly due to the known issues within the Animal and Equine Level 3, 2 year programmes. However, it was noted that retention had now improved dramatically.</li> <li>• There were two 'Outstanding' areas being Foundation Learning and Equine, all other departments had been self-assessed as 'Good'.</li> <li>• Progress had been made with the QIP with actins being followed through.</li> </ul> <p><b>Key strengths</b></p> <ul style="list-style-type: none"> <li>• A well planned and challenging curriculum that met the needs of industry, locally and nationally, and developed skills knowledge and behaviours that led to the majority of learners achieving a positive outcome and progression</li> <li>• Outstanding access to industry standard resources and expertise across all curriculum areas - learners gained valuable 'real life' work experience through external industry links and the college commercial ventures</li> <li>• Strong and ambitious leadership with high expectations for staff and students across the institution including for those with high needs</li> <li>• The development and management of the Capacity and Delivery</li> </ul>	

Fund to provide learners with industry placements relevant to their levels of programs

- Leaders and all staff responded well to the challenges of the pandemic and lockdown, ensuring support and learning continued for all students.
- Safeguarding provision was outstanding
- Outstanding opportunities for learners to develop their personal, social and employability skills
- Student support for both academic and welfare was excellent and provision reduced barriers to learning and maximised opportunities to achieve success.

#### **Key areas for Improvement**

- Methods to track learner progress in all aspects of the study programme needed further development to ensure it was rigorous enough to be used as assessment evidence if necessary
- Current data systems were not yet fit for purpose to monitor data, hold staff accountable for their areas of responsibility and drive decision making and intervention
- Further enhancements in techniques to maximise knowledge retention and progress in face to face sessions, and during online learning
- Formalise the careers education programme for all learners
- The setting of meaningful targets for all learners was not yet consistent and challenging their progress
- Knowledge and understanding of pedagogical approaches including those associated with online learning were inconsistent and weak in some areas
- Inconsistent use of assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills
- College offer for adult education needs to be reviewed to ensure it remains current and meets local demand
- Apprenticeship quality and achievement requires improvement

#### **Discussion**

- The DPLP advised that tracking was not where he wanted it to be
- Members were pleased to note that the Careers Programme, KMC Prepared, was progressing well, but still work to be carried out to formalise.
- Apprenticeships was absolutely key, with quality over quantity to ensure good outcomes.
- The Chair commended the College on its strength with Student Support and questioned whether there was sufficient capacity post Covid. It was noted that the team was being strengthened and support staff being upskilled for online learning.
- The DPLP advised that access to data required work and the Committee questioned whether this was software or input related. It was noted that it was both areas and work continued on bringing together all the college systems. This was top of the list of priorities and eventually live dashboards would be available.
- It was noted that adult education was being reviewed as it was considered that there could be a post Covid focus, with unemployment being high and Level 3 being offered free. However it was agreed that the offer had to be right to avoid mission drift, and to provide the required skills for job opportunities in Dorset and to align courses with the skills gap. It was noted that there were 6 potential short courses available in Aquaculture and parents could be looking for digital skills to support students with online learning.
- The DPLP advised that Traineeships would be the next major

curriculum development, which was described as shortened pre-apprenticeship. This was specifically for NEET learners and employers were currently being approached but it was hoped they would commence in January 2021.

#### **Quality of Education**

- **Intent:** was strong and self-assessed as 'Outstanding' with a real focus on 'land based' skills and links with industry.
- **Implementation:** was strengthening all the time and self-assessed as 'Good', with improved delivery, sequencing and involvement with industry. There had been challenges this year due to the pandemic. The students currently attended college for practical sessions and the online delivery was sometimes a challenge. It was currently working well, not perfect yet, but a good response to the situation.
- **Impact:** was 'Good' and evolving. Students were positive with positive progression and had the required skills. Still room for improvement on the achievement data.

#### **Discussion**

- Members questioned whether the staff had the skills for online learning provision and the DPLP advised that they were evolving. There was a variable skillset with all provision online to a certain extent which allowed progress for learners. It was also asked what more the college could do to support this and noted that providing the time for practice was important.
- The Chair questioned whether the lag in data systems impeded the ability to track progress. The DPLP responded that all staff were tracking but there was no consistent management system for managers to know exactly where students were. Senior leaders needed to see this to set targets but he did not consider this was enough to hinder progress.
- The presented data set highlighted that the direction of travel had improved over a three year trend so the DPLP had confidence in assessing the College as 'Good' overall.

#### **Behaviours and Attitudes**

- Behaviours and Attitudes had been self-assessed as 'Good' with the strong culture of the college being key.
- It was noted that some social activity was being carried out online during the pandemic which created a safe environment.
- Attendance was an area for improvement with the target of 95% being focussed on. It was noted that a new mark of R on registers, for remote learning, had been introduced. This area was been targeted as 'outstanding; for 2020/21.
- It was agreed that Post Covid would be a good opportunity to regenerate the college identity with the sense of belonging and pride in the college. It was noted that the vast majority of students wore uniform with students desperate to be in college rather than at home.
- A key development was the introduction of a Student President to enable the student voice to feed into everything.

#### **Personal development**

- It was noted that there were challenges with mental health especially during the pandemic
- Careers advice was being strengthened further to focus on progression.
- It was agreed that no-one could be 100% safe but students needed to be as safe as possible. Students were being involved in developing safety and it was agreed that it was very easy to

concentrate on Covid at the current time, however there was always more e.g. extremism to be aware of. Members questioned why there was a big shift in the Learner Voice Survey with students not feeling safe. The DPLP advised that this had been followed up and it was primarily on bus journeys. Some students had been lost the previous year because they could not cope on the transport. There were still issues with behaviour on buses, especially with the DSS students on the same buses but they could not be influenced, however it was agreed that this was a universal challenge.

- It was suggested that in due course the Committee should re-visit the employability of those students who were comfortable working online at home with social skills.
- The Chair added that when she had carried out a link visit to English and maths lessons the learning experience was variable with IT equipment being out of order. The DPLP advised that the college was looking at investing in other software that was bespoke to each individual as teachers were challenged to develop good online learning for all students.

#### **Leadership and Management**

- It was considered that management had responded positively to the current situation, with the majority of feedback being positive.
- It was agreed that leadership and management was strong with a focus on learners within the Strategic Plan.
- It was noted that management was involved in many external organisations including the Careers Enterprise Company, Landex and AoC networks, however it was agreed that managers should do more and this would be added. The College had recently been awarded a Commendation for Innovation in Careers and Enterprise in the Beacon Awards. It was also noted that there was an informal peer group with Sparsholt College but visits could not be undertaken at the present time but there were good links, as well as Bournemouth & Poole College with shared curriculum areas.
- The Committee questioned how staff anxiety was with the pandemic and it was noted that there was anxiety in different areas. Support was being communicated across the college, however every staff member would have a view. There was a safety net in delivering online with some strong practices. The Principal agreed that although this half term was always difficult it had been exacerbated by the pandemic and there would have to be a response to staff welfare with many missing out on the social side of college. The HR department was ensuring that all those that were self-isolating were regularly contacted with a commitment to support those who lived on their own. However, there had been an increase in sharing of best practice and improved social media groups had filled the gap.

The Principal reminded the Committee that this was the first SAR the DPLP had written for a full year in post, which suggested that Leadership and Management could not be self-assessed as 'Outstanding'. However, it was agreed that the appointment of the DPLP had made a significant difference to the progress that had been made. He had been strong in difficult circumstances and had been exceptional. The Chair agreed and added that it was good that there was a focus on the learner and learning.

It was **AGREED** to **RECOMMEND** the SAR 2019/20 to the Corporation being self-assessed as **GOOD**.

The Quality Improvement Plan 2020/21 was **NOTED** and this would progress and be updated during the year.

OS

7.	<p><b>FE PERFORMANCE REPORTS 2020/21</b></p> <p><b>Recruitment</b> It was noted that there had been strong recruitment for 2020/21 with just over 800 students enrolled, with a couple of withdrawals currently going through the system. 726 were 16-18 funded students and the rest were 19+, with 56 additional 16-18 funded students from the previous year. It was noted that any more than 10% additional was a challenge to deliver due to the lagged funding but recruitment highlighted that KMC was a viable option.</p> <p><b>Attendance</b> It was noted that the report did not include English and maths, and students were turning up for their two days a week practical sessions within the college. The new register system was now live with online registers available for most areas by week 3. The college KPI for attendance was 95%.</p>	
8.	<p><b>APPRENTICESHIPS REPORT RELATING TO MINIMUM STANDARDS</b></p> <p>During 2018/19, the College had breached the Minimum Standards required by the ESFA, in its delivery of apprenticeships. Initial analysis of data for 2019/20 also highlighted the potential to breach Minimum Standards again therefore the ESA had required a detailed report on what the College was doing to ensure it was clear on the issues. The report was shared with the Committee.</p> <p>In 2018/19 the breach of Minimum Standards almost wholly related to in-house College provision (rather than subcontracted delivery). An audit based on a random sample of apprentices had shown that the majority of withdrawals were due to unavoidable circumstances (for example, apprentices leaving employment and pregnancy). Support and advice was provided to apprentices and had been documented. However, as a result of this the college has taken steps to enhance the initial advice and guidance (IAG) and exit reviews. For 2019/20 the potential breach was largely caused by the poor performance of sub-contractor delivery.</p> <p>The new Apprenticeships Manager had now reviewed all delivery and the all sub-contracting had been stopped, with processes and procedures being completely changed. It was acknowledged that the lack of a leader that fully understood apprenticeship provision had been an issue as well as compliance. There had been staff turnover over the last 3-4 months whilst the new manager dealt with the non-negotiables of compliance and processes were now more efficient.</p> <p>It was agreed that the report highlighted that the College understood the seriousness of the situation but was doing something about it. The Chair questioned whether the Corporation had been robust enough in the past. The Principal considered that it had as over the last two years member had reflected on performance during the SAR Validation and the process had been managed. There had been robust conversations relating to Apprenticeships, Quality Assurance and Mission drift, whether actions had been fast enough was the question. Many of the issues had been operational which would not have been obvious to the Board. The ESFA recognised that the College systems were now robust with the College intent being clear in the SAR.</p> <p>The Committee was pleased that mission drift had been acknowledged especially within apprenticeships. The future challenge would be the available funding but the college was not unique.</p>	

	<p>The Committee questioned what the apprenticeship position would be post Covid-19. The Principal advised that the FE White Paper was awaited with the government linking FE to the skills markets. It was considered that the College did this well so was correctly positioned for the implications. It was considered that there could be more intervention by the government with regard to apprenticeships and adult programmes as the levy was not working well with the impact being a massive reduction in numbers nationally. This had also been impacted by the pandemic and issues would have to be resolved.</p> <p>The DPLP advised that the College would not see massive growth as it was going to ensure that the programmes were of high quality and meeting the needs of employers as a good progression route for learners with the curriculum map.</p>	
9.	<p><b>EXTERNAL REVIEWS</b></p> <p>The Matrix Report was <b>NOTED</b> as an important quality assurance which could affect funding. The DPLP advised that the remote inspection had been managed effectively and he accepted the comments.</p>	
10.	<p><b>GENERAL UPDATE</b></p> <p>The DPLP advised that there had been challenges with staffing with many self-isolating, however the animals continued to be cared for. A small academic restructure would be carried out to ensure that it was more resilient in the future, and to enable the sharing of good practice.</p> <p>The DPLP confirmed that all CPD was currently being carried out online.</p>	
11.	<p><b>COMPLAINTS/COMPLIMENTS</b></p> <p><b>Complaints:</b> it was noted that the issues were familiar and had been dealt with effectively.</p> <p><b>Compliments:</b> the Committee agreed that it was pleasing to see where staff had gone up and beyond. It was good to see the compliments with the professions currently taking a battering with the pandemic. The Principal advised that a staff award was made every month and there was a lot of good work being undertaken.</p>	
12.	<p><b>SAFEGUARDING</b></p> <p>The APSEP reported that cases in many of the categories were down, however there were now a number of issues that had not been seen before due to the current situation with the pandemic.</p> <p>Mental health cases had risen to 51 from 29, therefore the support team had been increased and up-skilled; additional hours for counsellors had been provided; and more out of hours availability.</p> <p>It was reported that the first virtual assembly had been held on County Lines awareness and staff training was being planned on hate crime. Other areas being investigated were:</p> <ul style="list-style-type: none"> <li>• Student resilience</li> <li>• Positive sleep</li> <li>• Physical health</li> <li>• Acting early in the reporting of online extremism</li> </ul> <p>The APSEP confirmed that the College had the skillset to deal with the issues</p>	

	<p>with support from external agencies.</p> <p>The Principal suggested that KMC was in a strong place given the leadership of this area.</p>	
<b>13.</b>	<p><b>RISK MANAGEMENT – ENTRIES FOR THE RISK REGISTER</b></p> <p>No further entries for the Risk Register were identified.</p>	
<b>14.</b>	<p><b>ANY OTHER BUSINESS</b></p> <p>The following further business was <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>• The Principal advised that the college had received national recognition, being Commended for Innovation in Careers and Enterprise in the Beacon Awards being 1 of 7 colleges, and thanked members for re-tweeting this news.</li> <li>• The Chair congratulated the College on an impressive Remembrance Day video which she had shared with pupils in her own school, and was an important part of what the College stood for.</li> </ul>	

<b>15.</b>	<p><b>2020/21 MEETINGS</b></p> <p>The following dates were <b>NOTED:</b></p> <ul style="list-style-type: none"> <li>• 10 February 2021</li> <li>• 28 April 2021</li> <li>• 16 June 2021</li> </ul>	
	<p><i>The meeting closed at 5.05pm with no further business.</i></p>	

Chair.....Dated.....