

**REASEHEATH COLLEGE BOARD**  
**QUALITY AND STANDARDS COMMITTEE**

**Minutes of the meeting held on Monday 24 June 2019 at 10.30am**  
**Committee Room, Reaseheath Hall**

Present        Marcus Clinton (principal) MC  
                   Jane Cowell (associate, independent) JC  
                   Peter Green (independent)  
                   Anne McKay (staff) AM  
                   David Pearson (independent) DP  
                   Alastair Taylor (independent) (chair) AT

Attending     Matthew Gower (assistant principal) MGower  
                   Dave Kynaston (vice principal) DPK  
                   Paul Spearritt (assistant principal) PS  
                   Wendy Watson (quality manager) WW  
                   Jackie Schillinger (clerk) JS

Item	Content
<b>1.</b>	<b>Welcome and apologies for absence</b>
1.1	The Chair AT welcomed all to the meeting. Apologies were received and accepted from Charlie Woodcock, Mike Gorton, Paige Reedman and Richard Ratcliffe. Attendees Sarah Houghton and Sharon Yates has also sent apologies.
1.2	The meeting was declared quorate.
<b>2.</b>	<b>Declarations of interest</b>
2.1	The declaration of interests form was circulated. There were no interests declared as giving rise to a conflict of interest in relation to the agenda items for the meeting.
<b>3.</b>	<b>Minutes and matters arising</b>
3.1	The minutes of the meeting held on 11 March 2019 were approved as a correct record and signed by the Chair.
3.2	Under matters arising, the rolling action log was reviewed and the following highlighted: <ul style="list-style-type: none"> <li>• PG confirmed that his request on the complaints report to indicate actions taken had been incorporated and he noted that in the next report it would be helpful to show these actions followed up;</li> </ul>

	<ul style="list-style-type: none"> <li>• PG queried when the destination data update would be available and MGower confirmed that this will be in the end of year data analysis and so will be reported in the autumn term;</li> <li>• DP suggested that any 'on-going' actions in the action log be given a new deadline date and explanation given;</li> <li>• PG noted that the Reaseheath QIP requested action was ongoing and asked if this could be completed for the next meeting - autumn meeting;</li> <li>• Equally, the self-assessment position statements were requested for the autumn meeting;</li> <li>• Jane Cowell confirmed that she had agreed with the student services team to join them on a night shift on the new term in September or October, so should be able to report back on this in the next meeting.</li> </ul>
<p><b>4.</b></p> <p>4.1</p>	<p><b>Student Experience Focus</b></p> <p>The meeting was joined by engineering student James, studying a Level 3 NQF advanced technical diploma in agricultural engineering, accompanied by Programme Leader Craig Conroy. AT welcomed James and Craig to the meeting and explained that the committee would like to hear about James' story and to ask him some questions about his experience of his course. James explained that he had transferred from a Level 2 motor vehicle course because he enjoyed the agricultural side of engineering. He said that he has his maths and English GCSEs and had done his work experience this year (four days in college and one day a week work experience) with a local employer and would be working full time with the employer for his sandwich year next year. Discussion took place around the work experience year and how James might keep in touch and the benefits to returning to study the following year. James said that he valued the college time as he learns more new things than just working all the time. Further questions and discussion followed;</p> <ul style="list-style-type: none"> <li>• James was asked about his experience of the teaching on his course. He responded that the teaching staff were very helpful and knew their stuff. He added that it can be difficult sometimes to maintain the agricultural engineering specialism;</li> <li>• Asked about how he can provide feedback about the course, he confirmed that he had completed the college pulse survey. He confirmed that his course has course reps;</li> <li>• Asked what could be improved, he said that he felt the course could be better organised as sometimes it can be a bit disorganised;</li> <li>• Members were interested to know how he was finding the NQF course. He said that he liked it with exams rather than coursework, as there is lots of preparation, revision and past papers, so he felt well prepared for the exams;</li> <li>• Asked about one-to-one meetings with his tutor he confirmed that he has regular meetings with his progress tutor;</li> <li>• Members wondered about his experience of the culture generally in college and whether he felt safe. He said that he always felt safe and that everyone gets along on the course. He had not encountered any bullying but if there is any behaviour that is inappropriate, the teachers will step in and stop it;</li> <li>• Members wondered if he had been offered any additional maths and English. He noted that this was an option but that he did not choose it;</li> <li>• In terms of career options, he planned to work full time for his work placement employer if he can. Discussion took place around the challenges of coming back into education after a year of working, including the financial challenges. He noted that his parents are very keen for him to continue and complete his studies and he is too as he can see the longer-term benefits that this should bring him;</li> <li>• His top three selling points for the college were that it is a big college with a buzz about the place, that it has lots of good facilities and lots of people recommend it;</li> </ul>

	<ul style="list-style-type: none"> <li>• Asked what the college could do better, he referred to the WiFi service being a bit up and down, the car parking difficulties and the speed bumps. On his course, he said that more access to the latest new kit and gear would be good as he does not feel they are always working on the most up to date tractors etc.</li> </ul>
4.2	<p>AT and all members thanked James for his open and honest feedback and thanked both James and Craig for giving their time to come to the meeting. Members wished James all the best for his year in industry and said that they looked forward to seeing him back at college next September. <i>James and Craig left the meeting.</i></p>
4.3	<p>DPK mentioned possible measures to tackle employers keeping students following their year in industry, including disincentives such as a finder's fee. PG commented that early communication of the expectations of employers and students and clear paperwork is important. JC agreed and noted that communication to parents of the implications of not completing qualifications is also important. JC commented that the student settled down and was quite articulate. DP and AM agreed and noted though that this is still an area for development in terms of ensuring students are confident and articulate. MC agreed that the college is focusing on developing the students' awareness of their own progress, tutorial quality and long-term knowledge retention. AT noted that the recent Finance and General Purposes Committee had looked in detail at the college's plan to improve recruitment and retention of specialist staffing in engineering, which had presented good clear thinking on specialist staffing.</p>
4.4	<p>The meeting received a written testimonial from a student awarded the English and maths student of the term award in the spring term, about his positive experience at college that had transformed his attitude towards studying maths. Members acknowledged that this was only one piece of anecdotal evidence and not intended as an all-round view, but that it supported the successes seen in maths. The meeting received the case study with thanks and suggested that some feedback from link visits would also be helpful. As English is not performing as well as maths, the committee requested a look at English next time, with a chance to speak with some students.</p>
4.5	<p>The Quality Manager, WW, presented the summary of the Pulse 2 student survey, noting that the college had just completed Pulse 3, which shows further improvement. The questions posed by the committee in requesting this report and the response provided in the report are set out below:</p> <p><b>What are the top 3 issues that concern learners?</b></p> <ul style="list-style-type: none"> <li>• Feedback on assessment</li> <li>• Advice on what to do after the course</li> <li>• Catering – price and variety</li> </ul> <p><b>How is the college addressing these?</b></p> <ul style="list-style-type: none"> <li>• A comprehensive CPD training package, commencing with feedback being a key theme at staff development day on 1 July 2019. Quality assurance audit commencing in October on feedback on assessment. Feedback on assessment to be a key theme at focus groups and during learning walks;</li> <li>• Curriculum working closely with the careers and work placement team to engage with career weeks. The increased resource of work placement coordinators. Areas to mirror the method and success that Equine are achieving with regard to improved advice and guidance;</li> <li>• Catering have introduced a new pizza bar that is both cheaper and helps retain students on site. The introduction of a pasta bar that that offers a cheaper value meal. From September, an evening meal deal to include a dessert.</li> </ul>

**How will you know if the actions are successful?**

- Assessment – information gathered from focus groups and learning walks. Audit results that should demonstrate learners progress over time through feedback. Improved Pulse results
- Learner focus groups highlighting their aspiration to achieve and progress. Promonitor destination data. Improved Pulse results.
- Catering - Increased number of students remaining on site in the evenings to eat. Improved response on Pulse surveys. Positive and constructive feedback from the Learner Voice Course Rep meetings.

4.6

Members received the report with thanks. WW linked the report back to the earlier student case study and noted there is work on the development of course reps further for next year. Members agreed that governor attendance at these meetings sometimes would be helpful. Questions and discussion followed:

- DP wondered if the results indicated an increase in bullying and what plans are in place. WW confirmed that every student who indicates a concern over bullying in the survey is identified and the concern is forwarded to the Student Services teams and is addressed. She noted that in many cases the matter is not categorised as bullying once followed up but that every concern is followed up and dealt with in every case;
- DP asked whether the college did a 'you said we did' exercise after the surveys. WW confirmed that this happens but that the college could be more consistent and there are plans to do a concerted 'you said we did' campaign;
- MGower provided context to the survey methodology, which involves looking at the average score and who falls below average. He said that it is not benchmarking as such, but the college finds it a useful methodology. He queried whether governors felt this was acceptable or whether they felt the college should be looking at more external benchmarking such as the QDP survey. He provided an example from the report to illustrate how the college uses the data to link and triangulate evidence to develop appropriate performance targets for governors to monitor. JC felt that it was important for the college to show somewhere that it is capturing the triangulation – that the quality team is pulling it all together and telling a story. She noted that the self-assessment report should bring this together. MGower confirmed that there is no expectation from Ofsted that colleges will use the QDP;
- MGower presented the data dashboard on a particular department's data to illustrate how the college can drill down and triangulate the student survey data with what is recorded as happening in the department. WW suggested that the survey report could add an action table regarding what departments are doing about areas of concern, which could add to the assurance for governors;
- PG asked about the development of careers work with students. MGower confirmed that there is a lot of development going on, with the college currently reviewing its matrix action plan. JC added that the approach is about keeping warm from the beginning, all the way through rather than waiting until towards the end of the course. MGower considered this as a strength, with always more to do;
- MC noted that the college is aware that student progress is an area of focus for the coming year with significant staff CPD planned;
- AT thanked members for the discussion and the meeting received the report, noting that the data was collected in February and the indications from the Pulse 3 report are positive. He noted that presentation of the data is key to tell the full story and capture the positives as well as areas to improve.

<p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p><b>Teaching and Learning and Curriculum Update</b></p> <p>WW and AM presented the teaching and learning update report, via a PowerPoint presentation of the key messages and a detailed report provided with the papers. WW provided an update on the progress of formative assessments. She explained that the apprenticeship engineering assessments are now taking place, under the new manager of the department. She confirmed that the assessments are undertaken by department staff but paired from another department to moderate. WW provided assurance that actions are in place for next year to ensure formative assessments are timelier. She also noted that there have been learning walks and observations by the quality team as well, which have developed very well with the use of the postcards to provide an easy feedback mechanism. AM explained the areas of teaching and learning that are strong and the areas that need focus to improve.</p> <ul style="list-style-type: none"> <li>• PG noted that the teacher training programme was highlighted as needing focus and AM confirmed that it had experienced some teething problems on the administration side that were being addressed for next year, but that the delivery remains strong and achievement will be high;</li> <li>• PG requested assurance on actions to tackle underperformance. He referred to the data showing improvement is needed in agriculture. AM confirmed that she was confident that the issues experienced due to staffing would be resolved as there is now strong staffing in place, but there is still some work to do in the department. AT noted that moving forward the quality team are confident, but there will be the challenge of moving on to the NQF. He suggested this be flagged as a risk for the committee to monitor next year and requested a report to focus on agriculture teaching and learning in the autumn term meeting;</li> <li>• JC noted the good progress on incorporating online learning and suggested that this be looked at in more detail so that the committee can get a good feel for what is happening in the classroom. MC made the point that two key messages from Ofsted are that inspectors will make a judgement on what is happening in the classroom but it will be important to have some data to triangulate this and be able to show the impact of use of this data;</li> <li>• PG asked if the senior leadership team are getting out and doing learning walks and observations. MC confirmed that this is happening but could be increased and acknowledged the challenge to the team to ensure that this happens regularly.</li> </ul> <p>DP and AT summarised the outcome of the report and discussion as providing the committee with assurance that managers have an awareness of what the issues are, providing an honest and clear assessment, but with acknowledgement that there is still work to be done.</p> <p>MGower provided an update on the developments on the teaching and learning strategy and PS updated members on digital strategy developments. Discussion focused on the work to explore the use of Microsoft teams as a teaching and learning tool, initially alongside Moodle. PS explained that a pilot is planned in a department to explore its use in lessons and interactive distanced learning. JC sought and received assurance that any safeguarding issues of contacting students outside of daytime would be considered. MC noted that the college is working on how the use of technology can support the curriculum design and that Landex are developing a wealth of online resources, which will be helpful, with online learning supporting rather than replacing modules. DPK noted the drive from industry partners to be able to offer this blended learning approach, with lessons to be learnt from industry. A brief update was provided on the current work on curriculum development and delivery models including the work on the pastoral tutor model. Members requested that this be looked at in more detail in the next meeting alongside a look at the use of online learning resources in the classroom.</p>
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<p><b>6.</b></p> <p>6.1</p> <p>6.2</p> <p>6.3</p>	<p><b>College Performance Update</b></p> <p>MGower presented an update on the 2017-18 college performance with the publication of the MIDES performance measures. He noted that the academic provision showed as much improved and confirmed that it was now above minimum standards. The technical levels on the NQF are expected to drop a little but to rise next year. The Level 2 and vocational and technical shows as a real strength. English has dipped a little, but maths is showing as very strong. Members received the report, with thanks, noting that English and the technical levels on the NQF need to improve.</p> <p>MGower presented the 2018-19 in year performance data update on the new dashboard. He noted that the college intends to have a specific dashboard for the next Ofsted inspection. He summarised the projected outcomes for 2018-19 with headlines of 16-18 QAR of 85%, with National Average (NA) of 80%, due to projected lower pass rates rather than retention as a result of the new assessment methods. Assurance on the dip was provided as the college is an early adopter of the NQF and performance is still above NA. 19 plus is predicted as 81% - though this is a small percentage of provision, the NA is 86/7%, so this is an area of focus for improvement. Members received the report with thanks and noted the strong overall performance and the strong justification for the shorter courses that add value to the longer qualifications. JC asked whether the dip in animal management was due to the move to NQF and MGower confirmed that the department was an early converter to the NQF, and this has had an impact on performance.</p> <p>MGower presented the College Quality Improvement Plan (QIP) Update, including the Notice to Improve areas. Members stated that they wished to keep a close eye on English, Engineering and Reaseheath Training going into next year. Assurance was provided that the staffing situation caused by difficulty to recruit to the veterinary nursing programme had now improved with staffing in place.</p>
<p><b>7.</b></p> <p>7.1</p>	<p><b>College Strategic Risk Register and KPIs</b></p> <p>The Principal, MC, presented the college strategic risk register and highlighted those areas particularly relevant to FE and Apprenticeship delivery. In terms of student outcome, remaining a green rated risk, MC explained that updated performance against KPIs was provided in the risk register and as reported in the meeting. He noted that although there is a forecasted potential dip in 16-18 QAR overall rates, this is still comfortably above national averages which are also expected to fall further and there is a strong narrative explaining that this is largely due to the early transition to the new NQF qualifications by the college and that this was the right thing to do and fulfils well the 'intent' element of the new Ofsted framework. He noted that adult QAR rates have improved, and stabilised and apprenticeship rates remain above national averages and forecast to marginally improve. Members received the report for information and assurance. JC asked about the risk to the subsidiary company on outcomes. MC explained that learner outcomes for the subsidiary are kept as a red risk for now due to the recent staffing issues that had limited progress, but that there is now strong new management that is already making an impact. He confirmed that outcomes will be solid, but that there is more work to be done on ensuring consistency in the 'off the job' delivery model. PG provided assurance that he had picked up more confidence in the previous subsidiary company board meeting, with a much-improved financial situation at year end. He noted though that there is work to be done on the educational aspect of the subsidiary provision (not its sub-contracted provision, which is strong) in terms of the delivery model and the 20% 'off the job' element. He noted that things are moving in the right direction, but it remains an Ofsted risk at present. He provided assurance that the DART Board will meet again to monitor progress in September 2019.</p>

7.2	<p>MGower updated members on preparation for Ofsted inspection and the college's proposed approach to self-assessment in 2018-19, including progress on position statements. JC requested more visibility of the Prevent action plan at the board meeting and it was agreed that this be reported termly to the board. JC also suggested that the governor visits and involvement outside of meetings needs to be brought together to provide an overview of this work and its impact. DP requested that governors receive a PowerPoint briefing that can be updated during the year and PG added that mock questions would be helpful. MGower confirmed that the self-assessment report would be externally validated in November and this would involve governors. MGower confirmed that he was aiming to have position statements for September, and these would be provided to governors. He provided assurance that the care standard inspection preparation is also well in hand. WW noted that she can forward to governors the results of pilot inspection reports, for information. Members received the Ofsted update report with thanks and took assurance that preparations are well under way.</p>
8.	<p><b>Monitoring reports for information</b></p> <p>8.1 The following reports were received for information and assurance:</p> <ul style="list-style-type: none"> <li>• Complaints monitoring FE and apprenticeships</li> <li>• FE Academic Board Minutes</li> <li>• English QIP Update</li> <li>• Engineering QIP Update</li> <li>• Reaseheath Training QIP Update</li> </ul>
9.	<p><b>Self- Assessment of the Committee and Terms of Reference</b></p> <p>9.1 Members provided their feedback forms to the clerk, for analysis and inclusion in the governance self-assessment report. Members confirmed that they considered they had met their responsibilities under the Terms of Reference and recommended the same for approval to the Board. PG asked that the Student Charter come to the committee for consideration next time.</p>
10.	<p><b>Matters to report to the Board</b></p> <p>10.1 The Chair confirmed that the minutes and Chair's Report would be provided to the Board meeting on 11 July, highlighting the following:</p> <ul style="list-style-type: none"> <li>• The potential for decline in overall achievement outcomes but within the context of early adoption of the NQF and the national averages, it remains a solid picture overall on performance for 2018-19, at this stage;</li> <li>• A review of destination data planned for autumn term;</li> <li>• The very helpful engineering student case study at the beginning of the meeting and the positive progress emerging in engineering;</li> <li>• The review of the pulse survey and triangulation from different evidence surveys helpful in the meeting to gain understanding of the quality of provision;</li> <li>• The ongoing challenges evidenced from quality health checks and the request by the committee that they focus on monitoring agriculture, engineering, English, apprenticeship provision in college and its subsidiary;</li> <li>• The need to monitor progress on the delivery model in the subsidiary (subsidiary board to meet in September 2019);</li> <li>• The positive impact of the work going on with Microsoft teams, bringing online learning tools into the classroom;</li> <li>• The clear plan for an Ofsted inspection.</li> </ul>

<b>11.</b>	<b>Any other business</b> There was no other business reported to the meeting.
<b>12.</b>	<b>Date of next meeting</b> The date of the next meeting was confirmed as Monday 18 November 2019 at 10.30am

The meeting closed at 2pm.

Signed:

Dated: