

The Henley College Board

**MINUTES of the Meeting of the Quality and Standards Committee
held on Wednesday 6 May 2020 at 15.30
via remote participation**

BOARD: Trevor Watkins Satwant Deol Mohammed Khaliel James Lingard Dr Tim Lincoln Andrew Unsworth Keith Heron	Independent Member/Chair Principal Independent Member Independent Member/ Independent Member Independent Member Co-opted Member	CLERK: Jacky Gearey SLT BY INVITATION: Tristan Arnison Head of Faculty Julian Brinsford Head of Faculty & Quality Manager Kathryn Mogford Head of Student Services (HSS) Eamonn Egan Interim Vice Principal
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Agenda Item	Minutes	Action by
3.1	Opening of Meeting and Welcome The Chair opened the meeting at 15.45 as there had been IT issues. The acting chair said that Covid-19 had placed the college in a different world and therefore looking at the agenda it would be more useful to look forward rather than backwards. The committee agreed.	
3.2	Apologies for Absence Apologies for attending the meeting later were received from Keith Heron.	
3.3	Election of Chair and Vice-Chair Tim Lincoln was elected as Chair and James Lingard as Vice-Chair for this academic year. Resolved that Tim Lincoln was elected as Chair and James Lingard as Vice-Chair for this academic year.	
3.4	Declaration of Interests There were no declarations of interest.	
3.5	Minutes of Previous Meeting (i) Meeting of 18 November 2019 The minutes of 18 November 2019 were agreed and to be signed as an accurate record by the Chair. Confidential Minutes (ii) Meeting of 18 November 2019 The confidential minutes of 18 November 2019 were agreed and to be signed as an accurate record by the Chair. Resolved: (i) the Board agreed that the minutes were an accurate record of the meeting of 18 November 2019 and the minutes to be signed by the Chair (ii) the Board agreed that the confidential minutes were an accurate record of the meeting of 18 November 2019 and the minutes to be signed by the Chair	
3.6	Matters Arising from the Minutes Item 2.6(i) Head of MIS – the Principal advised the committee that this role was still being advertised but in the interim, there was a temporary replacement. There were no other matters arising.	
3.7	Safeguarding and Prevent Update	

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	<p>The HSS reassured the committee that all students had and were being checked and those under the vulnerable categories e.g. LAC, Child Protection and so forth had been contacted to ensure that they had access to IT and laptops. Risk assessments were being carried out for all students, with those students with significant issues being monitored and evidenced. As part of the normal process student services staff were on a rota to cover all of this plus weekly safeguarding meetings were being held.</p> <p>The HSS then advised the committee on Pathways and the required safeguarding implications because of the immediate need for close contact social care and PPE. In this particular area it was impossible to have social distancing, as an aside the HSS confirmed that three of these students have had to self-isolate and are extremely vulnerable.</p> <p>The Chair re-emphasised the difficulty and the requirement to have close monitoring but wanted to reassure the HSS and her staff that they had the full support of the Board. The HSS advised that the counsellor was in contact with students who were exhibiting anxiety and other issues via regular phone calls and emails only. Conscious that this level of anxiety is unlikely to dissipate before the return to college, the committee asked about the increased capacity of the counsellor for the new academic year and the HSS said that this would continue and that this provision was going forward to SLT with the request for this role to be permanent. The committee agreed that this would be essential and fully supported this action.</p> <p>The Chair asked about a possible return of students by year or ethnic group and the Principal advised that she was talking with the unions, plus there were other issues to consider including but not limited to the use of canteen facilities, transport and the restrictions on social distancing itself. Principal said that like all colleges they were waiting to hear from the government.</p> <p>There were no Prevent issues at this time.</p> <p>Safeguarding and Prevent Policy</p> <p>The HSS advised the committee that the country had sent out new amendments to be included in the Safeguarding and Prevent Policy especially covered under E-Safety wherein where it was necessary for staff to teach remotely as currently, then all aspects of safeguarding should continue to apply. Staff must only communicate with students and parents/carers using the means defined as acceptable within the policy and they must not communicate with students or parents/carers using any email address other than their college email address and they must not "befriend" or otherwise contact students using any social media platform.</p> <p>Committee asked about face to face meetings to check up on progress and Heads of Faculties said that this was being accommodated using chat within teams but that further work is being carried out with this. In addition, they advised that the policy document as presented was being updated as government guidance is received.</p> <p>The Chair asked the safeguarding governor if he had any comments and he was satisfied that all protocols and procedures were being carried out. The committee approved the policy as presented.</p> <p>Resolved that:</p> <ul style="list-style-type: none">(i) the Safeguarding and Prevent Update was received by the Board(ii) the Safeguarding Policy was reviewed and recommended to the Board for approval <p>Keith Heron arrived at 16.20</p>	
3.8	<p>Centre Assessment Grades (CAG) Process</p> <p>The HoF presented a report giving an overview of the guidance for Centre Assessment Grades issued by OFQUAL and the information given to staff but stressed that It was worth noting the following with regard to CAGs:</p> <ul style="list-style-type: none">• This was a rescue mission for students. The alternatives; not grading students; or asking students and staff to hold external examinations in the normal way; are far worse for all concerned.	

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	<ul style="list-style-type: none"> • The process enables students to get recognition for the work that they have undertaken towards the qualifications that they are studying for, within the constraints that we all find ourselves in. • There will be no performance tables for the 19-20 academic year. No one DFE; OFSTED; for example) is going to be looking at the examination outcomes from this academic year in the manner that they have in previous years. • The aim is to provide a set of outcomes for students that gives some parity between this academic year and previous years (more on this later) • This will, of course, mean that some students will get grades that might be higher than they would otherwise have attained, and others might get a grade that is lower than anticipated. <p>The HoF explained the process of how to: calculate a Centre Assessment Grade; rank students; internally audit; and complete the Head of Centre sign-off. Guidance on how schools and colleges will put together CAGs for students on A levels, AS levels, GCSEs, the Extended Project and Advanced Extension Awards in maths has been issued by OFQUAL. However, the college has not yet received similar guidance for vocational qualifications. Consultation is ongoing on this front and should be published next week. The indication is that the process may well be similar however the variation in how these qualifications are assessed and examined; together with professional competencies has delayed the publication of this. There is a risk that some grades may move up or down and the appeals should they arise will be against the process that OFQUAL has put in place although this has not as yet been fully articulated.</p> <p>Both HoFs and VP advised the committee of the following:</p> <ul style="list-style-type: none"> • that there was now no requirement to produce work after 20 March 2020 but students were still being asked to finish submitting work. • the information regarding statistical invariance between previous data and this year's results may mean that subjects that have significantly improved their grades during this academic year may have their results impacted. • similarly, where cohort sizes have significantly increased or reduced, this may also be affected. • given the number of colleagues attending the Faculty meetings where this information was given, as well as the following meetings and questions being asked, the engagement of colleagues in this process is high. <p>As a point of note the HoF advised the committee that the government has told colleges not to communicate the CAG to anyone.</p> <p>The Chair thanked the HoFs for a very detailed response and thought that many parents would be in contact with the college concerned for the their child's university place, however the HoF said that UCAS had just issued guidance allowing students to choose from as many courses as possible and that it is thought that universities will be very open minded.</p> <p>The committee asked again about the guidance on vocational qualifications – HoF advised that students were being asked to submit work asap. The HSS said that it was this group of students that was suffering the greatest anxiety.</p> <p>The committee asked about the virus attack and whether this had had any effect on students' grades and assessments. The HoF said that this was in hand but there may be a need for closer verification of students' work. If this evidence is not accessible, then the examining boards will be advised but as a precaution all staff had been asked to keep records on this. The Chair asked the Principal whether the college had any liability regarding this situation and the VP said no in the sense that the college can award the grades for units completed and uncompleted work would be done via CAG.</p> <p>Resolved that the Centre Assessment Grades Process was received by the committee</p>	
3.9	<p>Teaching, Learning and Assessment Report prior to 23 March 2020</p> <p>The VP explained that the paper as presented centred on all the work up to the closure of the college. The committee was asked to note the contents and raise any questions. There were no questions.</p>	

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	<p>Resolved that Teaching, Learning and Assessment Report to 23 March 2020 was received by the committee</p>	
3.10	<p>Teaching, Learning and Assessment Report since 23 March 2020</p> <p>The college has been able to support students through online lessons, seminars, one-to-one support and various other resources. This has been an extraordinary learning experience for everyone and whilst challenging, there are multiple positive implications for the future use of online technology. The HoF reassured the committee that the college had been able to support a variety of synchronous and asynchronous collaboration by both students and staff, including the joint production of materials, ongoing feedback on student work being drafted, as well as the creation of virtual exhibition, use of Teams and OneNote and breakout/performance spaces and create a new Online Quad.</p> <p>The HoF went through the timeline regarding college closure to the present day highlighting the following:</p> <p>The planned and structured closure - SLT took decision for early closure from 17 March 2020 to enable transition to online learning. As consequence of the work undertaken in this period, the college was able to continue with its core functions despite the malicious IT attack soon after full lockdown. Fortunately, Teams and the Office portal were not in any way disrupted, along with the internal email system (including all student emails). Throughout this process the college has maintained constant communication with the ESFA, DfE, AoC, SFCAs, awarding bodies and the intake schools.</p> <p>Support for vulnerable students - continued to offer onsite provision for the vulnerable young people and key worker children however with the introduction of lockdown measures however given that most identified students live a considerable distance away, these students are now supported online with the provision of laptops and tablets as required. This includes regular one-to-one support with their personal tutors as well as providing a counselling service. With regards to Pathways students and their health needs, the practical difficulties entailed in their support, such as staffing ratios, have made continuing this service impossible. The HSS covered this in her report.</p> <p>A new virtual learning environment - using Teams purely as an online teaching platform at a time of emergency, however the advantages of a cloud-based service, specifically one that is integrated with OneDrive and OneNote, have been made obvious. The college's learning infrastructure now lies as much in the virtual classroom, as it does in a time and place-bound physical classroom on the campus.</p> <p>The Chair commended the college on its proactive behaviour in dealing with this and re-iterated the SLT's comment that this experience had the potential to transform fundamentally, and for the better, the college's approach to supporting students both within and outside the classroom. However, it did raise the question of security and susceptibility of further IT issues and that the college needs to think whether it has the experience and skills to provide the support on this. The HoF said that this experience had highlighted the need for security and that alternatives were being sourced to better secure the data with the intention of using the cloud more rather than being dependent on physical servers. A digital strategy was paramount, and the committee agreed that this had to be investigated and had to include laptops that students also use.</p> <p>The Chair of the Board did advise the committee that further development and investment in building a more robust and secure IT system was currently being carried out regarding a virtual college project in partnership with Microsoft and Softcat.</p> <p>The Chair asked whether in the future if students would have to be asked to use antiviral software if working from home. The Principal said that perhaps some of the money should be directed into students bringing their own devices, however an IT forensic specialist had been engaged to address this and report would be brought to the Board.</p> <p>Resolved that Teaching, Learning and Assessment Report since 23 March 2020 was received by the committee</p>	
3.11	<p>Review of Quality Improvement Plan (QIP) 2019-2020</p>	

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	<p>The VP explained that this paper related to pre Covid-19 and not to what is currently going on and therefore was for noting only. The Chair asked if there were any questions and there were none.</p> <p>Resolved that the Quality Improvement Plan (QIP) 2019-2020 was received by the committee</p>	
3.12	<p>Review of Curriculum Strategy</p> <p>The VP said that in summary the planning has been around resources, employer engagement, sport and wellbeing, teaching, learning and assessment and quality assurance, as well as a business case and planning assumptions for 2020/21.</p> <p>The VP advised the committee on the recruitment of the number of additional new students in September 2020 than the previous year and that this will be achieved through an increase in student enrolments on current qualifications in Engineering, Criminology, Public Services and Health & Social Care, which will require additional groups in those subjects, and through the introduction of new qualifications.</p> <p>The VP then went through the new 16-18 and adult professional qualifications which are aimed at offering a wider range to the learners and which were receiving sufficient interest.</p> <p>The committee asked about the extra staffing required? The VP advised that this would be for new skills for the new subjects with the aim to go beyond the target number of students enabling the College to apply for additional funding from the ESFA when it comes to submitting R04 in the autumn term.</p> <p>The committee asked about the new courses and whether any assessment on the demand for these had been undertaken. The VP said that this would be dependent on what happens with the lockdown however much of this had been put on the website and highlighted to local schools Year 11 applicants. There were currently sufficient applications and using a conversion rate the college was convinced that there were viable numbers.</p> <p>The committee asked about enrolment because of incoming students predicted grades through CAGs. The VP assured the committee that these students will be assessed over the first part of the autumn term and the students can be moved to other courses if more suitable and that a longer induction course was to be introduced. The HoF said that a major part of the curriculum plan would include applied courses and these would be useful to provide a middle ground between pure A levels and vocational qualifications. This provision has currently gained additional applicants. Principal said at the moment the big risk was that no one had any idea of what September was going to look like. It is essential to be able to manage the transition of students coming back into education.</p> <p>Keith Heron left the meeting at 17.30</p> <p>Resolved that the Curriculum Strategy was received by the committee</p>	
3.13	<p>Stakeholder Surveys</p> <p>The VP said that the surveys presented were all predicated on issues which students are now no longer having, however the committee said that it was essential to take account of issues raised by the students.</p> <p>The HoF said that 4 surveys had been completed so far during academic year with a survey for students each term on different aspects of the college plus a survey for parents, carried out in the Spring term namely the following with the rate of responses:</p> <ul style="list-style-type: none"> • How's it Going? - 86.7% • Parental Survey - 92.3% • Student Evaluation Questionnaire - 85.4% • Student Cross-College survey - 86.6% <p>Overwhelmingly the responses have been positive, although there are some areas where further improvements can be made in particular the parental returns had increased with parents wanting to be kept well informed about their child's progress (75.7%) In general, where parents expressed a concern regarding this in comments, they would like;</p> <ol style="list-style-type: none"> a) more prose commentary on the progress of students; b) copies of the prose feedback to students on the completion of assignments; 	

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	<p>c) the ability to meet with teachers when they have a query.</p> <p>It was noted that GDPR sometimes prevents the college from giving the information that they are asking for, or at the time that they are asking for it. The committee asked if the number of parents commenting on this had risen from last time and HoF said that it was 2.6% lower than last year. However, it was felt that post Covid-19 there maybe the requirement that parents will want more information.</p> <p>Cross College survey regarding target grades (72.3%) By the time students get to the second year of their studies, overwhelmingly they are more interested in the progress they are making against the university entry grades they need, rather than their minimum grades. The committee asked if there was any comparative data from other colleges and the HoF said that there was none as students often get survey fatigue with the length of some of the surveys they are asked to complete, however the college's student responses seem to be 15-20% higher than the norm which was both encouraging and positive. Female and 2nd year students seem to be more critical than the male counterparts on most of the questions however there was an overwhelming positive response to the question of whether they felt safe at college.</p> <p>The committee asked about the mix of ethnic minority students and what their responses were. The HoF confirmed that that the responses were shown by ethnic group and that this is to be revisited once the college was open.</p> <p>The committee asked about the personal tutor role. This role had only been introduced into the college last year and was still developing. The students' feedback confirmed that they liked having a personal tutor and that it appears to be working well confirmed by the college carrying out its own deep dive followed by that of Ofsted.</p> <p>Resolved that the Stakeholder Surveys were received by the committee</p>	
3.14	<p>Student Policies There were no student policies to approve as this had been covered under 3.7</p>	
3.15	<p>Any Other Business There was no other business</p>	
3.16	<p>Items to be taken forward to next Board meeting: 1. Safeguarding Policy</p>	
3.17	<p>Date and Time of Next Meeting: i. Monday 22 June 2020 at 15.30</p>	
	<p>Close of Meeting The meeting closed at 17.55</p>	
	<p>MINUTES of the meeting held on 6 May 2020 were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>..... on</p>	