



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY UNIVERSITY & HARTPURY COLLEGE

Minutes of a Meeting
2:00pm Wednesday 9th November 2021
Gordon Canning and on Teams

Present:	University QuEST Prof. Ian Robinson (IR) – Chair	College QuEST Mrs Barbara Buck (BB) - College Governor – in the Chair
	Ms Jenny Arroud (JA) – University Board Staff Governor (left at 4pm) Dr John Selby (JS) University Governor Ms Alison Blackburn (AB) University Governor Mr Gareth Smith (GJ) – University Student Governor Mr Russell Marchant (RM) – Vice-Chancellor	Mr Kam Nandra (KN) – College Governor Mr Sean Lynn (SL) – College Staff Governor (left at 4pm) Ms Alice Bridges (AB) – College Student Governor Mr Russell Marchant (RM) – Principal Mr Chris Moody (CM) - College Governor Mr Nick Oldham – Co-opted Committee Member Ms Rosie Scott-Ward – Pro-Vice-Chancellor
In Attendance:	Ms Rosie Scott-Ward – Pro-Vice-Chancellor Ms Lucy Dumbell (LD)- Academic Registrar Ms Gillian Steels (GS) – Clerk to the Governors Ms Claire Whitworth – Vice-Principal Further Education	Ms Gillian Steels (GS) – Clerk to the Governors Ms Claire Whitworth – Vice-Principal Further Education Helen Wilkinson – College Governor
Apologies:		

		ACTION & ACTION DATE
QuEST 01/11/21	Welcome and Apologies Apologies were received as detailed above.	

		ACTION & ACTION DATE
QuEst 02/11/21	Quoracy It was confirmed that the meetings were quorate.	
QuEst 03/11/21	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 04/11/21	Minutes of the Last Meeting The University and College QuEst Committees agreed the minutes of the meeting of 29 th June 2021 as a true and accurate record.	
QuEst 05/11/21	Matters Arising The Action Update log which updated members on progress of actions was NOTED .	
QuEst 06/11/21	HE REPORTS	
6.1	Annual Quality Report It was highlighted that the Annual Quality Report is the core annual document to provide assurance to QuEst (Quality, Enhancement and Standards Committee) that Academic Board and the underpinning governance structures are discharging their responsibilities regarding Quality Assurance effectively. It was noted that the combination of this Annual Quality Report with the reports received at each meeting, sight of Academic Board activity and Key performance Indicators (KPIs) provided ongoing assurance to the governing body that Hartpury had responded to challenges, continued to enhance activity and had identified areas of greater risk and were working to mitigate the risks. Key points drawn to the Committee's attention were: • During 2020-21 we experienced student number growth, despite an increasingly competitive recruitment cycle. • While challenges in continuation were identified, we were cognisant of supporting a growing student body, including a continued increase in the number of Foundation Year students and Postgraduate Research students. • Feedback from student surveys had been positive and above sector average, moving towards our ambition of being consistently placed within the upper quartile of institutions within the UK Higher Education (HE) Sector. • Hartpury planned to continue to invest in its staff base. • Hartpury aspired to retain the highest possible Teaching Excellence Framework (TEF) award while being cognisant of the current OfS review. The report recognised the continued challenge of 2020-21 was the global Covid-19 pandemic, that affected daily life including travel for many students, the broader trips and exchange experiences we could offer, the form of our teaching and assessment activity and our capacity for project and enhancement work, throughout the year. This was an unprecedented challenge. Lessons had been learnt from 2019-20 and these were used to plan as much as we could to provide	

		ACTION & ACTION DATE
	clear messages and reassurance to our students and staff. Hartpury had responded to government guidance in a measured way as quickly as possible and maintained contact with the student body, and collectively supported our students to complete their programmes and achieve awards while maintaining academic integrity. The Committee noted the Overview of the Academic Quality System and the External context for Quality and Standards, in particular the changes to regulatory requirements by the Office for Students (OfS) due to Covid-19 and the ongoing OfS reviews around quality and standards including the Teaching Excellence Framework. It was noted that whilst Hartpury had absorbed evolving sector demands, the impact of COVID-19 and the move to a mix of online and onsite delivery and assessment had had a significant impact on both academic and support staff and practice. It was confirmed that assessing risk will continue to be critical to effectively preparing to meet the future challenges, particularly growth and evolving sector requirements. The Committee considered the elements of the report in detail, with particular focus on Retention, Student Representation and Collaboration which were assessed as amber - some issues of concern identified, but being addressed through current enhancements and actions. All other areas were assessed as green - no substantial concerns, policies and processes operating effectively, reviewed in agreed schedule unless responding to immediate internal or external recommendations.	
	The Committee discussed the planned national proposals for a Post-Qualifications Admissions process. It was noted that the current early application process enabled universities to plan their delivery and respond in a more personalised way. It was recognised that the proposed changes would mean a longer period of uncertainty for more students which could have a mental health impact and also increase stress in relation to finding accommodation etc. The Committee queried the sector view and were advised that this was variable, depending on the nature of the organisation. It was noted that there was the possibility that the academic year would move to Jan-Dec. Governors queried when changes were likely to be confirmed and were advised that at this time it was not expected there would be a change until 2024/25. It was recognised that at that stage demographics of 18-19-year olds would be increasing. It was noted that the proposed changes were likely to be included in the HE White Paper which was due imminently, and would also include the government response to the Auger Report which might limit places or reduce fees. Governors were advised that the Head of Admissions was on the UUK/GUILD HE Group which was developing a Code of Practice for Admissions which would ensure Hartpury was part of best practice development.	
	Governors questioned the reference in the report to a small number of students who were not planning to enrol receiving erroneous communications. It was confirmed this was very low in number and had not compromised data security or related to contractual issues. It was confirmed this was not a reportable event and that work was ongoing with the Continuous Improvement Director to review the entire applicant journey and all processes involved across University, to continue to offer a consistent and accurate service to applicants.	

		ACTION & ACTION DATE
	The Committee considered the Teaching and Learning section and the staff student ratio and the identification that this would be improved by the inclusion of category 9 staff, which latest advice had highlighted as an area Hartpury had not hitherto reported, but could do so.	
	The Committee discussed the Retention and Continuation Section, which it was confirmed was graded amber. It was stressed that this was an area where there had been significant improvement, but it had been agreed it was prudent to assess as amber until it was demonstrated that the improvement had been maintained over several years.	
	It was noted that one of the other two areas graded amber, Student Representation, had an agreed plan to improve student attendance across the range of Boards and Committees where they had representation to increase student voice. Apart from this gap it was confirmed that the other aspects of representation were working well.	
	The Committee reflected on the Student Survey section which was graded green reflecting the NSS scores (recognising they remained above sector, although impacted by the pandemic) and the Postgraduate Taught Experience Survey outcomes (top in the country, although a small number of students). Work would continue to improve engagement with the surveys. Work was also ongoing to pull together feedback from a range of student voice processes to ensure common themes were identified and there was a more holistic approach. It was noted that Student Involvement and Academic Regulations were assessed as green. It was agreed the development of the force majeure elements of the Academic Regulations had been carefully progressed and implemented as required, for example the third assessment opportunity was only used in exceptional circumstances. It was agreed that the relationship with UWE, and their acceptance of our processes provided further assurance.	
	The Committee considered the Planning and Monitoring of Enhancement which was assessed as green. The Dean of Enhancement was to review arrangements to ensure effectiveness as part of the Continuous Improvement process. It was confirmed the Equine periodic review was now complete (the Registrar agreed to update the document for Board to reflect this). External Examining and Curriculum Development were noted as green. It was confirmed the ongoing curriculum refresh would ensure the curriculum was sustainable as Hartpury grew. The different demand of Distance Learning on staff were reflected on. It was confirmed if there were any contractual changes in order to accommodate distance provision, the Board would be advised. The need to ensure the quality systems were robust and to adapt teaching observations as necessary to reflect the different teaching approaches was recognised. In future it was planned to add additional information on quality assurance. It was agreed it would be helpful to provide the Board with more information on Learning Analytics in the future	Academic Registrar June 2022
	The Committee noted that the Professional Accreditation was rated at green and debated the benefit and disadvantage of such linkages. The Committee noted that it was important to select accreditation relationships that would both bring professional recognition, yet not stifle Hartpury's ability to independently revise the curriculum whenever necessary. It was agreed that where used appropriately such accreditation could increase employability. In response to a question from a	

		ACTION & ACTION DATE
	governor it was noted that it was generally a programme rather than a module which was accredited. It was recognised that Hartpury's reputation would suffer if it lost accreditation, and highlighted that this was a reportable event. It was confirmed that this would be identified through quality monitoring and any required reporting made within the required timeframe.	
	It was confirmed that academic collaborative partnerships remained at amber recognising that this remained a high-risk activity and that Hartpury was still at early stages of developing this. It was confirmed that the provision with Weston College was being carefully monitored through monthly meetings. It was confirmed they were open and transparent in their relationship with Hartpury. They were currently experiencing some staffing issues which they were working to resolve. It was noted that Weston College was graded as Outstanding by OFSTED (2014) and TEF GOLD.	
	The Committee considered the information on complaints and appeals, reflecting on the overlap with the Annual and Monthly reporting on the agenda cycle for the Committee. It was agreed that the Academic Registrar and Chief Operating Officer should bring a proposal of how reporting would be developed for this important area in future to avoid repetition but ensure Board oversight of key information on complaints and appeals.	Academic Registrar COO Feb 2022
	The HE Annual Quality Report was APPROVED and recommended to the Board for FINAL APPROVAL by the HE QuEST Committee.	
6.2	Agree KPIs 2021/22 and Consider Performance 2020/21	
	The Committee considered the proposed changes to the KPIs: • Addition of 'Research England Funding' for Board to scrutinise. (replacing open access). • Change to the methodology used for staff to student ratio – adopting the HESA methodology - given Hartpury now has sufficient trend data for this to be meaningful. • Confirmation of the employability metric as graduate outcome – employment 15 months post-completion. • Review of which metrics are considered by which Committee. A governor stressed the need for the Committee to be focusing on key performance indicators to ensure it was getting a university wide sense of performance. The Pro-Vice-Chancellor confirmed she shared this concern and the KPIs were evolved to meet specific requirements. Governors agreed they were comfortable with the number of KPIs. There was discussion around the research metric – it was agreed this should be kept under review as Hartpury developed in this area and once the REF submission outcome was known. It was noted HESA return included knowledge exchange. The Committee, subject to the discussion above, APPROVED the KPIs – type and targets. The Committee considered the update on performance to date noting particularly: <u>Teaching Quality: Times good university guide:</u> Hartpury was in the top 15% nationally, exceeding our PI by 5%.	Pro-Vice-Chancellor June 22

		ACTION & ACTION DATE
	<u>NSS overall satisfaction</u>: declined by nearly 10%, but remained above, sector average, although below some of our competitors. <u>Postgraduate Taught Survey Overall Satisfaction</u>: dropped by 1%, but highest in the UK for full-time postgraduate students. <u>In-year retention / L3/L4 learners</u>: an increase in non-returning students was being investigated. <u>FE to HE Enrolment</u>: did not reach the target of 150 internal progressing students. Analysis of the data has resulted in a detailed action plan, including a particular focus on Agriculture and Access to HE, which showed low progression rates. We are working collectively across FE, HE and outreach / marketing. <u>Staff to student ratio</u>: For the first time, we have used HESA external reporting data for this PI. The data for 18-19 and 19-20 is high, which in terms of league tables, was not good. A review was ongoing to ensure the return was completed in line with all guidance. It was noted that several of the items would be discussed in more detail in the course of the meeting.	
	The HE QuEST Committee NOTED the KPI outturn for 2020/21.	
6.3	NSS Survey Outcomes – Report and Actions	
	The Committee considered a presentation on the NSS Survey Outcomes for 2020/21. It was noted the survey was based on individual student perceptions and had gone live during the lockdown. It was noted that Hartpury's outcomes were down but still in line with sector averages. All departments scores had reduced but sport had been particularly effected and was 15% down. Strength and conditioning had been particularly hit. A phone survey had been used to follow up with these students. This had identified that there had been some personality clashes with staff, some of whom had now left. Students had also been disappointed at limited access to site, particularly as the position had been different for Sports Therapy students. It was noted that there were c 20 students in this cohort. A governor questioned if the result had been a surprise and whether there had been any other indicators. The Committee was advised that there had been no indications through the UCAS survey. There had been concerns raised with the Student Union relating to the differing practical experience for the students, but not in relation to the staff. About 40% of sports students had completed the survey. It was recognised that the constraints of Covid had impacted particularly on the experience of sports students, with their opportunities to play sport significantly curtailed. Governors queried whether the issues were likely to have a long-term impact. The Pro-Vice-Chancellor advised that often it could take two years for such issues to be resolved, as continuing students would still have been impacted. It was confirmed that staff were meeting students face to face and working to resolve issues. The new performance gym had been welcomed by the sports students. It was noted that results in agriculture had also been disappointing, but that this related to one programme. Significant support had been put in place so this outcome was particularly disappointing. A Staff Governor commented that Hartpury's approach and support during the pandemic contrasted well with other universities. Efforts continued to be made to support students and to manage expectations, in line with ongoing restrictions.	

		ACTION & ACTION DATE
	It was noted that there was some variability in outcomes in areas, for example animal. The feedback relating to Teaching and Learning was discussed. This remained an area of strong performance, with all questions, except intellectual challenge, scoring above sector. It was noted that feedback from mature students was lower in a number of areas. Where students had identified as disabled feedback was in the upper quartile overall. Feedback from students categorised as Polar 3 (relating to disadvantage) had been lower than sector. It was confirmed that work was ongoing in all areas which were below target. A theme around male levels of satisfaction, which was generally lower, was also being investigated. Staff from the relevant department were investigating through student focus groups etc. In assessment and feedback it was noted all questions were well above sector. Some areas related to perceived fairness would be reviewed. In relation to Learning Support there had been only positive feedback in relation to academic support. Feedback had flagged a greater need for mental health support in relation to the pandemic.	
	A governor requested an update on the review of the findings in relation to intellectual challenge. He was advised that Academic Board had also identified this as an area for investigation and confirmed that an update would be provided following this. It was recognised that it had proved more difficult to facilitate debate on line and that this was an area the Head of Teaching and Learning was working on.	Feb 2022 Pro-Vice- Chancellor
	The Committee considered the feedback on the Postgraduate Taught Experience Survey and noted the generally positive feedback. Although only 41% of students had completed the survey the sector mean was 23%. Hartpur was in the highest quartile for all parameters. It was noted that the alterations due to Covid had suited many of this cohort who were often juggling a range of responsibilities.	
	The HE QuEST Committee NOTED the NSS and PTES Survey feedback and endorsed planned actions.	
6.4	Annual and Summer Term Concerns and Complaints Report	
	Annual Report	
	The Committee had been provided with an analysis of complaints received in 2020-2021, detailing the category of complaints and whether they were upheld or not. This outlined that: Recorded complaints remain consistent for Hartpur University, 22 in total received in 2020/2021, compared to 18 in 2019/2020. Of the 22 complaints received 5 were upheld, 15 were not upheld, and 2 were partially upheld. It was noted that one complaint was taken to the OIA (Office of the Independent Adjudicator for Higher Education) by a student. This related to the complaint regarding IT issues experienced during and exam and the requirement to re-sit the exam due to a lost script. The OIA concluded that the complaint was partially justified and made the following recommendations: • That the University should write to the student offering the sum of £250 for the distress and inconvenience caused by the loss of exam answers and the subsequent requirement to re-sit.	

		ACTION & ACTION DATE
	- That the University should conduct a review of its Complaints Policy having regard to the principles set out in the OIA's Good Practice Framework for handling complaints and academic appeals. In particular, the policy should include a normal timeframe for students to submit complaints. - That the University should review its practices for issuing Completion of Procedures (CoP) Letters. It was confirmed that all of these recommendations had been implemented fully.	
	The HE QuEST Committee NOTED the Annual 2020/21 Complaints, Concerns and Appeals Report.	
	Termly Report – Summer 2021	
	It was noted that in the period from April to July 2021 10 formal complaints relating to University students were received. 5 relating to finance, 2 to welfare, 1 academic, 1 services and 1 other. One had been upheld and one partially upheld. There had been two appeals to the Vice-Chancellor – one of which had been partially upheld. There had been no complaints to the OIA.	
	The ongoing scale of communications related to Covid were noted.	
	The HE QuEST Committee NOTED the Summer Term 2020/21 Complaints, Concerns and Appeals Report.	
6.5	Terms of Reference The HE QuEST Committee considered the QuEST Terms of Reference and agreed no amendments were required. The HE QuEST Committee CONFIRMED the current Committee Terms of Reference.	
6.6	Academic Board Update – July and October Minutes It was agreed that the minutes helped to triangulate the topics discussed at QuEST and provided assurance that the Board was operating effectively. The Vice-Chancellor confirmed that the Academic Board was operating well. The Committee considered the issue raised in relation to the Postgraduate Taught Provision Review and the issues highlighted in relation to making postgraduate study sustainable in the longer term. It was noted a fuller review would take place in the future. The Committee questioned whether this issue needed to be highlighted to the Board. The Pro-Vice-Chancellor advised that there was a need to establish the third term expectations more clearly and clarify any changes required. At this stage it was not considered there would need to be changes to staff terms and conditions in this area, but the need to ensure staff wellbeing and satisfaction was recognised.	
	The HE QuEST Committee NOTED the July and October Academic Board Minutes.	
6.7	Any Points Identified to Highlight at Board The Annual Quality Report – particularly the areas graded as amber. The updated key performance indicators.	

		ACTION & ACTION DATE
	The NSS and PTES outcomes and related actions, particularly those planned in relation to the area of “intellectual challenge”	
Quest 7/11/21	Student Union (SU) Update (HE and FE)	
	The Report updated on the SU Team and opportunities, guidance and representation being taken forward through the SU> The University Board Student Governor commented that he had met with the previous University Student Governor as part of his induction process which had been very helpful. The College Board Student Governor advised that the term was going well. It was noted that there had been a constructive meeting of the HE and FE student representatives with a report provided by the President – Student Representation which had been very helpful as a way of drawing these groups together. It was noted the SU had also recently supported the Graduation Ceremonies which had been much appreciated.	
	The HE and FE QuEST Committees NOTED the SU Update.	
QuEST 08/11/21	FE REPORTS	
8.1	KPIs 2021/22 and Consideration of Performance 2020/21	
	The report provided an explanation and commentary of the KPI position for 2020/21 and proposed KPIs for 2021/22. The most recent levels of performance, previously agreed targets, context and the most recent National Rates (where appropriate although only available for 2018-2019) had been considered with the proposed KPIs to ensure sufficient stretch and challenge and to enable continuous improvement. It was confirmed that the ‘Students Feel Safe on Campus’ student satisfaction KPI had been added as agreed by the Board in September to provide a headline and departmental measurement of impact on the student experience reflecting the focus of the recent Ofsted Review of Sexual Abuse in Schools and Colleges and the current external climate surrounding COVID-19.	
	The KPI Performance for 2020/21 was noted: Meeting KPI • Attendance finished above the KPI (physical presence in the ‘classroom’ also included in brackets). • Overall BTEC Level 2 retention and achievement finished above KPI • Overall BTEC Level 3 retention and achievement finished above/at the KPI • Overall A Level retention and achievement finished above the KPI • Overall Level 1 complementary qualification retention finished above the KPI • Overall Level 2 complementary qualification retention finished at the KPI • Overall Level 3 complementary qualification retention finished at the KPI • Overall course applications for 2021-2022 were higher than last year (although this needs to follow through to enrolment post 6 weeks)	

		ACTION & ACTION DATE
	• Extended Diploma Equine finished at 92.3% achievement against an overall Level 3 Equine KPI of 92%, 5.9% higher than the previous year. • L2 Apprenticeship Standards finished with 100% retention (8 students) and 87.5% overall achievement. • L3 Apprenticeship Frameworks finished at 87.5% retention and overall achievement (8 students) • Overall COVID-19 related student satisfaction finished above the KPI Not meeting KPI but exceeding national rates • Overall Student Satisfaction remained high for the autumn term but just below KPI by 0.2 % and high for the summer term but just below the KPI by 0.7%. • Extended Diploma Agriculture achievement finished at 82.2% (77.8% last year at the end of the course) against an overall Level 3 Agriculture KPI of 90% retention. Not meeting KPI and close to or below national rates • L2 Agriculture Apprenticeship Frameworks are sitting at 50% retention (2 students)	
	Governors considered the position in relation to the Level 3 Retention, in particular the Extended Agriculture Diploma, where students often left to start work, as this was an industry where staff were in demand. It was confirmed that following the restructuring of the qualification that students who left after two years did get a qualification. The Committee questioned whether the increased exposure of students to work experience across its provision would increase this issue. It was agreed apprenticeships might be an area to balance these issues.	
	It was recognized that where numbers were very small that it was important that this was made clear in the presentation and that consideration be given to ensuring trends could still be recognized and responded to as necessary.	
	The FE QuEst Committee NOTED the KPI outturn for 2020/21 and APPROVED the KPIs for 2021/22	
	4pm Jenny Arroud and Sean Lynn left the meeting	
8.2	Self-Assessment Report and 2021/22 Quality Improvement Plan Up	
	The Committee considered the Self-Assessment Report (SAR) for 2020/21 and Quality Improvement Plan (QIP) for 2021/22. It was confirmed that the SAR reflected the latest OFSTED framework and updated guidance. It contained a specific Covid section and made clear that Hartpury College was delivering to it the full study programme and responding to the differing student needs, which had been exacerbated through Covid. It was confirmed that Landex had conducted a robust review of the SAR which provided a helpful external and independent perspective. Following this review feedback from employers had been added to the feedback from staff and students to enhance stakeholder feedback and to reflect the Skills White paper focus. It was confirmed that the SAR continued to grade all areas as "Outstanding". It set out clearly the different areas and indicated the volume of delivery in the different curriculum areas. The key strengths and key areas for improvement were clearly defined.	

		ACTION & ACTION DATE
	A governor commented that Ofsted were increasingly relying on a college's SAR as part of their initial review process, and it was therefore more important. He advised that the document was of excellent quality and clearly set out the assessment undertaken and evidence base. A governor who had recently been at a college which had been inspected commented on the fact that study programmes and apprenticeships were not graded and suggested this was an area for future consideration. The Committee considered the English and Maths assessment. It was agreed that this should continue to be acknowledged as an area for improvement as whilst Hartpury was performing above national rates the national rates were low. The need to continue the drive for improvement was agreed.	VP FE Nov 2022
	The Committee considered the Curriculum Intent in relation to Apprenticeship Growth and whether this needed to be added as an action. The Vice-Principal Further Education advised that it was not recorded as a key action due to the size of provision. It was agreed that in future a point could be added on the mix and balance of provision, and the fact that this was evolving, with an indication of how this was expected to change in coming years.	VP FE Nov 2022
	The Committee discussed the feedback on face to face teaching and online teaching and noted that over the year feedback on online teaching had improved, reflected staff's growing experience and development in this area.	
	Governors suggested it would be helpful to have an Executive Summary in future. The Vice-Principal Further Education advised that she did produce a headline summary position statement for Ofsted and that she would share a version of this in future. This focused on areas for development and the position against the key Ofsted judgements. The Committee considered the QuIP. They advised it was helpful to have greater gradation in relation to the assessment and the Vice-Principal Further Education agreed to add back amber where a KPI was progressing to support review in future versions.	VP FE Nov 2022 VP FE Feb 2022
	A governor asked for further information on the Covid Legacy in relation to Access to HE and was advised this reflected greater use of online delivery. It was confirmed to date feedback is positive and that this would be monitored to ensure it continued to be positively received.	
	The Committee queried whether the QuIP was considered achievable and this was confirmed. The FE QuEST Committee APPROVED the SAR and QuIP for RECOMMENDING to the Board.	
8.3	Landex SAR Validation Report	
	It was agreed the Landex Report provided helpful feedback and confirmed that points raised had been taken forward in the iteration provided and would be reflected on further for the future, for example in relation to the articulation of curriculum intent for apprenticeships. It was agreed that Landex provided a helpful perspective across the landbased sector and the external environment which was helpful given the drivers in this area. The need to ensure the College was focusing on also being outstanding in the future, particularly as the external environment changed, was stressed. It was agreed that the Committee's membership skills and experience helped ensure ongoing focus on this. The Vice-Chancellor and	

		ACTION & ACTION DATE
	Principal advised that as part of external awareness raising the Executive Strategic Event would as usual be visiting another college in the Spring. This year this would be Cornwall College, who whilst currently graded as "Requires Improvement" had areas of expertise which would be interesting to discuss.	
	The FE QuEST Committee NOTED the Landex SAR Validation Report.	
8.4	At Risk Areas Linked to the QUIP – A Levels	
	The Committee had been provided with the At-Risk Report as previously agreed. Overall headline messages included: • Retention: The A Level retention has been maintained in the improved position that it has held all year and it has finished above KPI for the first time. • Exam Performance: overall pass rates, percentage of A*-C and 'value added' metrics have been maintained for a third consecutive year. • Student Satisfaction: student satisfaction continues to be strong with year on year improvements relating to stimulating and challenging lessons. • Risk: the variable starting points and lack of prior exam experience is now the biggest risk that we are mitigating against in this new academic year.	
	The Committee reflected on the issue of lack of exam experience which was facing this cohort following the use of Teacher Assessed Grades across the sector due to Covid. The Vice-Principal Further education advised that the first-year results were slightly below the equivalent year, the second year was performing better after work by staff to plug the gaps during year 1. This would continue to be monitored carefully. John Selby advised that in his role as Link Governor for A'levels staff had confirmed their focus on improving the current position.	
	The Vice-Principal Further Education flagged that with the introduction of exams in BTECS it was recognised that the grade profile could drop, as had been previously discussed. It was confirmed work was ongoing to support students and staff to respond to this change. The use of mock exams would help build this experience. It was confirmed that external invigilators and the use of the same rooms which would be used for external exams would support a full exam experience. It was noted there would be groups of 200 students taking exams in the sports hall given the volume of student exams and c 1700 overall. It was confirmed that the results of the mock exams would be brought to the February Committee Meeting	VP-FE Feb 2022
	The FE QuEST Committee NOTED the AT Risk Areas Report – A'levels Update.	
8.5	Enrolment and Induction Survey	
	The Committee considered the report on the student satisfaction induction survey, which was conducted within the first six weeks of term to ascertain student perception of enrolment, induction and their Hartpury experience to date. It was confirmed that all College (first year) have been asked to take the survey which is anonymous yet enabled drill down to department level. The report provided the 2020-2021 key headline findings from the responses received at headline level and specific aspects broken down by department. It was noted that all results will help to further shape and evolve processes to support the student experience. The survey had additionally focused on COVID-19 safety for a further year to ascertain the impact of the implementation of our COVID-19 protocols on the student experience from the point of enrolment.	

		ACTION & ACTION DATE
	It was noted that overall the survey results were positive and reflected the importance of being back to an 'in person' student experience. It was confirmed that the feedback from the students that are not satisfied, albeit that this was the minority, gave a clear steer on areas that require further focus to meet the expectations of the student body. Governors were pleased with the feedback that 99% of students felt safe on campus, although a governor queried why this was 94% in equine. The Vice-Principal Further Education advised this had been shared with the Safeguarding Team for them to look at. It was confirmed the issue would be followed up. Barbara Buck advised she was the Link Governor for this area and would also follow up. It was noted this cohort of students were often on campus early and late and that these aspects would also be looked at. It was confirmed the issues relating to Residential Accommodation had been resolved. Members queried how the online enrolment had been received and were advised that feedback had been very positive. A member queried why only first years were surveyed and was advised that feedback from other years was captured in January and May/June.	
	The Student Induction Survey Outcomes and Planned Actions were NOTED.	
8.6	FE Annual and Summer Term Concerns and Complaints Report	
	Annual Report 2020/21 The Committee meeting considered the Annual Concerns and Complaints Report for the College. It was noted that recorded complaints had increase slightly from 22 in 2019/2020 to 27 recorded in 2020/2021, which was the level of complaints in last pre Covid year of 2018/2019. Of the 27 complaints received 3 were upheld, 22 were not upheld, and 2 were partially upheld. The Complaints had been in the following categories: Services – 3, Finance – 14, Disciplinary Matters - Academic – 1, Disciplinary Non-Academic – 1, Welfare – 2, Other – 6. Three complaints were appealed to the Principal following the initial decision, 2 in the 'other category and one in the Service issues category. The former related to the Covid communications and exclusion complaints discussed above. The latter related to the lack of provision of self-catering accommodation for FE students. In all instances the Principal did not uphold the appeal. The Complainant for the exclusion process complaint then appealed to the ESFA who found in favour of Hartpury and supported that the complaint was not upheld. Feedback on the Covid Response Communications was also detailed, demonstrating the range and scale of this activity to support students. The Committee thanked the staff who had been involved in supporting this response.	
	The Complaints and Concerns Annual Report was NOTED.	
	The Summer Term's Concerns and Complaints Report 2020/21	
	The Committee considered the termly report. It was noted that in the period from April to July 2021 there had been 13 formal complaints relating to college students. These complaints were broken down into the following categories: services – 2 (one partially upheld), financial – 10 (one partially upheld), Disciplinary – Non-Academic – 1.	

		ACTION & ACTION DATE
	1 complaint was appealed to the Principal following the initial decision, this complaint was in the 'Disciplinary Matters – Non-Academic' category. The appeal was surrounding the disciplinary process, suspension meeting and panel hearing. The appeal was not upheld by the Principal. There were no complaints to the ESFA. The Covid Response Communications were also noted. The Complaints and Concerns Termly Report was NOTED.	
8.7	Committee Terms of Reference	
	No changes were proposed.	
	The FE QuEst Committee CONFIRMED the current Committee Terms of Reference.	
8.8	Any Points Identified to Highlight at Board	
	The KPI outturn position for 2020/21 and the agreed KPIs.	
	The quality and robustness of the SAR Report.	
	The assessment of the Landex external review of the SAR and benefits of externality and independence provided through Landex.	
	Risks associated with B'tec exams	
QuEst 9/11/21	Any Other Business	
	The Committees considered the benefits and disadvantages of the HE and FE QuEst Committees meeting jointly, recognising the importance of each having sufficient focus on their distinct quality assurance frameworks. It was agreed this would be considered further by the Clerk, Vice-Chancellor and Principal and Pro-Vice-Chancellor and Vice-Principal Further Education. It was agreed one option to explore would be two separate meetings and one joint to ensure effective joint working and joint discussion of issues impacting both organisations such as progression from FE to HE, careers. It was noted that if the Committees met separately there might be a need for a Co-opted HE Committee member.	Feb 2022 Clerk, V-C&P, Pro-V-C VP FE
QuEst 10/11/21	Dates of future meetings-all commence at 2.00pm: 10th February The meeting closed at 4.30pm	