

**Minutes of the Academic Standards and Quality Development Committee held on
Thursday 05 March 2020 at 10.00 am in Room 814 on the 8th floor of the
Matthew Boulton Campus
Birmingham Metropolitan College**

Members are reminded of the requirement that they disclose any interest they may have in matters to be considered at the meeting. Guidance may be obtained from the Clerk.

Present:	Apologies:
Prof.Prue Huddleston (Chair) (PH) Sir Dexter Hutt (DH) Veronica Docherty (VD) Cliff Hall (CH) Angela Myers (AM) Sam Coles (SC) Tracey Pearce (TP) Connor Curtis (CC) Ritik Sharma (RS)	
In attendance: Anna Jackson (AJa) Jan Myatt (JM) Hazrat Islam (HI) Sue Hopewell (SH) Raha Karvar (RK) Items only Alison Jones (AJJo) Items only Stephen Belling (SB)	
Apologies for absence	
Declarations of Interest No other declarations of interest were received in addition to those already listed on the register.	
Item 1(i)	Minutes of the meeting held on 5th December 2019 PH asked the Committee to confirm whether or not the draft minutes provided a true and accurate record of the meeting. IT WAS RESOLVED THAT A20:01 Subject to one typographical amendment on page 8, the draft minutes of the 5th December 2019 be agreed as a true and accurate record of the meeting.
Item 1(ii)	Matters arising and Action Log Completed Actions were noted. Observations made and questions raised by Committee. 1. In respect of the Quality Improvement Plan, how is the student survey progressing (VD) SH advised that the student survey was still live and results would be sent to the Committee in advance of the June meeting.

	<p>2. In respect of Apprenticeships</p> <p>An update on apprenticeships is to be provided at the June Meeting.</p> <p>3. In respect of Achievements</p> <p>SH advised that it would be possible to provide results of Level 2 achievements.</p> <p>4. In respect of lines of communication between the Student Council and Student Reps.</p> <p>CC advised that they were reviewing how the Student Council at the Sutton Coldfield Campus could connect more effectively with student reps.</p> <p>5. In respect of a 3rd Student Governor.</p> <p>SB advised that it would be possible to appoint a 3rd student as a Governor on the basis that they bring an additional expertise to the board. Amending the Articles to refer to 3 student Governors would require consent from the banks and payment of a process fee.</p> <p>IT WAS RESOLVED THAT A20:02</p> <p>Consideration of an additional Student Governor would be included in a comprehensive review of how the College hears the student voice.</p> <p>6. In respect of Self- Assessment required by Ofsted.</p> <p>CH advised this had been uploaded in January.</p>
<p>Item 2</p>	<p>English and Maths Update</p> <p>JM presented an update report with reference to a power-point presentation provided in the Committee Pack. Key points emphasised were:</p> <ul style="list-style-type: none"> • The report followed a report brought to Committee in October 2019 and had taken into account of the re- sits, which had taken place in November 2019. • The number of students taking re- sits was higher than in previous years. • Results were higher than in previous years with a significant number of high grades. • The results reflected the value of changes to the assessment processes made during the year and determining the best route to success for each student. (e.g. whether or not to submit at Entry Level) • Improvements were evident on all three campuses. • The use of Workbooks produced by the College was helping students to see and articulate the progress they were making. The workbooks provided students with, space to do exercises in class, capture how mistakes could be addressed, and an effective revision tool. • Further improvements would be made by setting individual challenges for each student enabling them to make the best progress possible. • Further work is being done to improve the performance of students undertaking vocational studies including managers physically walking students to their lessons. • Attendance remains short of target but is under constant review and strategies are being developed and deployed by the Curriculum and Quality team to address the issue.

Observations made and questions raised by Committee.

1. *What opportunities are there for English and Maths to be taught within the vocational curriculum? (PH)*

JM advised:

- The matter is under constant review across the College.
- English and Maths is taught as part of the Construction training provided at the Erdington Skills Centre.
- There are pockets of good practice at the A Level Centre in Sutton.
- Dedicated additional support is being provided in the 4 curriculum areas where there is the most need.

2. *What role do Lead Practitioners have in embedding English and Maths into the curriculum? (AM)*

- AJa advised that Simon Preston (SP) the new Maths Lead Practitioner has been working with the Vocational Team to achieve this.
- CH noted that SP was making a good impression
- JM advised that SP was evidencing a great attention to detail and had worked on an assessment framework that gave teachers a profile for each student identifying where attention was needed to improve their performance.
- CH advised that he had observed 2 teaching sessions last week and had the view that the content of lessons had improved, staff were responding to the input being provided by the Lead Practitioners and the general picture was one that was improving.

3. *Is change being achieved by requiring staff to have formal qualifications or is it being achieved in another way? (VD)*

- JM advised that further work was required to ensure all staff had formal qualifications in respect of English and Maths.
- DH noted that Barnsley College offered a 10% higher salary to attract staff able to teach English and Maths.
- SH advised that the team's general competency was being developed.
- VD noted the value and effect of inspirational people.
- SH advised that an increased accuracy of assessment and, a timelier tracking of progress was likely to have a positive impact.
- JM noted that each college had a slightly different scheme of work but a sharing of learning was taking place across all sites.
- JM noted that students were now providing positive feedback about how they are learning; that it is very different to how they experienced being taught at school, and that even if they did not like the subjects, they had a greater sense of confidence about the subjects.
- JM advised that it was understood that results in relation to the 18 weeks maths course provided to adults were above the national average. The College is currently waiting for that to be verified externally.

	<p>DH noted that he had seen workbooks being used during the learning walk he had attended in February.</p> <p>PH thanked JM and the team for their report.</p> <p>IT WAS RESOLVED THAT A20:03</p> <p>The contents of the English and Maths update report be noted.</p>
<p>Item 3</p>	<p>High Needs Update</p> <p>SH presented the report in the Committee Pack entitled “ALS Curriculum Review for High Needs and Students with EHCP” (“the ALS Report”) and highlighted the following:</p> <ul style="list-style-type: none"> • The ALS Report relates to objective 8 in the Quality Improvement Plan (“QIP”) • The review was commissioned to consider what might have contributed to improved results in relation to vocational programmes and take account of Ofsted’s requirement for further improvement in October 2019. • The review involved triangulating information obtained from 44 learning walks and drop-ins: focus groups with students and staff and a review of data on Promonitor. • Key points noted during the review included: <ul style="list-style-type: none"> ○ The review took place during mock exams which may have had an impact on the findings. ○ It was possible to observe how ALS was being provided in examinations. ○ A key question for consideration was the extent to which staff were aware of students needs and how much they relied on support staff to be aware of ALS needs. ○ The requirement for learning support staff in classes varied between 1 and 3 members of staff. <p>Observations made and questions raised by Committee.</p> <p>1. <i>Historically the College has enjoyed a good reputation for its work with students with high needs, why has this changed? (HI)</i></p> <p>CH advised that the quality of care had always been good but at the time of inspection in 2018, inspectors were of the view that there had been insufficient stretch and challenge at the Stourbridge campus and staff were being given insufficient direction.</p> <p>2. <i>Is the College in regular dialogue with the Local Authority regarding High Needs Support? (HI)</i></p> <p>CH advised that JM was in regular contact with the Local Authority.</p> <p>3. <i>What further development work is being done?</i></p> <p>SH advised that:</p> <ul style="list-style-type: none"> • The goal is to ensure that learning support staff work well with students consistently across the College. • The College is collaborating with Derby College who have done some work on how to

	<p>address the pressure on students in relation to Maths and English. This includes possible use of the RAPA system for assessments in the first year and reviewing the situation in the second year when students have had the opportunity to build up their confidence levels.</p> <ul style="list-style-type: none"> The College is also considering the staffing and pay structure deployed by Newcastle and Stafford College to see how a similar structure could be of assistance to the College. <p>4. What is the balance between discreet provision and infill students? (VD)</p> <ul style="list-style-type: none"> SH confirmed the majority of students are infill. AJa advised that about 60% of the staff are engaged with Foundation learning. <p>5. Where are improvements being seen?</p> <p>SH advised:</p> <ul style="list-style-type: none"> Significant improvements were noted where lesson plans had been sent to ALS's 48 hours in advance of lessons thereby enabling greater preparation in advance of lessons. Work is being done to ensure this practice is followed across all curriculum areas. Having a stable pool of ALS staff is assisting. <p>CH advised:</p> <ul style="list-style-type: none"> He had observed many teachers exhibiting great skill in designing courses that worked well without the need for learning support and referred to one teacher being very able to teach a class of 6 involving 4 students on the autistic spectrum. <p>6. How does time- tabling accommodate vocational training and support with English and Maths? (AM)</p> <p>AJa advised that normal time- tabling is used and if necessary, an individual learning plan will include additional support being accessed from the Metro Support Centre.</p> <p>7. SC noted many High needs students are very able.</p> <p>8. How many students have an Educational Health Care Plan? (AM)</p> <p>SH advised that 59 students have Educational Health Care Plans.</p> <p>IT WAS RESOLVED THAT A20:04</p> <p>The ALS Report be noted.</p>
<p>Item 4</p>	<p>Teaching and Learning Professional Development Survey Report.</p> <p>SH presented the report in the Committee Pack entitled "the Teaching and Learning Professional Development Survey Report. ("The TLPDS Report")</p> <p>SH advised:</p> <ul style="list-style-type: none"> The survey had focussed on how the teaching strategy launched in June 2019 was working The Survey had generated a 75% response having been extended to optimise the number of responses. Responses indicate that the principles in the strategy have been embedded successfully across all curriculum areas and this was confirmed in the BDO internal audit produced

week commencing 24th February.

- Peer assessment templates were recognised as being a good thing to help students develop their employability skills.
- “Do it now activity” is now being undertaken across the College.
- Work is being done to ensure all staff have a Development Plan to help drive improvements.
- The Teaching and Learning Policy is in the process of being updated to place a greater emphasis on the Development Plan.
- Further development is to be achieved by the development of Peer learning walks, visits to more good and outstanding providers and visits to the College from other colleges.
- Responses to the survey provided the Quality Team with insight into how staff are responding to strategy and what can be fed into the Quality Improvement Plan.

Observations made and questions raised by Committee.

1. AM noted that a 75% response was a good level of response compared with a national average of 40%

2. *What opportunities are being given to staff to update their experiences of industry? (PH)*

SH advised that plans were being made for all staff to have at least one full day out in industry during the CPD week programmed to take place in the summer.

3. VD noted that she had spoken with staff about their personal development and formed the view that were fully engaged in the development process, could see progress was being made and were comfortable with the level of personal development being offered.

4. *Does the volume of change being asked of staff create issue? (VD)*

SH advised that the approach to communications was to ensure that there was a clear focus on how the strategy works and that the aim was to simplify things as much as possible. A key issue was to ensure that staff were provided feedback from learning walks in a timely manner.

5. AM requested sight of the survey.

IT WAS RESOLVED THAT

A20:05

The content of the TLPDS Report be noted.

A20:06

The focus on Classroom Principles Practices and Workplace Principles and Practices continue.

A 20:07

The Quality Team deliver a moderation event for all staff involved in the Learning Walk Process to ensure that the policy is implemented correctly with all staff receiving an individual development plan with clear actions to support continued improvement.

A20:08

The recording system for the individual development plan be reviewed to ensure it is accessible to all relevant parties

A20:09

	<p>The Quality Team continue to monitor the timelines of completion of learning Walk Reports on Pro- Observe to ensure that timelines are met.</p> <p>A20:10</p> <p>The current professional development plan is reviewed to incorporate peer observations, opportunities to share practice and collaborate on initiatives, industrial updating, visits to good and outstanding colleges and action research projects.</p>
<p>Item 5</p>	<p>Quality Improvement Plan</p> <p>SH presented the report in the Committee Pack entitled “Quality Improvement Plan and Progress Update Report (“the QIP Report”).</p> <p>SH advised that:</p> <ul style="list-style-type: none"> • The QIP report referred to eight key objectives that will drive improvement and the student experience as follows: <ol style="list-style-type: none"> 1. Deliver a high- quality learning experience for all students. 2. Increase the volume of adults that are retained and pass their qualifications. 3. Improve English and Maths skills for all students. 4. Ensure effectiveness of Study Programmes in relation to Work Related activity. 5. Continue to improve Apprentices’ learning experience. 6. Ensure effective work experience and work-related activity for all students on Study Programmes. 7. Continue to close all achievement gaps. 8. Provide appropriate support for students with High Needs. • The plan was agreed in December 2019 and that whilst progress is being made in each area progress needs to be accelerated in some. • Good progress is being made with regard to improving the quality of a student’s learning experience in that many of the action plans for individual members of staff have now been completed. • It was noted that retention issues had arisen in relation to ESOL training where learners had been enrolled but it had later been discovered they were ineligible for funding. • The Curriculum and Quality Team are in dialogue with the apprenticeship team to achieve objective 5. • The new Connect SO system deployed to help track work experience has not worked as expected. Pro- monitor is being used so that data can be extracted more quickly and generate greater confidence in reporting. Work experience week is scheduled for the week before Easter. • It was possible that the transfer of apprentices to Dudley might have an impact on objective 7. • Additional workshops have taken place to address poor attendance levels. <p>Observations made and questions raised by Committee.</p> <p>1. <i>Is work experience offered across all areas of the curriculum? (AM)</i></p> <p>SH advised:</p> <ul style="list-style-type: none"> • Work experience is being offered across all curriculum areas. • Work is being done to ensure that consideration is being given to pathways and progressions at the start of a student’s programme of learning so that thinking is

	<p>embedded in their learning experience.</p> <ul style="list-style-type: none"> Plans are in being developed to bring in people who are more able to speak to the learning aims and desired destinations of students and add more to the College's enrichment Programme. CC advised that much work was being done by the Student Council in Sutton to add to the enrichment activities on offer, and ensure their existence is communicated effectively across the College. Two recent offerings included a celebration of V.E. Day and a charity sleep out. <p>2. Is there a plan to do a review of adult provision taking into account WMCA's review of local needs? (HI)</p> <p>AJa advised a review is being undertaken as part of the 2020/21 business planning process.</p> <p>3. PH and VD expressed their thanks for, and appreciation of, the detail provided in the QIP report.</p> <p>IT WAS RESOLVED THAT: A20:11</p> <p>The activity undertaken to drive improvements in key areas of provision as set out in the QIP report be noted.</p>
<p>Item 6</p>	<p>Compliance and Regulatory Framework Action Plan</p> <p>RK presented the report in the Committee Pack entitled the "OfS Internal Audit Plan Report" (the "OfS Report") and advised:</p> <ul style="list-style-type: none"> It was necessary to have a plan in place to monitor performance against a set of lead indicators and enable the Principal, when necessary, to produce reports in relation to reportable events. A draft internal audit plan has been created for internal review and ultimate ownership by the Governing Body. A plan will be required each year in respect of on-going compliance with the OfS regulatory framework and will be presented to ASQD for consideration and if appropriate approval. It is necessary to amend the Management and Governance document to reflect the College's current management and governance framework and a request for additional time to make these amendments has been submitted to the OfS. It is necessary to review and ensure compliance with Condition G2 regarding reporting requirements in respect of OfS Funding. <p>Observations made and questions raised by Committee.</p> <ol style="list-style-type: none"> PH noted the importance and risk of penalties for non-compliance with OfS requirements. RK advised there is now an increased focus on specific aspects relating to HE provision including student progression; destinations; access and participation; and, how evaluation will be shared with the wider community. CH advised that the Association of Colleges is lobbying hard to convince DfE that the level of regulation required of the FE sector for HE provision is not commensurate with the level of resources it has compared with those of universities. <p>IT WAS RESOLVED THAT A20:12</p>

	<p>The OfS Audit plan be endorsed.</p> <p>A20:13 The proposed actions to mitigate the risk of non-compliance with OfS conditions be approved.</p>
<p>Item 7</p>	<p>HE Cross College Monitoring Report</p> <p>RK presented the report in the Committee Pack entitled “Cross College Annual Monitoring Report for HE – 2018/19” (“the CCAM Report”) and advised:</p> <ul style="list-style-type: none"> • The CCAM report provided a review of the College’s HE provision for the period 2018/2019 • An Action plan to respond to issues raised in the review would be presented to the Committee in June 2020. • Future monitoring will examine how every angle of OfS regulation will be aligned with Key Performance Indicators over a period of 3 years. • The Regulators initial focus is expected to be on the issues of student voice, quality and assessment. <p>Observations made and questions raised by Committee.</p> <ol style="list-style-type: none"> 1. PH noted that the CCAM report was comprehensive. 2. <i>What role is the Quality Assessment Agency (“the QAA”) playing? (HI)</i> <p>RK advised:</p> <ul style="list-style-type: none"> • The QAA is reporting directly into the OfS. • Their assessments currently involve a sampling of 5% of provision. • There is practice is to review ILR indicators to see that they match expectations. <ol style="list-style-type: none"> 3. <i>How is the College reporting on scholarly activity? (PH)</i> <p>RK advised the College has set 4 goals:</p> <ol style="list-style-type: none"> I. Skills development at levels 4 and 5. II. Excellence in education linked to scholarship. III. Social mobility and widening participation. (i.e. making ourselves distinctive) IV. Sustainability and growth. (i.e. how the College will sustain its progression) <p>PH thanked RK for her hard work and the report.</p> <p>IT WAS RESOLVED THAT: A20:14</p> <p>The content of the CCAM report be noted.</p>
<p>Item 8</p>	<p>Diversity and Inclusion Annual Report 2019</p> <p>AJo presented the report in the Committee Pack entitled Diversity and Inclusion Annual Report 2019 (“the D&I Report”) and advised:</p> <ul style="list-style-type: none"> • The purpose of the report was to provide an update on implementation of the College’s Diversity and Inclusion strategy. • The D&I Report included all information and matters considered by the Committee. <p>Observations made and questions raised by Committee.</p>

	<p>1. AM noted the comparatively older age of the work force.</p> <p>AJo advised:</p> <ul style="list-style-type: none"> • The age of the work force is not unusual for sector and reflects the fact that staff often bring experience from industry into the sector. • Risks around succession are being taken into account in the next round of business planning. <p>2. PH referred to Educational Training Foundation “Teach Last- Initiative” which might be a helpful resource in relation to some curriculum areas such as construction.</p> <p>3. Governors noted the good quality of the report and that a Diversity and Inclusion strategy for the next 4 year period would be presented to the Committee in June.</p> <p>IT WAS RESOLVED THAT: - A20:15</p> <p>The D&I Report be approved and commended to the Corporation for approval.</p>
<p>Item 9</p>	<p>Future Deep Dive discussion</p> <p>CH invited a discussion on the value of the Committee undertaking a series of “Deep Dives” to provide Governors with a greater opportunity to explore various matters in more detail.</p> <p>Observations made by Committee.</p> <ol style="list-style-type: none"> 1. Time for more focussed discussion would be valuable. (AM) 2. An opportunity for wider discussion and an ability to review the impact of decision making would be valuable. (VD) 3. It would be helpful to not only talk about a subject matter but where possible, see it in action (DH) 4. Consideration should be given to where Deep Dives were most needed e.g. extra- curricular activity (DH) 5. Deep Dives could consider: <ol style="list-style-type: none"> a. Those issues where Ofsted will be wanting to see improvement (SH) b. Where budgets come from and what expectations are associated with them (HI) c. Subject achievement rates in vocational training. d. Curriculum Intent. 6. Deep Dives would provide an opportunity for Governors to meet with more students(CC) 7. It would be good to hold Deep Dives on each of the different campuses. <p>IT WAS RESOLVED THAT A20:16</p> <p>A Deep Dive be convened in May at the James Watt campus for a half day to focus on being “Ofsted Ready”</p>
<p>Item 10</p>	<p>Any other business</p> <ol style="list-style-type: none"> 1. <i>What planning is taking place in respect of exams and Corona Virus? (VD)</i>

	<p>CH advised that the College is following all guidance being issued to the sector.</p> <p>CC noted that the appearance of many posters across the campus was creating a sense of fear.</p> <p>2. It would be good to consider how improvements could be made to how the Student Voice could be heard across all 3 campuses and how the National Union of Students might be able to provide support (CC)</p> <p>SB advised this would also be considered as part of the Governance Action Plan being recommended to the Corporation.</p>
	<p>Date of next meeting: 11 June 2020.</p>

Signed: 
[Prue Huddleston \(Jun 29, 2020 12:10 GMT+1\)](#)

Chair: Prue Huddleston

Date: Jun 29, 2020


ASQD Minutes for signing

Final Audit Report

2020-06-29

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