**Quality Team Meeting Notes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date of meeting** | | 11th January 2024 | **Time** | 10:00am – 12:00pm | |
| **Venue** | | Online via Teams | | | |
| **Attendees** | | Amy Beadell  Gill Keightley  Helen Myatt  Helen Overton-Hore  Jo Brooke  Julie Fleming  Kait Roberts  Mandy France  Mikaela Collins  Nigel May  Rachael James  Rachel McCarthy  Sandra Russell  Stacey Allan  Sue Jupp  Susie Higgs  Tiffany Matthews  Vanessa Cass  Wendy Scott | **Apologies** | Sue Muldowney  Alison Long  Claire Allen  Liv Fallon | |
| **Agenda** | | 1. Welcome 2. Reminders    * Observation Timings    * Submission of Reports    * Action Categories 3. Ofsted 4. Progress to Date 5. Reports | | | |
| **Item** | **Notes & comments** | | | | **Action for** |
| **1** | **Welcome** | | | | |
| 1.0 | WS welcomed all to the Standardisation and gave an overview of what would be covered. | | | |  |
| **2** | **Reminders** | | | | |
| 2.0  2.1  2.2 | **Observation Timings**  Please remember to write the to and from time for all observations. If you stayed longer than expected, please explain the reason for this in the report. This can happen particularly with first sessions so you can see all aspects expected.  RJ asked the expected amount of time for an observation. WS advised at least an hour for a formal observation, and we would like 3 learners to be present so you can get a feel for the session. If there are not 3 learners and the tutor knows in advance you can re-arrange the session. If you have already travelled and there are not enough learners, you could make your observation an SLW but would mean the tutor would still require a formal OTLA at a later date.  **Submission of reports**  The submission email address changed at the start of 2023, and this is listed at the bottom of the most updated report template. The email address is participation.lifelong.learning@hants.gov.uk  It was queried that the email address on the SLW forms was incorrect and needs updating. HL27 version on VLE has correct email on.  **Action Categories**  Some reports have come in not using the agreed categories as actions and strengths and these need to be used. Also, a reminder that we want this whole process to be a supportive process.  There is an ‘other’ option, but we don’t tend to use this. Query re. whether we should add use of IT as an action/development area. All agree this should be added. ‘Use of resources’ including IT skills will be added. Handbook to be updated. | | | | WS |
| **3** | **Ofsted** | | | | |
| 3.0 | Felt we were working with our partners well. We look to move to outstanding. As observers we can be promoting development with our tutors. Refer tutors to resources to help improve questioning skills. Most tutors are using variety of assessment well. If this is not a strength, please refer them to CPD opportunities. During the assessment process, we lack some concrete evidence around personal development – this can be hard to record enrichment on shorter ACL courses. Ask tutors about enrichment opportunities. These themes will be introduced in our upcoming updates. | | | |  |
| **4** | **Progress to Date** | | | | |
| 4.0 | Less tutors observed so far in 2023 than 2022. Ofsted could be the reason for this. We are down 10% on last year. We would expect more in the Spring. We only had 10 reports from providers compared to 30 HA reports. We should aim to get the bulk of observations done within the Autumn term. | | | |  |
| **5** | **Reports** | | | | |
| 5.0  5.1  5.2  5.3  5.4 | **Report A**  **Does the report contain judgemental language with supporting evidence?**  Yes, very good judgemental language and learner engagement. Clear judgemental language. Could be a little more varied re. ‘good’ and ‘very good’  **Is the report written in a supportive manner?**  Yes, and best practice noted.  **Does the narrative support the identified strengths and action areas?**  Overall, yes. Resources had been missed as one of the strengths that could have been added. Developing good practice around objectives should have been a development action as they were not SMART.  Explain to ESOL learners what the 1-5 scale means regarding initial assessment as this was perhaps an issue as they judge themselves as a 3 or 5.  **What outcome would you give based on the information in the report?**  Meets.  **Report B**  Does the report contain judgemental language with supporting evidence?  Yes, but felt it was quite descriptive so could use some more judgemental language, it felt a bit buried. Some thought judgemental was clearly there but not enough.  **Is the report written in a supportive manner?**  Yes. Concise but clear.  **Does the narrative support the identified strengths and action areas?**  Yes. Questioned how it met Thrives.  When looking at tutor file checklist – Planning documentation, do we expect tutors to have every single one of the bullets and are we checking that all aspects are included. If they don’t have all, then they don’t meet standards. If they don’t meet all, would be an action.  **What outcome would you give based on the information in the report?**  Meets.  **Report C**  **Does the report contain judgemental language with supporting evidence?**  Felt judgemental and supportive but question how they had so much evidence for 30 minutes. Was not clear in narrative that it was online.  **Is the report written in a supportive manner?**  Yes  **Does the narrative support the identified strengths and action areas?**  Feel there should be something added in regarding the resources as this was a real strength. This could have been captured in strengths or commentary.  Safeguarding was thorough however the commentary in the safeguarding box gives a different opinion where information was sent out prior and was evidenced in the curriculum plan. Would have been good to be clear what was seen regarding safeguarding.  Should have been a comment about it being an online course as it was not clear as there are additional criteria for online courses.  **What outcome would you give based on the information in the report?**  Meets.  **Report D**  Missed due to time constraints.  **Report E**  **Does the report contain judgemental language with supporting evidence?**  Yes, all agree it is supportive.  **Is the report written in a supportive manner?**  Yes  **Does the narrative support the identified strengths and action areas?**  Yes  **What outcome would you give based on the information in the report?**  Meets | | | |  |
| **11** | **AOB** | | | | |
| 6.0 | Nothing. | | | |  |
| **12** | **Next standardisation date** | | | |  |
|  | Tuesday 16th April 1-3:30 PM  At Winchester EII | | | |  |