



**MINUTES OF:  
THE CORPORATION'S QUALITY AND STANDARDS COMMITTEE MEETING  
2.00pm, MONDAY 26 SEPTEMBER 2022  
Deputy Principal's Office, Main House**

<b>Members:</b>	*Richard Barker; *Frances Jenkins; *Robert Lasseter; Annetta Minard; *Luke Rake (Principal); *Kay Taylor (Chair); *Debs Thomas; Jim Tirrell (Co-opted Member)
<b>In attendance:</b>	*Tom Hallam (Deputy Principal); Nicky Porter (Assistant Principal – Student Experience & Progression) (APSEP); *Verity Brown (EA - Minutes)

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 Jim Tirrell and Vanessa Gifford	
3.	<b>MINUTES OF THE MEETING HELD ON 13 JUNE 2022</b>  The Committee <b>AGREED</b> the minutes of 13 June 2022 as a true and accurate record, and <b>APPROVED</b> them for website publication.	
4.	<b>MATTERS ARISING</b>  The following matters arising from the minutes of 30 March 2022 were <b>NOTED</b> :  <ul style="list-style-type: none"> <li>• Welfare costs were still being progressed.</li> <li>• Breakdown of applicants at all levels would be included in reporting going forwards; this will be included in the reporting for the meeting on 14 November 2022</li> <li>• A cost base exercise on delivering the additional 40 hours would be carried out when the Budget was complete. The College has referred this requirement to the DfE and is awaiting confirmation as the actions it should take given that the directive conflicts with the guidance given by the FE Commissioner as part of the SPA process.</li> </ul>	<b>NP TH LR</b>
5.	<b>SELF ASSESSMENT REPORT (SAR) VALIDATION</b>  The Chair outlined the purpose of the meeting as an opportunity for the Heads of Departments (HoDs) to review their key strengths and main areas	

for development in the year of 2021 / 2022, together with summarising would be new for 2022 / 2023. It was noted that whilst the body of each of the departmental SARs were analytically written, this was not always carried through to identifying corresponding actions to drive quality improvements within the respective Quality Improvements Plans (QIPs).

TH confirmed that the College's overarching SAR and QIP would align with the Ofsted Post Inspection Action Plan (OPIAP) and that that actions identified here would then feed into departmental QIPs.

TH confirmed that the Heads of Department had been asked to present a summary of their departments; that there was an expectation that this should align with what had been assessed in the May 2022 Ofsted inspection and that where gradings had been suggested, HoDs would be required to hold their justifications when challenged, albeit that some gradings would need adjustment in due course.

The Chair suggested that the members should carry out supportive interrogation to provide curriculum monitoring.

The Committee **RECEIVED** presentations from the individual Department Heads and the following points were **NOTED** during scrutiny:

#### **HE, Teacher Training and AAT**

- The requirement for a new HE validation partnership to be identified and formalised, given that the RAU have initially signalled their intention to move away from partnerships with FE colleges, whilst offering a 'teach out' buffer zone. TH and LR confirmed that discrete conversations are taking place with a number of HEIs. The RAU have recently indicated that they may be willing to continue to validate given the increased recruitment this academic year.
- Whether the marketing and branding of KMC as a HEIs requires attention in order to increase recruitment within the local counties; in house progression for L3 students requires maximising, together with ensuring students understand the benefits and advantages of remaining with KMC for higher level study.
- Increasing HE student recruitment generally; capitalising on new validation partnerships, the new Uni Hub and exploring whether local HEIs would be interested in using the campus and estate for delivery as a satellite centre.

#### **Animal Welfare & Science (AWS)**

- Noted the enhanced processes connected to attendance and retention monitoring but queried whether staff follow up sufficiently with those students / parents / NoKs who are experiencing issues that impact these KPIs. The HoD confirmed that the reasons are varied and many and as a result, he is delivering CPD to provide his team with confidence in managing issues and ensuring that team recognised that communication is key. Noted that there has been some significant staffing changes within the department and that some members are new to teaching in general and HoDs is keen to ensure that everyone is working within the same cultures and values within the department.
- Benefits of holding the Animal Activity Licence. Whilst educational institutes do not have to hold the licence, there is some thought that

TH

holding the 5\* accreditation demonstrates that the welfare needs of our collection are being met. Benefits may also include gateway opportunities in terms of the collection and providing students with exposure to recognised industry standards.

### **Horticulture, Arboriculture, Floral Design & Countryside Management**

- Enquired whether exhibiting at Chelsea and winning the CIEEM award had contributed to increased recruitment this academic year. HoD confirmed that due to the TV coverage, the local sponsorship of Chelsea this had indeed led to interest from both 16-18 students and adult learners looking to make career changes. Noted the RHS course applications reached capacity in July when traditionally it has taken longer to recruit learners.
- Enquired what the barriers are to developing the Horticulture provision further; HoDs confirmed that more staff would be required, more space and resources to ensure that the quality of delivering the courses are not lost when scaling up.
- Questioned whether the adult learners had recognised or felt that they had not received formal careers IAG as noted in the recent inspection. HoD confirmed that all students have access to IAG, that the department is looking to build on their existing employer links and to ensure adult learners have access to a direct channel of support to the Careers Team as previously these students may not have recognised that this support was open to them.

### **English & maths**

- Pass rates are improving but not yet at target. Noted that GCSE pass marks for 2021/2022 are down in comparison with TAGs awarded in 2020/2021; however this is national trend, may reflect the change back to examinations as the main assessment criteria and the impact this had on students who had not sat any examinations during the pandemic.
- Noted that student historically enter KMC with poor maths skills, with data indicating that up 50% of students studying functional skills maths are not secure in the 4 main number functions. English skills have improved and this is reflected in the enrolment cohorts coming through.
- Enquired whether there was anything schools were doing that impacted on students not attaining E&M, given that many of them had been studying for approx. 3 years before attending KMC. Agreed that some students have LDD or can lack the motivation to try, that poor teaching within secondary schools is not a factor; that attending KMC provides students with opportunity to recognise that this is the time to concentrate and gain the qualification before entering work.
- Discussion took place regarding the potential of introducing a curriculum offer of core maths for L3 students, thereby providing stretch and challenge for more able students. Factors to consider would include how this could be timetabled into an already condensed offer, the extended week for students, the skills and knowledge required within the department to deliver and whether increased teaching staff would be required.
- Agreed that all staff must support the importance of E&M across the curriculum in order that students recognise the importance of these life skills; improving attendance should be the responsibility of all teachers. It was noted that some departmental SARs reference E&M whilst others do not and as an element of the Study Programme, it is the responsibility of

all staff not just the E&M team.

### **Outdoor Adventure & Sports/Public Services**

- Enquired whether the changes to the delivery of E&M would have a positive impact on student attendance, given that this is one of the course areas identified as an attendance concern. Agreed that splitting the sessions to 2x1hr is likely to result in better attendance, given that it is timetabled within the vocational settings. Students that fall behind in attendance will form part of regular discussions in departmental team meetings.
- Enquired whether all vocational areas understand the importance of supporting the E&M teams; noted that departments have a standard marking scheme for student assignments; that SPaG are marked consistently and allow students to focus on areas of improvement and grow in skills confidence.
- Enquired whether the Forces would prefer students to achieve their qualifications rather than leaving early to enlist. Confirmed that the department have developed close working relationships with the local recruitment offices to ensure that applications are held until students complete their qualification. In particular, the department is working with the Marines to develop case studies which indicate to student how beneficial it is to achieve their qualification prior to enlisting. Parents also appreciate the assistance the staff give to ensuring students achieve their qualification and then have options for securing better roles and career options. Recruitment into the armed forces generally is increasing.
- Enquired whether there is the capacity to take more students within the department and whether this is achievable; agreed that this is possible, with larger cohorts viable; that celebrating achievements of CCF and Military Prep students should be more visible. Course numbers have not been capped this year and all students have been accepted; greater numbers may though result in requirement of increased staffing.
- Noted that when comparing local college provisions in these subject areas, they are not as good as KMC. Cost for KMC transport will be a factor for some, but CCF and Duke of Edinburgh together with our reputation is a draw for students. Linking CCF with the Wessex Yeomanry has proved beneficial and KMC should continue to capitalise on being centrally located within a military county.
- Enquired whether PGL Weymouth detract from curriculum offer; noted that they do not offer nationally recognised qualifications, preferring instead to deliver in-house training; roles at PGL are seasonal and some students progress to these roles once they have completed their course.

### **Apprenticeships**

- Requested clarification regarding the number of apprentices that are currently out of funding; confirmed 9.8% is equivalent to 7 apprentices.
- Chair enquired why the SAR version presented was not complete and with very little information for a first draft; HoD advised that it was because she had been on leave.
- Requested clarification of HoD's comment regarding difficulty of recruitment; HoD commented that she unsure whether apprenticeships had been sufficiently marketed by KMC with students so that they understood the offer. Noted that many of the employers KMC works with are micro businesses and they are being affected by the current

economic climate and taking on an apprentice is a significant commitment for an employer.

- Enquired what the failure to meet the Accountability Framework Achievement QAR for 2021/22 of 48.7% impact was terms of funding and management of the apprentices; HoD confirmed that 20% of the funding is based on achievements rate and whilst supported by the Apprenticeship Coordinators to complete all elements, apprentices had been withdrawn for not completing in the required time.
- Chair enquired what plans HoD had for this academic year; HoD confirmed that there would be a focus on quality of delivery, building up recruitment numbers now that the work to strip the provision back to basics had been completed and to gain clarity on what KMC's strategic plans for Apprenticeships is.

### **Equine**

- Enquired regarding the recruitment of Level 2 students. HoD confirmed that the target number for recruitment had been met and this resulted in the need to recruit a further member of staff; that in order to grow student numbers in this area, the Yard facilities would need to be bigger as greater student numbers would mean more horses (30 stabled would require approx. 9 acres).
- Noted that there are currently 6 livery horses that are not available for students to ride.
- Noted department are interested to explore why students do not accept their KMC offer – do they instead opt for Sparsholt or Hartpury, if these are more local to them. Those that do opt for KMC, often have more complex needs and value the additional support offered here.

### **Construction, Blacksmithing and Welding**

- Noted increased applications for Level 1 course, which bring with them increased funding. To support this growth, additional workshop space was found on campus. Increased applications meant that a waiting list was run prior to enrolment.
- Anticipated that progression for 2023/2024 will be good as students feed through to Level 2 and the new Level 3 course.

### **High Needs**

- Noted that following discussions with the DP and APSE&P on the morning of Q&S, the draft SAR had been downgraded to 3 in line with the outcomes from the recent Ofsted inspection.
- Enquired what the HoD's initial impression of his area was given that he is relatively new to KMC (joined Feb 2022); advised had been welcomed to KMC, with staff striving to do their best for students (130 HNS across all areas, team of 30 TAs and specialist tutors within LSp); teaching team affording TAs respect and welcoming their assistance in lessons.
- Enquired what the HoD had observed needed changing; confirmed that both staff and students needed to be able to see progress being made against EHCP outcomes, that staff need to be able to identify which students have support plans and know what outcomes students should be working towards. Noted that this was also referenced in the Ofsted feedback.
- Enquired whether the UnitE changes introduced would demonstrate sufficient progress against issues identified if Ofsted were to re-inspect in

6-9 months' time; advised the changes made within the systems allows both TAs and teachers to document in specifics rather than general comment and provides better evidence of progress made against EHCP outcomes.

- Enquired whether it is felt that students opt for KMC because they know we are good at managing their support needs, rather than for our curriculum offer; HoD confirmed that students with EHCPs are initially assessed on whether KMC is able to meet their needs but the curriculum choice is just as important. All students need to submit an application with their EHCP as supporting information.
- Enquired whether there has been sufficient time for TAs to benefit from any training delivered; confirmed that training has been delivered in the form of targeted online certificated training, with some undertaking specialist SEND training.
- Noted that the SAR lists a myriad of areas for improvement but some of these have not translated through to the QIP; recommended that QIP does not just focus on processes, but include reference to improving the quality of the provision.
- Enquired how, when building HNS expectations with staff, the students does not become 'lost' within all the processes; confirmed team are making themselves more visible to curriculum areas, meeting with individual HoDs and team members to discuss individual students and support measures; are readily engaging with key stakeholders.

#### **Foundation Studies**

- Enquired whether the HoD was aware of the issues identified by Ofsted before Ofsted inspected the provision. Confirmed that some issues had already been identified however had not anticipated that Ofsted would expect to see individualised curriculum that supported each outcome listed within a student's EHCP or advise that students were not progressing through the provision quickly enough. Noted that this was approached differently where students with EHCPs were undertaking courses in different areas of the curriculum.
- Noted that it is not always an easy task to ensure students have an option to progress onto once they have finished their education with KMC; this also relies on employers understanding the benefits of employing staff with SEND and additional needs and have key-stakeholder buy-in (i.e. Local Authority SEND teams).
- Revisiting the offer has provided opportunities to develop a 'full cost' provision which allow students to self-fund attendance via their PEPs, removing it from Ofsted scrutiny, thereby providing options for students that would have limited chances of securing employment, volunteering or an alternative community / respite provision. Initial response and take-up has been very good and this has been identified as an area for growth.
- Enquired whether now all the curriculum / process changes have been made whether it is felt that Foundation students will benefit; agreed that staff have responded well to the need to change, but that both parents / NoKs and the Local Authority teams are still processing the adjustments. It is felt that there is still some discord in what Ofsted is expecting vs what parents / NoKs want for their young people.
- Enquired whether KMC having such a high number of students with EHCPs and additional needs is at detriment to other students attending. Agreed that both students and staff respond positively to each other, demonstrating an inclusive culture that celebrates and accepts

	<p>differences. Noted that no derisive commentary has ever been received from parents / NoKs at Open Mornings; the emphasis is instead placed on all students meeting KMC's expectations of behaviours, attainment and attendance no matter what curriculum they are studying.</p> <p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>Noted that TH will be writing / grading the Agriculture SAR and referencing this within the over-arching SAR as the previous HoD left KMC in the summer.</li> </ul>	
<b>6.</b>	<p><b>RISK MANAGEMENT – ENTRIES FOR THE RISK REGISTER</b></p> <p>All staff were requested to leave the room for this item except for the Deputy Principal, with this item minuted separately as Confidential.</p>	
<b>7.</b>	<p><b>ANY OTHER BUSINESS</b></p> <p>No items of further business were raised.</p>	
<b>8.</b>	<p><b>2022/23 MEETINGS</b></p> <p>The following dates were <b>NOTED:</b></p> <ul style="list-style-type: none"> <li>14 November 2022</li> <li>30 January 2023</li> <li>13 March 2023</li> <li>12 June 2023</li> </ul>	
	<p>The meeting closed as 5.22pm with no further business.</p>	

**Approved:** 14 November 2022