



**MINUTES OF:  
THE CORPORATION'S QUALITY AND STANDARDS COMMITTEE MEETING  
3.00pm, WEDNESDAY 10 FEBRUARY 2021  
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); *Nicky Porter (Assistant Principal – Student Experience & Progression) (APSEP); *Vanessa Gifford (Clerk)

ITEM NO.	DETAIL	ACTION
1.	<p><b>DECLARATIONS OF INTEREST</b></p> <p>There were no declarations of interest <b>NOTED</b>.</p>	
2.	<p><b>APOLOGIES</b></p> <p>Apologies for absence <b>RECEIVED</b> from Hanna Baxter, Jim Kenderdine, Louisa Payne and Vicky Prior.</p> <p>In the absence of the Chair of the Committee, the Chair of Corporation took the Chair for this meeting.</p>	
3.	<p><b>MINUTES OF THE MEETING HELD ON 18 NOVEMBER 2020</b></p> <p>The Committee <b>AGREED</b> the minutes of 18 November 2020 as a true and accurate record, and <b>APPROVED</b> them for website publication.</p>	
4.	<p><b>MATTERS ARISING</b></p> <p>The following matters arose from the minutes of 18 November 2020:</p> <ul style="list-style-type: none"> <li>• <b>Item 8:</b> the Deputy Principal was asked if the minute was an accurate statement of the situation following the update from the Principal at the F&amp;R meeting the previous day. The Deputy Principal advised that the minute related to outcomes for learners, and not the audit. The Audit was still being completed remotely, having started in mid- November 2020. When the College received any queries, the evidence had to found, and then sent back to the Auditor, so was taking time. The Principal advised that he would be presenting a full update to the Corporation at its next meeting, including the historical issues. The Committee asked if the issue related to numerous issues, and the Principal advised that it was one</li> </ul>	

	<p>major issue, where KMC had failed to act properly, although the issue had now been remedied.</p>	
<p>5.</p>	<p><b>FE PERFORMANCE REPORTS 2020/21</b></p> <p><b>The reactive curriculum</b>  The Deputy Principal advised that the curriculum model had changed again due to the current lockdown. Teaching had moved to fully online for this term, which had its challenges at this time of the year. A number of devices had been delivered to students which had helped, as well as some dongles for internet provision. All students could now access work online, although not all were engaging.</p> <p><b>Recruitment and retention</b></p> <ul style="list-style-type: none"> <li>• It was noted that the College currently had 776 learners, 90% of them being 16-18. The number of withdrawals was noted with reasons mainly around mental health issues; anxiety; and personal reasons. The Deputy Principal advised that he would be working on a KPI to record this. It was anticipated that the issues presented by the latest lockdown may well create further issues with both mental health and academic struggles.</li> <li>• It was noted that the Director of MIS and Systems Integration was working on additional reporting.</li> <li>• The Committee asked what those students who had left would be doing and the Deputy Principal advised that they would have been referred to Ansbury, but it was difficult to track those with mental health issues. The APSEP advised that many returned the following year, and support would be put in place on their return if this was the case.</li> <li>• The Committee asked if funding was received for any student that was in place after the initial 6 week period, and the Deputy Principal advised that the normal lagged funding methodology would apply for retention.</li> <li>• It was acknowledged that this was always a difficult time of year as students would have received some results; weather was not good; and the course could be not as expected; and together with online learning due to the pandemic, retention was a challenge. The Principal agreed that this was a sector wide issue but the College had to ensure it kept an evidence base of actions to show the support given to learners. It was agreed that these were strange times, and it was questioned whether a withdrawal could be recorded as Covid related if appropriate.</li> </ul> <p>It was acknowledged that if a learner had signed up to undertake a practical course, they would not want to complete it online, although there were benefits for some students, particularly English and maths. Members asked if the college had a policy for students to change courses if requested, and the Deputy Principal advised that yes this was always considered during 1:1 tutorials if appropriate, with some learners having transferred in the first 6 weeks. It was noted that the Careers Team were now getting more involved.</p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• The Deputy Principal acknowledged that attendance was another challenge in the current circumstances. An additional criteria had been introduced within the registers to indicate remote learning.</li> </ul>	

	<p>The challenge was those that were not in lessons, but were obviously engaging and completing work. Staff were contacting students to ensure that they were up to date. It was noted that the majority of colleges were reporting 60-70% attendance with online learning.</p> <ul style="list-style-type: none"> <li>• Every learner had been ranked, with evidence, to track progress. Staff had been tasked with this as an on-going process. This enabled different scenarios to be worked on, so that when details of assessment for 2020/21 were released, the College was prepared. The Deputy Principal considered that there would probably be some sort of external testing alongside teacher assessment.</li> </ul> <p><b>Applications</b></p> <ul style="list-style-type: none"> <li>• This report now gave live information, with 30 applications having been received since presentation of this report.</li> <li>• Applications were currently down by 30-40% at this point in time the previous year, which was common across the sector.</li> <li>• Decisions would be made later in the year, when it was known how the provision would be delivered, on any open event, marketing etc. The Deputy Principal assured the Committee that the curriculum was prepared.</li> <li>• It was agreed that the challenge would be those who had been persuaded to stay in school sixth forms.</li> </ul> <p><b>Ofsted's Focus</b></p> <ul style="list-style-type: none"> <li>• These were noted within the report, with comments later on the Agenda.</li> </ul>	
6.	<p><b>NEW CURRICULUM PLANNING PROCESS</b></p> <p>The Curriculum Plan 2021/22 was <b>CONSIDERED</b>, and the following points <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>• Following up on the FEC's Diagnostic Assessment, a clear, consistent process was being developed for a fully costed curriculum plan. This had been planned prior to the visit but had now been accelerated.</li> <li>• The plan would provide business edge, upskilling business managers to ensure they contributed</li> <li>• The plan had been devised to give focus, and to run as a pilot for 2021/22. The new Finance Director had been involved, to ensure there was clear costing, and it would link to the overarching strategy.</li> <li>• There was an aim to increase internal progression, noting that it had increased over the last few years but not been analysed. Progression and feeders from every course would be included to increase the breadth for additional students, and lift the gravity of Level 3, followed through by progression into Higher Education.</li> <li>• The end result would be a well costed curriculum model.</li> <li>• The Deputy Principal advised that the College could not currently access any vector data, to provide local demographics. Therefore, he was proposing that the College invested in this, which would provide personalised information. This would enable local and national trends to be analysed, to ensure that the College was aligning to key priorities, and ensuring that the Intent was clear.</li> <li>• The anticipated timeline was:       <ol style="list-style-type: none"> <li>1. Department Heads to present their plans to the Q&amp;S Committee; followed by,</li> <li>2. Approval by the Corporation.</li> </ol> </li> </ul>	

- A standardised model of delivery hours was being investigated, understanding the cost of those hours. The Director of MIS and Systems Integration was currently developing a process within Unit E.
- The Deputy Principal advised that subject to national Covid guidance he anticipated a 3 day college week from September 2021, with one day work experience, and some online learning. Planned hours would be replicated within the timetable.
- It was anticipated that performance measures would follow through, when KPI's would be considered.
- Curriculum Performance Reviews would be held four times a year to monitor performance against the Plan; Budget; Staffing; and Resources.
- The Deputy Principal was starting to look to the future with 5 Year Curriculum Plan development, including projected numbers. T Levels would be included when they were available for land-based programme. This would feed back in the Financial Plan.
- It was noted that the Department Heads would be expected to complete a check list prior to starting any new course to ensure that they had engaged with employers; linked to LEP strategy etc.
- The Principal advised that he welcomed this approach and the work that had been completed so far by the Deputy Principal. It was encouraging and ensured financial resilience. The Committee agreed, although the Chair considered there could be two issues:
  1. Student choice
  2. National changes to provision.

It was agreed that these were external factors that the College had no control over. The Deputy Principal advised that the Plan would be 'live' to ensure it was adaptable to change.
- The Committee this to be excellent progress, and agreed that the final Curriculum Plan should be signed off by the Corporation, so that informed questions could be asked to hold Senior Managers to account. Members questioned whether student numbers were ambitious enough, and the Deputy Principal advised that the 800 16-18 students was a target for September 2021, and it would be realistic to agree a target of 1000 students over the following two years. It was agreed that the timeline would be presented as a GANT chart, with the Plan being agreed in the Autumn Term to enable marketing to commence in the new year, and to ensure it fit in with the standard quality cycle.
- The Committee considered there was a huge move towards environmental issues, and questioned whether there was enough provision within the plan. It was suggested that students were well ahead on this, and it should be considered. The Deputy Principal advised that the Curriculum Map example that he had provided was just one curriculum area. This would be completed for the whole college, once all the areas had been completed, and would the link to a Careers Plan. It would evolve each year from the Strategic Plan, and environmental elements would emerge. It was agreed that there would be competition on green issues with other colleges, and the College should prepare to be ahead. The Deputy Principal advised that he was preparing for September 2022, which was key for the prospectus, with live courses on the website.
- The Deputy Principal advised that he would review the T Levels when they were published and agree on the programmes that could be performed well.

	<ul style="list-style-type: none"> <li>The Deputy Principal was thanked for his excellent progress.</li> </ul> <p>The Chair considered that the following points should be considered for the Curriculum Plan:</p> <ol style="list-style-type: none"> <li>1. Local context and need</li> <li>2. Provision applied to the student</li> <li>3. Quality and Progression</li> <li>4. Economic viability.</li> </ol>	
7.	<p><b>HE PERFORMANCE REPORTS 2020/21</b></p> <p>The HE Performance Report 2020/21 was <b>CONSIDERED</b> and the following points <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>Retention was positive, with HE programmes coping better online, noting that students were coming into college for the occasional practical session, prior to lockdown.</li> <li>Applications were challenging, and viability was being considered for a couple of programmes, in their current form.</li> <li>HE students did not have their own space currently, and it was anticipated that the current HE programmes would be accommodated in the new UCBH when this project was completed. The Principal advised that he was in discussion with the following partners: <ul style="list-style-type: none"> <li>➤ Southampton University – programmes around current provision;</li> <li>➤ Royal Agricultural University – Heritage Land Management and Archaeology;</li> <li>➤ Exeter University – awaiting proposals. Also linking with Philip Marfleet of Anglia University on Social Justice.</li> <li>➤ Winchester University – programmes around therapeutic uses of the landscape, with links to the OneHealth strategy.</li> </ul> </li> </ul> <p>Once all submissions had been received the Principal would convene a meeting with all partners. He acknowledged slow but encouraging progress.</p>	
8.	<p><b>APPRENTICESHIP REPORT 2020/21</b></p> <p>The Deputy Principal verbally updated, and the following points were <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>Quality was the main focus, with staff receiving external training to re-energise the Team, ensuring that everyone understood the process and regulations.</li> <li>A gap analysis would be identified on an E-Portfolio to ensure up-skilling.</li> <li>The Apprenticeship Manager was reviewing and signing off all processes to ensure confidence going forward, with regular team meetings.</li> <li>A new version of the Commitment Statement had been agreed for all Apprentices, which met all ESFA requirements when signed off.</li> <li>Retention in year was currently 79%, which would be the best achievement rate. The Deputy Principal was hopeful that Minimum Standards would not be breached for 2021/22.</li> <li>The Principal considered that the challenges were cultural. The levels of complexity were relevant and the funding guidance for adults had been shared with all members of the Team. He considered that the more complicated guidance was, the more risk</li> </ul>	

	<p>there was that things could go wrong. He agreed that Apprenticeship programmes had to have the correct margins and were completed in an appropriate way.</p> <ul style="list-style-type: none"> <li>• The SMT was confident that the right systems and management were now in place to ensure processes were correct and followed. However, the Deputy Principal was unconvinced that this provision would grow, or that students would complete, but the College had to ensure it could prove that students had been enrolled with integrity, and had the evidence of support.</li> <li>• It was agreed that the issues identified in the Audit were normally operational, but the report had been highlighted due to the concerns and financial risk.</li> <li>• Members questioned when the Committee would be presented with appropriate margins for programmes. The Deputy Principal advised that the Apprenticeship was working hard at completing this.</li> <li>• The Committee questioned what would happen if the College did not provide Apprenticeships. The Principal suggested that the ESFA may question the decision, and the College could lose out on any capital specific to this provision, however 6<sup>th</sup> form colleges did not provide them. The Committee suggested there could be a reaction from the community, but the Principal advised that he had never been approached to offer more. It was noted that the Government was adamant that Level 2 should progress to a Level 3 apprenticeship (mainly around leadership and management), or T Level, but this was not always appropriate. It was agreed that the College should remain niche provision, and be aware of the margins. The Principal advised that industry needs had to be considered. There were a lot of private Training Providers, but not delivering land-based programmes. It was agreed that there should be a wider discussion at the Strategy session, and to only consider apprenticeships that met the strategic objectives of the College. However, the Principal advised that Apprenticeships did drag the quality of the College provision down, from a Risk Register point of view and Ofsted, and it was agreed that this would be followed up over the next few months.</li> </ul>	
9.	<p><b>GENERAL UPDATE</b></p> <p>The following points were <b>NOTED</b>, during the discussion:</p> <p><b>Ofsted's Focus</b></p> <p>College actions relating to this focus during the pandemic:</p> <ul style="list-style-type: none"> <li>• The Floristry Department were still holding practical sessions. The students were collecting their flowers in the morning, taking them home and then following the practical session at home.</li> <li>• Safeguarding was being observed – the College had to be pragmatic in working with adults, and online sessions were held in groups. Staff were keeping in touch with the vulnerable, and registered with the local authority.</li> <li>• The Committee questioned how the College was ensuring it was only providing learning for the relevant student. The Deputy Principal advised that the best lessons were when family were involved. The Foundation Learning Department welcomed other members in lessons, as long as it wasn't disruptive, as it added a different dimension to teaching.</li> </ul>	

	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>The Deputy Principal advised that some small changes would be made to Department structures in 2021/22</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>Staff Development was ongoing, with staff being encouraged to act independently to enhance their skills.</li> <li>A good quality of job applications were being received, and the new recruits were bringing new and fresh understanding on online learning.</li> </ul>	
10.	<p><b>QIP UPDATE</b></p> <p>The QIP Update was <b>CONSIDERED</b> and the following points <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>The report outlined the key areas for actions.</li> <li>Members considered that there was a lot of issues requiring action within the report, covering a vast range of areas, with too much breadth. The Deputy Principal advised that he was focusing on the top priorities in the present circumstances, and ensuring that actions were consistently good.</li> <li>It was agreed that it was a very comprehensive report.</li> </ul>	
11.	<p><b>SAFEGUARDING</b></p> <p>The APSEP updated the Committee on current headline Safeguarding issues. It was agreed that the report would be uploaded to GVO after the meeting.</p> <p>The following issues were <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>There was an increase in depression cases and concerns for family members</li> <li>Drug related issues had decreased.</li> <li>6 open Police investigations</li> <li>1 Prevent referral. It was noted that the current threat of a terrorist attack remained at 'Severe', with any links to Syria and Iraq to be referred to the Police immediately. There was now a change to title of 'Self Initiated Terrorist' replacing 'Potential Lone Actor'. The decrease in referrals was thought to be due to the lockdown and lack of face-to-face contact with students</li> <li>59 referrals for counselling, with others being covered by the Welfare Team</li> <li>The Welfare Team was concerned about vulnerability online which was difficult to monitor in the current circumstances. It was noted that Act Early campaigns were running. A Safer Internet Day had been held the previous day. It was noted that Vodaphone were running a good campaign and had donated free SIM cards to the college to support students.</li> </ul> <p>Other Developments:</p> <ul style="list-style-type: none"> <li>BPC Council had initiated a third party Support Centre for Hate Crime.</li> <li>The College currently had 16 'Looked after Children', with 2 currently attending college in person.</li> <li>58 devices had been delivered to student to support online learning, and 4internet data solutions. Grants had been received from charitable trusts, although laptops had finally been received direct from the government.</li> </ul>	VG

	<p>It was agreed that this was an excellent report, and the Committee questioned whether the APSEP had sufficient resources. She advised that the Welfare Team was busy, and staffing had been increased, and they were managing at the present time. Additional ways were being sought to make contact with vulnerable students, and welfare checks had been made when delivering the IT equipment. The APSEP confirmed that no additional national support had been received for welfare.</p> <p>The Committee was concerned about the number of cases that the Welfare Team were dealing with, and asked what the proportion was. The APSEP advised there were 500 cases out of 776 students, and Members were astounded. They congratulated the APSEP on her work and were pleased that this was a pillar of strength for the College, with the right team in place, but emphasised that the team's welfare had to be monitored as well. The Committee congratulated the Team for fantastic work which was hugely challenging, and hoped that serious research would be undertaken on the current mental health issues in young people.</p>	
12.	<p><b>COMPLAINTS/COMPLIMENTS</b></p> <p><b>Complaints:</b> these continued to be resolved in a timely way. It was noted that there had been some issues with dog grooming and the Deputy Principal advised that this programme was now being withdrawn. There were also some complaints relating to communication during the pandemic, with some parents expecting to be contacted when students were over 18.</p> <p>The Principal advised the Committee of two recent complaints relating to people walking through the estate and being requested to put their dogs on leads. It was agreed that there were more people about the estate during this lockdown.</p> <p><b>Compliments:</b> the Compliments were noted.</p>	
13.	<p><b>EQUALITY &amp; DIVERSITY COMMITTEE (E&amp;D)</b></p> <p>The Principal advised that he had made the APSEP Chair of this operational committee as a personal development opportunity.</p> <p>The APSEP updated on the meeting the previous day, with the following points noted:</p> <ul style="list-style-type: none"> <li>• The Mundial Employer certificate had been renewed.</li> <li>• Opportunity was being taken to update posters and marketing material</li> <li>• The HR Team had initiated 'Time to Talk' sessions via Teams, with fortnightly get together for informal chat.</li> <li>• The APSEP and Deputy Principal would be reviewing the E&amp;D Action Plan, to update with actions from the start of the pandemic.</li> <li>• More use of the ethnic minorities was required in marketing material.</li> <li>• The work of the fire escape at Greys Loft had been completed.</li> <li>• Accessible toilets around the estate would be investigated, although it was noted that the new UCBH would include them.</li> <li>• It was considered that the pandemic had disproportionately affected disadvantaged students. Mitigation had been introduced with close contact by the Welfare Team, with funding achieved.</li> <li>• 125 vouchers had been received for Free School Meals, and were in</li> </ul>	

	<p>place for after half term as well.</p> <ul style="list-style-type: none"> <li>• The Rainbow flag was flying above the Main House.</li> <li>• Members questioned how many BAME students the college had enrolled and it was noted as 3 to 4, and 2 staff members. It was acknowledged that the college had to review how this data was collected and why, with meaningful changes if necessary. It was agreed that this should also be discussed by the Corporation when looking for new Governors.</li> </ul>	
<b>14.</b>	<p><b>RISK MANAGEMENT – ENTRIES FOR THE RISK REGISTER</b></p> <p>No further entries for the Risk Register were identified.</p>	
<b>15.</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>• It was agreed that there were fundamental opportunities for change relating to the 'Green Agenda', with the UCBH project.</li> </ul>	
<b>16.</b>	<p><b>2020/21 MEETINGS</b></p> <p>The following dates were <b>NOTED</b>:</p> <ul style="list-style-type: none"> <li>• 28 April 2021</li> <li>• 16 June 2021</li> </ul>	
	<p><i>The meeting closed at 5.10pm with no further business.</i></p>	

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