



# HARTPURY

## QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY UNIVERSITY & HARTPURY COLLEGE

Minutes of a Meeting  
2:00pm Wednesday 29<sup>th</sup> June 2021  
Gwynne Holford

|                       |   |  |
|-----------------------|---|--|
| <b>Present:</b>       | <b>University QuEST</b><br>Prof. Ian Robinson (IR) – Chair  | <b>College QuEST</b><br>Mrs Barbara Buck (BB) - College Governor – in the Chair  |
|                       | Ms Jenny Arroud (JA) – University Board Staff Governor<br>Dr John Selby (JS) University Governor<br>Ms Alison Blackburn (AB) University Governor<br>Mr Joe Goodenough (JG) – University Student Governor(2.45pm on) | Mr Kam Nandra (KN) – College Governor<br>Ms Alison Blackburn (AB) – Co-opted to the Meeting  |
| <b>In Attendance:</b> | Ms Rosie Scott-Ward – Pro-Vice-Chancellor<br>Ms Lucy Dumbell (LD)- Academic Registrar<br>Ms Gillian Steels (GS) – Clerk to the Governors<br>Ms Claire Whitworth – Vice-Principal Further Education                  | Ms Rosie Scott-Ward – Pro-Vice-Chancellor<br>Ms Gillian Steels (GS) – Clerk to the Governors<br>Ms Claire Whitworth – Vice-Principal Further Education   |
| <b>Apologies:</b>     | Mr Russell Marchant (RM) – Vice-Chancellor  | Mr Sean Lynn (SL) – College Staff Governor<br>Mr William Lees (WL) – College Student Governor<br>Mr Russell Marchant (RM) – Principal<br>Mr Chris Moody (CM) - College Governor<br>Ms Helen Wilkinson – College Governor |

|                   |                       | ACTION & ACTION DATE |
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| QuEST<br>01/06/21 | Welcome and Apologies |                      |

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|                   | Apologies were received as detailed above. Ms Alison Blackburn was formally co-opted to the College QuEST meeting.  |                            |
| QuEST<br>02/06/21 | <b>Quoracy</b><br>It was confirmed that the meetings were quorate.  |                            |
| QuEST<br>03/06/21 | <b>Declaration of Interest</b><br>The Clerk advised that members' interests would be taken as those disclosed in the Register of Members Interests.<br><br>There were no declarations of members' interests for agenda items.   |                            |
| QuEST<br>04/06/21 | <b>Minutes of the Last Meeting</b><br>The University QuEST Committee agreed the minutes of the meeting of 10 <sup>th</sup> February 2021 as a true and accurate record, subject to noting that the Action Date for the report on Contextualised Offer Making should read Feb 2022.<br><br>The College QuEST Committee agreed the minutes of the meeting held on the 11 <sup>th</sup> February 2021 as a true and accurate record.   |                            |
| QuEST<br>05/06/21 | <b>Matters Arising</b><br>An Action Update log had been provided to update members on progress of actions.<br>University QuEST Committee – no further issues raised.<br>College QuEST Committee – noted the Head of Innovation, Careers and Enterprise would attend the meeting to present his report.  |                            |
| QuEST<br>06/06/21 | <b>FE REPORTS</b>   |                            |
| 6.1               | <b>KPI Update</b><br><br>The Committee had been provided with the KPI Report to provide assurance on performance and to support monitoring and challenge.<br><b>Headline messages relating to 2020-2021 outcomes were noted:</b><br><b>Meeting KPI</b><br>Attendance is currently tracking above the KPI (physical presence in the 'classroom' also included in brackets).<br>Overall BTEC Level 2 retention is currently tracking above the KPI<br>Overall BTEC Level 3 retention is currently tracking above the KPI<br>Overall A Level retention is currently tracking above the KPI<br>Overall Level 1 complementary qualification retention is currently tracking above the KPI<br>Overall Level 2 complementary qualification retention is currently tracking above the KPI<br>Overall Level 3 complementary qualification retention is currently tracking above the KPI<br>Overall course applications for 2020-2021 are higher than last year (although this needs to follow through to acceptance)<br><i>Extended Diploma Equine is sitting at 93.4% retention against an overall Level 3 Equine KPI of 92%</i><br><i>L2 Apprenticeship Standards are sitting at 100% retention (8 students)</i> |                            |

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| <p><i>L3 Apprenticeship Frameworks are sitting at 87.5% retention (8 students)</i><br/><i>COVID-19 related student satisfaction is sitting above the KPI</i></p> <p><b>Not meeting KPI but exceeding national rates</b><br/>Overall Student Satisfaction remains 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%.<br/><i>Extended Diploma Agriculture is sitting at 83.6% (79.6% last year at this point) retention against an overall Level 3 Agriculture KPI of 90% retention.</i></p> <p><b>Not meeting KPI and close to or below national rates</b><br/><i>L2 Agriculture Apprenticeship Frameworks are sitting at 50% retention (2 students)</i></p> <p>The Vice-Principal Further Education in particular highlighted the following aspects:<br/>Individual courses highlighted in the Quality Improvement Plan for retention improvement against KPI are now included in this summary as well as in the QIP update.</p> <p>There are more Level 3 BTEC students completing qualifications in 2020-2021 than previously; this is due to the qualification changes and curriculum set up for example in all areas, there is a Foundation Diploma one-year qualification option from which a student can progress to the second year after being certificated in year one. Animal Science and Sports and Exercise Science course have all been retained as full two year programmes rather than a 'one plus one' due to the nature of the course, higher entry criteria and the importance of retaining these programmes a full two-year programme.</p> <p>Level 1 Welding as a Complementary Qualification within Agriculture is not being delivered this year due to prioritising all other Study Programme elements of the Hartpury Certificate. Welding skills development is still taking place as part of the main qualification when on site.</p> <p>The GFA sub-contract is not running this year to date due to the COVID-19 impact but is likely to continue next academic year. The relevant awarding organization has not favoured the online approach to delivery given the nature of the qualifications. We were in discussions with them regarding a January 2021 start although the national lockdown curtailed this. This was reflected in budgets.</p> <p>GCSE pass rates in this data set include funded students only. There are additional international and voluntary students completing GCSE outside of this data set, albeit these are a small number.</p> <p>GCSE pass rates only include November resits at this stage.</p> <p>Governors considered attendance over the year, noting the changes during and post lockdown. It was noted attendance overall remained quite high for the sector. It was confirmed it continued to be monitored.</p> <p>The retention rate for agriculture students was considered further. It was noted that some students left after their year in industry. The change in the structure of the course was discussed, with Governors querying whether the changes would impact on numbers for the third year. The Vice-Principal Further Education advised that the curriculum structure change would resolve the retention issue, but thought continued to be given to retaining interest for third year study, for example using agri-tech.</p> |                            |

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|     | A governor queried the number of agriculture apprentices. The Vice-Principal Further Education advised that there were some on the old framework and some on the new standard, with 44 in total on the programme.  |                            |
|     | <b>The Committee NOTED the KPI position and work ongoing to improve KPIs which were currently below target.</b>  |                            |
| 6.2 | <b>Quality Improvement Plan Update<br/>(including A Level Report – RAG Rated)</b>  |                            |
|     | <p>The Report provided to the Committee update on the headline College Quality Improvement Plan (QIP) areas identified for improvement. Overall headline messages were:</p> <p><b>A Level retention had been maintained</b> in the improved position that it has held all year compared to last year for completing students. At this point, it is certain that it will finish above KPI for the first time. It will be important to maintain and further improve this position into next academic year to continue the upward trend demonstrated over the last four years.</p> <p><b>Maths and English GCSE pass rates</b> from November resits have provided a good basis from which to further improve during the year. These coupled with the implementation of Teacher Assessment Grades (TAGs) based on completed work/assessments/student progress since the November resits should allow us to at least maintain the improved position achieved last year. Functional Skills exams have continued as planned. Maths and English attendance continues to be a focus, and to date has demonstrated a continued 'narrowing of the gap' between it and vocational lesson attendance, maintained throughout the year.</p> <p><b>Two BTEC courses</b> were highlighted in the Self-Assessment Report as needing to improve retention where they were just at, just above or slightly below benchmark. They are currently tracking above last year's performance but only one currently is above the KPI.</p> <p><b>The BTEC course (Extended Diploma Agriculture)</b>, as highlighted earlier in the KPI discussion, was currently performing better than last year but was not yet meeting our KPI for retention. A number of non-retained students' progress to related employment rather than returning for their final third year. The middle year work experience was a factor in this but on balance was important to retain due to the extensive employability skills that the course provides.</p> <p><b>Apprentices</b> were now increasing in number and overall students completing in this academic year were currently tracking ahead of the most recent national rates regarding retention with the exception of the outgoing Level 2 Framework although this was a cohort size of 2 students. This had been the position all year. There were also 6 completing apprentices with 2 end point assessment distinction grades, 3 merit grades and 1 pass.</p> <p><b>Teaching, learning and assessment</b> started the year with an online/face to face synchronised approach, which was then adapted to fully online and furthermore for the final term, back to fully face to face. Sequencing (of which had been revised twice), effectively measuring starting points and skills gaps had continued to be a particular focus all year. Work experience and industry</p> |                            |

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|  | <p>placement had continued where possible, although where not, industry scenarios and activities were developed and implemented in liaison with and supported by employers and our Innovation, Careers and Enterprise (ICE) Team. Face to face work experience opportunities picked up again in the summer term as expected. Teaching, Learning and Assessment methods were flexed throughout the year in response to the government restrictions and roadmap. The quality of delivery continued to be monitored through an adapted observation process that focuses on providing support for teachers which was particularly important, coupled with suitable methods to enable all managers to have a handle on the quality of delivery in their areas. In addition, student and parent surveys had been used to triangulate throughout the year as needed. Ad hoc feedback had also been used for this purpose too as an extra measure. Staff and student feedback was reviewed in weekly College Management Meetings and actions as needed.</p> <p>The new software packages <b>Pro-monitor</b> and <b>Grofar</b> had been further developed to support College process requirements in relation to assessment and wider Hartpury Certificate elements such as 'opt in' activities, one to one Careers tutorial tracking and work experience. Since the last meeting, Hertford Regional College and Prosolutions company, Advance have supported our shaping and development of Promonitor reporting. Governors were pleased to be updated on these improvements.</p> <p>Significant work had been undertaken with regard to the preparation of staff and students for BTEC January and summer exams from a logistics, student experience and preparation perspective, external exams had not gone ahead given the evolution of the pandemic.</p> <p>All College Managers continued to develop their understanding of course costings and the balance between delivering a quality experience in a cost effective way with a range of support and processes to ensure these were embedded.</p> <p>Work towards achieving the optimum balance between Landbased and Sport / A Level provision was now completed with targets set for 2021-2022 through to 2024-2025 that when achieved move the balance in the desired direction in line with our 2025 Strategy and focus. Governors noted this assurance and were pleased with confirmation of the work being done to progress this area.</p> <p>The Committee noted the Key headline priorities (in addition to the operational actions to be carried forward / identified for the 2021-2022 QIP) were:</p> <p><b>Recruitment and Finance:</b> Achieve targeted recruitment balance to further maximise income.</p> <p><b>Quality of Student Experience:</b> Develop phase 1 of a single sign on platform for students from which they can access all their online platforms (further phase involve data integration inclusive of tutorial platform review).</p> <p><b>Quality of Student and Staff Experience:</b> Review, refresh and refocus the 'Prep for Success' Tutorial Programme to update topics in line with current and relevant themes such as 'Everyone's Invited, Sustainability', etc</p> <p><b>Quality of Student and Staff Experience:</b> further establish and embed the agreed Grofar and Promonitor reporting as a key tool for driving further</p> |                            |

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|            | <p>improvement to the student experience and use to measure relevant in year impact (triangulated with other features of the quality cycle).</p> <p><b>Quality of Student and Staff Experience:</b> Finalise and implement the Online Enrolment Process for returning students for September, this being part of our significant Continuous Improvement (CI) Projects that the Digital Services Team have supported this year.</p> <p><b>Policy and the External Landscape:</b> continued to be monitored..</p> <p><b>COVID-19 Legacy Project:</b> Going forward good practice identified through pandemic working and processes which made more efficient use of campus resources would be embedded. It was noted digitalization and enhanced ways of working had also been significantly progressed.</p>  |   |
|            | <p>The Committee stressed the need to continue to monitor A 'levels. It was confirmed this was ongoing. Governors queried what work had been done in response to the issues raised in the sector by the "Everyone's Invited" website. The Vice-Principal Further Education advised that the tutorial programme had been rewritten to reflect on these issues, talks about "Respect" and discussions about consent had also been put in place during the year and would continue. A governor queried whether female students felt safe and the Vice-Principal Further Education advised that the number of students feeling safe on site was high and the percentage had increased by 0.9% to 98.9%. She confirmed work would continue to ensure students felt safe. There would be online briefings on these topics when students returned. A governor queried how frequently these issues were monitored and was advised that it was monitored at the weekly safeguarding meetings. It was noted there was CCTV in place across the campus to support students in feeling safe. Governors queried whether where students commented that they did not feel safe whether there were follow up Questions to identify the concerns. The Vice-Principal Resources advised that these were asked, and that currently concerns about safety frequently related to Covid. Governors queried whether the survey results were analysed by ethnicity. The Vice-Principal Further Education advised that withdrawals were analysed by EDI characteristics but the survey results were not. It was noted that Hartpury continued to work to increase its diversity. The Vice-Principal advised she would add a 4 year trend to the QuEST data as a standard item.</p> <p>Governors considered the % of students enjoying 1:1 tutorials and noted the variation between areas and queried the reasons. The Vice-Principal Further Education advised it was on the Quality Improvement Plan. The format had changed over the previous year and the engagement had increased with the use of an on-line format. The need to ensure the process met the needs of students and provided the evidence required by OFSTED was recognised. A governor queried whether 1:1s were being recorded and whether there were GDPR issues in relation to this. It was agreed this would need to be kept under consideration as processes developed.</p> <p><b>The Quality Improvement Plan was NOTED.</b></p> | <p><b>Ongoing<br/>Vice<br/>Principal<br/>Further<br/>Education</b></p> <p><b>Ongoing<br/>Vice<br/>Principal<br/>Further<br/>Education</b></p> |
| <b>6.3</b> | <b>Landex Peer Review Report</b>  |   |
|            | The Committee considered the LANDEX Peer Review Report, which helped to triangulate information provided to the Committee. The Report updated on the Action Plan from the previous year and the position in relation to Curriculum, Maths and English, Student Support, Residential Services, Learner Voice, Lesson   |   |

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|            | <p>Observations, Apprenticeships, Financial Health and suggested actions for the next year.</p> <p>The Committee agreed it was very helpful to get an external perspective through the report. It was agreed it was a positive report which reflected the information being considered by the Committee. The need to ensure focus on Intent was recognised. A governor queried whether the report was cascaded to staff and this was confirmed. The Vice-Principal Further Education advised that staff were working on consideration of sequencing, blending it in to induction and then the work through the course.</p> <p>Governors queried who the LANDEX inspector had met and were advised they had met with managers, staff and students.</p>  |   |
|            | <p>A governor expressed surprise that the Digital Strategy was highlighted for review given the work that had been actioned in this area over the last year. The Vice-Principal Further Education advised she was comfortable this was included in the plan as it reflected work required in mapping digital capability and also consideration of how to support SEND students through digital. She considered that the distance that had been travelled in relation to digital working was recognised.</p> <p>A governor commented on the benefit of reviewing the OFSTED Pilot at Blackburn to consider how intent had been looked at by inspectors. He advised that teachers had been subject to a deep dive on one course which had involved discussions with students. He offered to share this information.</p>  | <b>Kam<br/>Nandra<br/>Sept 2021</b>     |
|            | <p>Governors considered the Apprenticeship information. The need to ensure learners progress was being effectively tracked and that they were building portfolios to evidence their work was stressed. Governors queried whether tracking was currently sufficiently strong. The Vice-Principal Further Education advised that the process was currently in place, but it was manual and Hartpury was trialling moving it to Promonitor. Governors recognised that the provision was small but stressed the need for the rationale to be clear and to ensure effective tracking was in place. The Vice-Principal Further Education assured governors that she was confident the processes were in place were robust, but that automating the system would streamline it. She confirmed that the curriculum intent was very clear in relation to agricultural apprenticeships, and work was ongoing to ensure staff were able to articulate this.</p> |   |
|            | <b>The LANDEX Peer Review and Planned Actions was NOTED.</b>   |   |
| <b>6.4</b> | <b>Teaching Learning and Assessment Update</b>   |   |
|            | <p>The Committee had been provided with a report which set out that the Teaching, Learning and Assessment (TLA) Strategy had been modified this year to best suit the COVID-19 adaptations to teaching, learning and assessment in support of the student experience and required staff development / support needed to fulfil this effectively. Hartpury had transitioned to ungraded observations, continued to focus on the key areas of development, maximised learning, ensured higher order thinking through to application of knowledge, skills and behaviours. There had also been a focus on scaffolding, sequencing and use of the group profile. The use of the group profile would continue to receive focus in 2021/22 recognising that</p>   |   |

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|  | <p>some students had suffered lost learning. Governors reflected that the group profile was the starting point for “Intent” and identifying priorities. A governor queried whether the proforma had been changed this year. The Vice-Principal Further Education advised that the format had changes three years ago. Last year there had been greater focus on it as a starting point and this would be maintained. It was agreed the group profile was a key area of teaching, learning and assessment.</p> <p><b>Teaching &amp; Learning:</b> The autumn and spring term observation phases clearly indicated the strengths and areas for improvement in their areas and were used by managers to drive forward continuous improvement, supporting their teachers in doing so in a timely way throughout the year. At headline level, during our synchronised delivery and fully online phases, staff provided an overall good standard of delivery with outstanding features which we believe is realistic under the circumstances areas, with an overall student satisfaction rate of 97.7% in the summer term survey.</p> <p><b>Assessment:</b> The A Level face to face April 2021 mock assessment progress against target position for 2021-2022 was largely in line with our 2018-2019 progress at the same point in time and further assessments followed in the summer term. BTEC assessment progress against aspirational target grades is currently tracking as expected for Level 2 and completing level 3 students second and third year students. First year, BTEC one year courses and year one of two year courses that contain exams had to provide evidence against the exam based criteria. A governor commented that there had been a dip in performance for B-tecs against aspirational grades. It was noted they remained above target grades. It was confirmed more analysis was ongoing to assess the reasons for this. A governor queried what action had been taken given online teaching in agriculture had had a student satisfaction of 69%. The Vice-Principal Further Education advised that CPD had been put in place and satisfaction raised to 74%. A student survey had been undertaken to look in more detail at this area. All results were subject to awarding organisation ratification.</p> <p>Governors Questioned whether access to work experience had been an issue. The Vice-Principal Further Education advised the position had been variable in equine, little impacted in agriculture and challenging in animal. Professor Ian Robinson advised that in his recent link visit to FE Sports the feedback had been very positive about the work experience opportunities despite the Covid challenges. Governors commented that it was very commendable that CPD had been maintained during this difficult year. The Vice-Principal Further Education advised that there had been some external training, for example JISC, and some peer support. She advised that the online nature of the CPD delivery meant it was more accessible to part-time staff which had been well received.</p> <p>Governors queried if there were any concerns that the Year 1 A'level might be less strong than the year 2s. The Vice-Principal Further Education advised she was not concerned at this stage, but would continue to monitor the position. She advised in future she would add a review of year 1 to the information.</p> <p>2.45pm Mr Joe Goodenough joined the meeting.</p> |  |
|  | <b>The Teaching, Learning and Assessment Update was NOTED.</b>   | <b>Nov 2021<br/>Vice-Principal<br/>Further<br/>Education</b> |



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| <b>6.5</b> | <b>Summer Term Student and Parent Satisfaction Report</b>   |                            |
|            | <p>The Committee noted that additional work had been undertaken to get feedback from students and parents on satisfaction, including in relation to Covid steps satisfaction. Governors were pleased to note that despite the pandemic, overall, student satisfaction remains high for the majority of categories, with improvements and consistency maintained when compared to previous years, providing assurance that the measures that put in place to protect the student experience have overall had the desired impact.</p> <p>It was considered that the increase in satisfaction levels in relation to the implementation of COVID-19 measures (academic and non-academic) evident between January 2021 and June 2021 was possibly due to the transition back to face to face delivery in the summer term given that many of the student comments relate to favouring this approach coupled with the friendship, social and networking opportunities that being back on campus provides them with. The tightening of procedures in relation to face masks and COVID-19 lateral flow testing could also be attributed in part too.</p> <p>It was agreed that the high level of satisfaction in relation to teaching, learning and assessment is testament to the hard work and effort that staff have applied to transitioning to different methods of delivery over the course of the year, albeit accepting online delivery has presented connectivity challenges for students at times (in spite of IT bursary support, campus wifi investment, laptop loans, etc) and from a pedagogical and technical perspective has presented a steep learning curve for teachers over a relatively short time frame. Governors recognised the ongoing work of staff in supporting the strong levels of student satisfaction.</p> |                            |
|            | <b>The Student and Parent Satisfaction Outcomes were NOTED.</b>   |                            |
| <b>6.6</b> | <b>FE Termly Concerns and Complaints Report</b>   |                            |
|            | <p>The meeting considered the Concerns and Complaints Report for Spring term 2021. It was noted there had been 5 formal complaints (service, financial, welfare, other – 2). There had been one appeal to the Principal and one to the ESFA. Neither had been upheld. It was considered that the limited number of complaints indicated the work in place through teams to deal with issues when they happened.</p> <p>Additionally the report covered the Covid Response Communication Process. It was noted there had been a significant number of emails, All of which were actioned promptly and satisfactorily by the Covid Response team with a response from the Vice Principal FE, and escalated further if required. A small number resulted in calls with either the Vice Principal FE or Vice Principal - Resources to discuss the context behind the decision and provide necessary reassurances. One of these was escalated as a complaint and is detailed above in the 'Other' section</p>  |                            |
|            | <p>The Committee confirmed it was helpful to be updated on this wider area of communication to help understand the key areas of concern and the response processes at Hartpur.</p> <p><b>The Complaints and Concerns Report for Spring Term 2021 was NOTED.</b></p>   |                            |

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|            | <b>3pm Mr Simon Spooner, Head of Innovation, Careers and Enterprise joined the meeting.</b>  |                            |
| <b>6.7</b> | <b>Innovation, Careers and Enterprise Report</b>   |                            |
|            | <p>The Head of ICE presented the key points of the Report which outlined the Innovation, Careers and Enterprise (ICE) 2020/21 operational activity and consideration of strategic requirements in line with the Hartpury 2025 Strategy, providing an update of the current position of our careers education offer in line with the Gatsby Benchmarks (criteria clearly setting out what colleges should do), progress made to date and key areas for further development, including the impact of COVID-19.</p> <p>It was confirmed the focus for ICE is to support Hartpury in ensuring that we set out the ambition to build a world-class careers system to support young people and adults with their career path, following the initial outline set in 2017 by 'The Government's Careers Strategy' and the 2021 "White Paper on Skills" and the recent confirmation of this government intent through the Queen's address in May 2021. This clearly set out that the provision of effective <b>Careers, Advice and Guidance to support positive progression</b> remains a key area of focus for schools and colleges. It was confirmed that all further education colleges and sixth form colleges in England are required to secure access to <b>independent</b> careers guidance, this being external to the institution for their students. It was noted that the ICE department has continued to build on its 2019/20 activity to further increase positive impact for students and staff in 2020/21. Providing multiple touchpoints for students to consider in the pursuit of career pathway decision making and employability skill readiness.</p> <p><b>Continued focus on leavers destinations</b>, has been supported by a blend of workshops, opt-in activities, employability booklets and encounters, Big Careers event and Work Placement or Experience all part of the Hartpury Certificate. It was recognised that the biggest challenge within ICE in 2020/21 had been in terms of providing Work Placement support in a Covid-19 impacted year for businesses. It was stressed it had been possible to provide ALL students with work related skills development in 2020/21, ICE and all departments have worked tirelessly to create content, set targets, and provide as close to real world opportunities as possible.</p> <p>Hartpury College had been commended by the Association of Colleges and The Careers and Enterprise Service through the Beacon Award programme, for its efforts to support students during the unprecedented times. This provided a useful milestone moment to reflect and confirm the service we provide is having an impact on students and their future decision-making ability.</p> <p>The Head of ICE commented that the Team had worked together very effectively over the last 18 months and had provided an effective link for students and staff. Future steps were a review of the Reporting System on SMART objectives and sharing CMI more widely in the Team. Governors congratulated the Head of ICE on what ICE had achieved despite the challenges and recognised how it had developed in the last five years. It was noted that the On-line careers fair had worked well for university students but</p> |                            |

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|     | <p>less well for college students and that a hybrid was likely to be in place for 2022.</p> <p>A governor noted that the table on 1:1s indicated that some departments seemed to engage less and queried the reason for this. The Head of ICE advised that specialist sport and agriculture tended to engage less as they had clearer pathways, but that work was ongoing to ensure all students understood the range of services provided by ICE. It was noted that 91% of A'level students had engaged.</p> <p>A governor suggested that areas for considering in the future were whether sufficient time and resource was included in the work of ICE and other support services at Hartpury to support development in resilience, understanding of racism, preparing for relationships and use of social media. The Head of ICE advised these were areas being looked at both from a tutorial perspective but also the wider curriculum. The Vice-Principal Further Education advised the Safeguarding Team also supported work in some of these areas: additional safeguarding content had been added to Induction.</p> |   |
|     | <p><b>The Report on ICE was NOTED and it was agreed a further report should be provided in 2 years.</b></p> <p><b>3.25pm Mr Simon Spooner left the meeting.</b></p>  |   |
| 6.8 | <b>Subcontract Quality Improvement Plan – overview – actions and impact to date</b>  |   |
|     | <p>It was noted that Hartpury has had a long standing sub-contract history with two major professional bodies, Rugby Football Development, who are a subsidiary of The Rugby Football Union (RFU), and Gloucester Football Association (GFA) to deliver adult coaching and referring certificates on an annual basis. The RFU sub-contract ceased from August 2019 due to the change in their strategic direction. The GFA contract paused for a year due to COVID-19 challenges but is looking to restart again in 2020-2021. As such the previously considered QIP provided to this committee in June was amended in year to reflect the pause in GFA (which subject to COVID-19 was looking to start again the 2020-2021 Spring term) and refocused on the in-year challenges with GB Rowing.</p>   |   |
|     | <p>The work ongoing to ensure quality was noted. A governor queried how Hartpury could be confident that their safeguarding processes were robust. The Vice-Principal Further Education advised that a review of subcontractors policies, such as safeguarding were part of the review process and that where changes were made Hartpury had to be informed. She advised these were discussed within contract meetings which took place every 6-8 weeks. Issues covered included DBS, Prevent Training, Student Survey, Observations. Governors queried if the Board could be confident students were safe. The Vice-Principal Further Education advised the robust monitoring gave assurance on this. The issue of sexual violence – and the no tolerance stance would be raised in contract meetings. It was also agreed safeguarding should be added to the QUIP and brought to the next QuEST meeting.</p>   | Ongoing<br>Vice-Principal<br>Further<br>Education |

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|                           | <b>The Subcontract Quality Improvement Plan was NOTED and ENDORSED.</b>   |   |
| <b>6.9</b>                | <b>External Quality Assurance Reports</b>   |   |
|                           | The Report confirmed that the quality of assessment and internal quality assurance processes, as determined through external verification, overall remains strong and generally consistent across all areas of the College supplemented by recommendations advised by the awarding organisations. Our Sports Academy Diploma in Excellence (DISE) provision had outstanding actions that were currently being resolved. The Committee was advised that the 'normal' external quality assurance process for qualifications was adapted again this year by Awarding Organisations following the COVID-19 situation. We therefore had to transition to a method of calculating grades based on published guidance from Ofqual and awarding organisations. Therefore the Report included a section on the process that implemented in order to ensure a fair and robust process and to satisfy the Ofqual and awarding organisation guidance for governor oversight and scrutiny.   |   |
|                           | <b>The Committee NOTED the Update on the External Quality Assurance Reports.</b>  |   |
| <b>6.10</b>               | <b>Any Points Identified to Highlight at Board</b>  |   |
|                           | These were identified as: ICE Report – positive developments, LANDEX Review – helpful triangulation, assurance that there is a focus on healthy relationships and keeping learners safe and ensuring sexual health, Assurance on the robustness of Quality processes and the QTag process.  |   |
|                           | <b>HE and FE ITEMS</b><br><b>3.40pm Ms Linda Greening, Head of Inclusivity joined the meeting</b>   |   |
| <b>QuEST<br/>07/06/21</b> | <b>Outreach Report – including FE to HE Progression</b>   |   |
|                           | <p>The Committee had been provided with an overview of In-Reach activity, including inputs and outputs, including feedback from/data provided by key stakeholders. The Head of Inclusivity commented that the aim of the activity was to raise aspirations. She highlighted that there was a link between the work and the Access and Participation Plan, and consisted of a number of tailored programmes, such as Headstart. She commented that there were some challenges with data in terms of measuring the impact, and identifying students who had been part of the outreach work who had progressed to areas of study beyond Hartpury, particularly if they had had a gap before progressing. The aim was to have in place mechanisms to monitor all such students. A governor highlighted the changes OfS had made in relation to its criteria for measuring participation.</p> <p>The Head of Inclusivity advised that there had been sustained work in Animal through Headstart which including covering a range of career paths and where a university degree could fit in. The focus was on communication through outreach and presentation of career paths, and to help potential students to understand how HE work would be different to support informed choices. It was recognised that an FE student might have enjoyed Hartpury but might still want to study elsewhere as part of their development. For other students Hartpury stood out as the best choice.</p> |   |

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|                           | <p>Governors noted the limited number progressing to agriculture from Hartpury. The Pro-Vice-Chancellor advised that currently Hartpury had only one agricultural degree and work was ongoing to put in place some level 4 and level 5 qualifications in this area by 2022. The Vice-Principal Further Education noted that a number of agricultural students left at the mid-point of the extended diploma during their year in industry. Level 4 and level 5 qualifications might attract them at a later stage.</p> <p>The Pro-Vice Chancellor commented that the Agriculture Strategy was to be reviewed in 2021/22 and the aim would be to reflect feedback from FE and industry and to ensure the curriculum responded to the issues discussed.</p> <p>Governors considered the trends discussed with the report and queried whether variations reflected the impact of Covid. The Head of Diversity advised that Covid had impacted on in-person outreach. Some strands of outreach had adapted, such as Headstart. There had also been some live events which had proved more popular. It was stressed that the outreach work included raising awareness of FE and HE.</p> <p>It was agreed that for the future the Board would want to see more progress from FE to HE. It was agreed it would be helpful to see the report every two years.</p> <p>The need to ensure students understood the different facilities and the different teaching they would experience if they stayed at Hartpury was stressed, this included that they would have different residential experiences.</p> <p>It was noted that a KPI on progress from FE to HE was part of the KPIs which provided useful data.</p> <p><b>The Committee NOTED the Outreach Report.</b></p> |                            |
| <b>QuEst<br/>08/06/21</b> | <b>Student Union Update (HE and FE)</b>   |                            |
|                           | <p>The Committee had been provided with a report which updated on the ongoing work of the Student Union. The report updated on the Student Union Elections, Student Representation and feedback on a range of activities, the Student Union involvement in the planning and operation of the welcome events for 2021/22 students.</p> <p>Mr Joe Goodenough was congratulated on having been elected President: Representation. A governor noted that the other Presidents were female and stressed the need for a focus on diversity, to ensure FE took a full part in the SU and that all curriculum groups took part (for example sport). It was noted that the new SU HE Representative was from the Canine curriculum area and would bring another perspective.</p> <p>The number of staff nominated through the STAR system was noted – over 70 staff had been nominated by students. Governors who had attended commented it was a very positive event. They queried whether it was a common practice. The Pro-Vice-Chancellor advised that FE Colleges often had such a ceremony and that Hartpury had borrowed the idea from UWE. She advised that staff valued nominations from the event which was run and nominated and chosen by students.</p>  |                            |

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|                           | <p>The ongoing strong voice of the Student Union was welcomed. It was agreed the SU had developed in maturity over the last 5 years, and that this had been particularly evident in its role with students during Covid.</p> <p>It was noted the SU had helped provide advice and guidance on external renting.</p>  |                            |
|                           | <b>The Student Union Update was NOTED.</b>   |                            |
| <b>QuEST<br/>09/06/21</b> | <b>HE REPORTS</b>  |                            |
| <b>9.1</b>                | <b>Inclusivity Annual report – including update on Annual Participation Plan</b>   |                            |
|                           | <p>The Report provided a summary of key activity in the period April 2020 to May 2021, which included future priorities linked to Inclusivity at Hartpury. It was noted that the report had been approved by Academic Board on the 10<sup>th</sup> June 2021 and was presented for updates against the Access and Participation Plan activity as well as for providing a review of activity associated more widely with Inclusivity at Hartpury University.</p> <p>At this stage Hartpury had not generated a 5 year trend, but once Hartpury has this data, if it did not show a steady long term improvement then it would be necessary to apply for a variation from OfS, but this was not the current position. It was noted that Covid had made it difficult to take forward some planned actions. The Committee noted the progress made to date, it was noted there had been a divergence of some resources, with a focus on IT. It was confirmed there had been a lot of activity to support minority groups. Areas not yet progressed would be areas of focus for the future. Governors queried the reference to challenges with annual monitoring. The Pro-Vice-Chancellor advised that additional HE student data tracking systems were required, currently the information was monitored through spreadsheets which meant the information was less cohesive and more difficult to generate further information from. A Dean of Enhancement had recently been appointed and a system to track data was one of the projects they would lead on. The aim was to be able to track particular groups from application to employment. Governors were surprised that there was not an equivalent to Promonitor for HE in place. The Pro-Vice-Chancellor confirmed that the Team were undertaking the required monitoring manually, but it was less easy to monitor it strategically and to break down diversity data into a range of inclusivity characteristics. The manual processes would cease to be sustainable as student numbers increased. Covid and the need to ensure safeguarding processes were in place had delayed the planned project. A two year plan was now in place to develop alternative systems. Governors queried if there was the required budget in place. The Pro-Vice-Chancellor advised this was being considered through the bidding process at Executive.</p> <p>The Chair commented that he would flag the matter to the University Board as a risk relating to the achievement of the Access and Participation Plan (APP).</p> <p>It was agreed that Hartpury needed to have resources in place to ensure quality and compliance was in place across HE and FE.</p> <p>It was confirmed a progress report would be provided in June 2022 on the APP.</p> <p><b>The Inclusivity and Annual Participation Plan (APP) Update was NOTED.</b></p> |                            |

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| 9.2 | <p><b>KPIs to Review</b></p> <p>The Committee considered the KPI update, noting particularly that:</p> <p><b>NSS:</b> Our completion rate reached 82%. While slightly below last year (&lt;2%) it was still a great achievement. The OfS had confirmed the results would be released publicly on 15<sup>th</sup> of July 2021. The results will include an improved approach to display the results for BAME students, which will improve our ability to analyse the results from this group of students. The review of NSS continues, and it will be interesting to see how it evolves in the future, particularly in relation to the proposed review of quality and standards alongside the ongoing review of TEF.</p> <p><b>TEF:</b> On the 10<sup>th</sup> of June OfS released a letter to providers regarding TEF, outlining:</p> <ul style="list-style-type: none"> <li>• The provisional timeline for developing and implementing the new Teaching Excellence and Student Outcomes Framework (TEF) scheme. <i>The letter suggested submission would be prior to Christmas 2022. We have a TEF gold working group which would be reinstated, and as the focus of the new TEF evolves, look at how we focus activities to be in a strong position for submission. Capacity will have to be considered, as we already are heavily committed with the Refresh '22 and growth agendas.</i></li> <li>• Arrangements for extending current TEF awards until the new TEF scheme is in place. <i>We will continue to have 'gold' until 2023.</i></li> <li>• Applications for new provisional TEF awards until the new TEF scheme is in place. <i>Not relevant to Hartpur.</i></li> <li>• Advice to providers not to use TEF awards in marketing and promotional material from September 2021. <i>We await the detailed guidance, as for example, our 2022 prospectus is already printed.</i></li> </ul> <p>The TEF Gold team would be attending relevant conferences, webinars and consultations to ensure we are informed of developments and in the best position to retain the top level award.</p> <p><b>RKE open access compliance:</b> Whilst compliance remains broadly stable, the data shows some reductions, which was disappointing. It was noted that those with large external networks are not always aware of acceptance date and those with limited research are perhaps less aware. An individual responsible for multiple papers missing, has now left, so will not count against us as such. The link governor for Research advised that he has discussed the matter with the Dean for Research and Knowledge who considered the position could be improved. The Pro-Vice-Chancellor commented that the KPI for Research needed reviewing as it did not indicate quality or quantity.</p> <p><b>In-year retention:</b> This is positive above KPI which is pleasing, although the data does not reflect any exam board decisions, and so we may see a change in this picture in the next month. We have greatly improved the quality and accessibility of data regarding attendance and accessing of students to Moodle, which hopefully has resulted in non-engagement being picked up prior to the boards.</p> <p><b>Tariff on entry:</b> The first year (stage 1) average tariff on entry has increased marginally compared to the previous year. Interestingly the spread (min to max tariff) continues to be significant – 24 to 336. The stage 0 (Foundation year) also had a significant range – 6 to 168, with an average of 62. In light of this data and current noise from government regarding the potential withdrawal of funding for</p> | <p><b>Pro-Vice<br/>Chancellor<br/>September<br/>2021</b></p> |

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|            | Foundation years, we will be reviewing the nature of the Foundation year cohort and how this overlaps / interacts with the first year.   |   |
|            | <b>The Committee NOTED the KPI outturn for 2020/21 to date.</b>  |   |
| <b>9.3</b> | <b>Quality Report Update</b>   |   |
|            | <p>The Committee considered the update on progress towards the action plan from the Annual Quality Report 2019-20. It was noted that of the 7 actions due before end of June 2021 5 of these are now complete. The remaining 2 actions were all in progress. The Committee were pleased with the assurance provided.</p> <p><b>The Committee NOTED the Quality Report Update.</b></p>  |   |
| <b>9.4</b> | <b>Introducing the Strategic Academic Refresh 2022 (presentation)</b>  |   |
|            | <p>The Pro-Vice-Chancellor and Academic Registrar provided a presentation on the planned Academic Refresh 2022. It was planned that this would be a refresh project which would review the academic framework and embed good practice. It would focus on ensuring the core experience was in place and delivered. It was confirmed it would be a holistic review. The Pro-Vice-Chancellor said it was recognised it would be significant work for staff who had been through a very challenging year, however it was considered this was the right time as Hartpury was in a strong position, retention was strong. Staff were in place to enable it to be a holistic process. Until this year Hartpury had been mirroring UWE processes as students on UWE courses were being progressed. From this year all students were graduating with Hartpury degrees therefore changes could be put in place which reflected Hartpury's size and form.</p> <p>It was noted that the project aims were to Protect Hartpury's Distinctiveness, Increase Consistency and Future Proof the organisation. The project would consider the Approach to Learning – consider Hartpury students, the curriculum structure, accessibility and inclusivity.</p> <p>Three key Themes would be considered:<br/> Research and Knowledge Evidence-informed skill<br/> Sustainability<br/> Employability Skills and graduate attributes.</p> <p>Not included would be campus improvement and subject specific content which was subject to a review cycle already. Although it was noted that equine would combine subject and framework review as their content was now cycled for review. The Animal and Agriculture subject content reviews were due the following year.</p> <p>The process for the Review had been drawn up following reflection on the process in place at UWE. The Pro-Vice-Chancellor advised that the option of doing the Review in stages had been considered, but it had been agreed that a "big bang approach" was easier to manage in the longer term as it avoided there being variations in practice. She advised that additional administrative posts had been put in place to support the process (some posts were fixed term and some were permanent).</p> <p>Governors queried the relative risks of undertaking the review or of not undertaking it. The Academic Registrar advised that without the review there was a risk that Hartpury Graduates might lose their distinctiveness which would impact</p> |   |



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|            | <p>on recruitment and on their attractiveness to the industries served. The process was also targeted to ensure that Hartpury's provision was sustainable as numbers grow. Governors queried if there was a risk of staff fatigue given the challenges of responding to Covid over the last 18 months. The Pro-Vice-Chancellor commented that staff had been encouraged to take their holidays and have a proper break over the summer to ensure they were ready for the next academic year. This had been reinforced to all staff. The fact that the process was being supported by additional staff was also welcomed. The process had been carefully planned and would be carefully co-ordinated to ensure timing of key elements fitted around other key activities. The Pro-Vice-Chancellor advised that most staff saw it as a useful exercise.</p> <p>Governors requested more information on what the review would cover and were advised it would incorporate:</p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Wellbeing</li> <li>• Inclusivity</li> <li>• Assessment</li> <li>• Feedback</li> </ul> <p>And a look at the regulatory framework.</p> <p>Governors supported the rationale behind the Review, but also stressed the need for the challenges to be clearly understood.</p> <p><b>The HE QuEST Committee endorsed the Academic Refresh Process 2022 and the provision of future updates.</b></p>   |                            |
| <b>9.5</b> | <p><b>Academic Partnerships Update</b></p> <p>The Report highlighted that Hartpury University has a small number of approved Academic Partnerships and was developing its capability and capacity in this area, to support a high quality student and staff experience. This has challenges inherent within it, however currently cautious partnership activity has supported increasing knowledge and experience that will enhance future partnership work.</p> <p>It was noted that Hartpury had been going through the due diligence stage of a franchise academic partnership with The British Racing School, with the intention of offering a FdSc Horseracing Industry programme. This had been a valuable learning opportunity and led to developed processes, ways of working and templates. This had tested how our curriculum development process will support validation of a franchise programme, and it has managed this with minimal adaptation required. It had been identified that we needed to identify a partnership link tutor during the academic due diligence phase to support planning, writing and validation.</p> <p>A governor queried Hartpury's ambition in relation to partnerships, recognising that they were resource hungry. The Academic Registrar advised that the University currently had one franchise in operation and one partnership going through a validation process. The aim was to maintain at about this level for the next couple of years as experience was developed.</p> <p>The Pro-Vice-Chancellor advised that Hartpury was careful in assessing partners to ensure fit with Hartpury's values and curriculum offer. Governors</p> |                            |

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|            | <p>were supportive of partnership work being carefully staged, recognising the time it took.</p> <p>The Chair commented that Degree Apprenticeships were not incorporated in the current methodology and asked that this be reflected on and brought to the Committee in the future.</p> <p><b>The HE QuEST Committee NOTED the Partnership Update.</b></p>   | <b>Nov 2021<br/>Academic<br/>Registrar</b>    |
| <b>9.6</b> | <b>Termly Concerns and Complaints Report</b>  |   |
|            | <p>The Committee considered the report for complaints received for HE students during the Spring Term, detailing the category of complaints and whether they were upheld or not. There had been 7 formal complaints, one of which was not upheld and one which was partially upheld. There had also been two appeals to the Vice-Chancellor and one complaint to the Ombudsman – there had been no response to this to date.</p> <p>Information on informal complaints received through the COVID Response was also provided to give governors an insight into the wider complaint/concern processes and position. Governors agreed it was helpful to have the wider picture and agreed that overall the volume of complaints was low for such a period of challenge.</p> <p><b>The Committee NOTED the Spring Term 2020/21 Complaints Report.</b></p>  |   |
| <b>9.7</b> | <b>Terms of Reference</b>   |   |
|            | <p>The HE QuEST Committee considered the minor revisions to the QuEST Terms of Reference.</p> <p><b>The HE QuEST Committee APPROVED the Updated Terms of Reference for Final Approval by the Board.</b></p>   | <b>Clerk<br/>Sept 2021</b>                    |
| <b>9.8</b> | <b>Academic Board Update</b>  |   |
|            | <b>The Committee NOTED the March Academic Board Minutes.</b>  |   |
| <b>9.9</b> | <b>Degree Outcome Statement</b>   |   |
|            | <p>The Committee considered the Degree Outcome Statement. It was noted that Hartpury University published a 2019 statement in support of transparency and sector autonomy, although it did not yet have the 5 years track record which made this a requirement. Governors had supported the proposal that the statement would be updated annually and a larger scale review would occur if further guidance was published or after we have five years of data. It was highlighted that neither of these criteria had been reached.</p> <p>The paper presented was an annual update of the statement including the 2019-20 data and brief reference to responses to the Covid-19 pandemic. Academic Board had supported publication of the statement, subject to any amendments QuEST members suggest. A governor suggested it would be helpful to have the sector averages and to add more about Covid.</p> <p><b>The HE QuEST Committee, subject to the changes proposed APPROVED the Degree Outcomes Statement for publication.</b></p> | <b>July/Aug 21<br/>Academic<br/>Registrar</b> |

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| <b>9.10</b>               | <b>Any Points Identified to Highlight at Board</b>   |   |
|                           | <p>Welcomed the Engagement of the SU.</p> <p>APP – concerns re data</p> <p>Academic Refresh</p> <p>Degree Outcomes Statement</p> <p>TEF – extended to 2023 – resubmission process 2022</p> <p>QuEst impressed with the way quality had been sustained over the year.</p> <p>Thanks expressed to staff for their commitment to supporting students.</p> |   |
| <b>QuEst<br/>10/06/21</b> | <b>Any Other Business</b> <p>Committee Self-Assessment – to be emailed in the autumn.</p> <p>Agreed that meeting in person, jointly HE and FE had been beneficial.</p> <p>The Clerk was thanked for her work.</p>  |   |
| <b>QuEst<br/>11/06/21</b> | <p><b>Dates of future meetings-all commence at 2.00pm:</b></p> <p style="text-align: center;">9<sup>th</sup> November 2021</p> <p><b>The meeting closed at 5.30pm</b></p>  |   |

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