

**Minutes of the Academic Standards and Quality Development Committee held on  
Thursday 11 June 2020 at 10.00am  
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.*

## MINUTES

<b>Present:</b>	
Professor Prue Huddleston (Chair) Sir Dexter Hutt Veronica Docherty (VD) Cliff Hall (CH) Angela Myers (AM) Sam Coles (SC) Tracey Pearce (TP) Connor Curtis (CC)	
<b>In attendance:</b> Anna Jackson (AJ) Hazrat Islam (HI) Sue Hopewell (SH) Raha Karvar (RK) Stephen Belling (SB)	
<b>Apologies for absence:</b> Ritik Sharma (RS)	
<b>Declarations of Interest</b> No other declarations of interest were received in addition to those already listed on the register.	
<b>Item 1(i)</b>	<b>Minutes of the meeting held on 5 March 2020</b>
	Subject to one amendment to the attendance list,  <b>IT WAS RESOLVED THAT</b> <b>A20: 17</b> The minutes of the meeting held on 5 March 2020 be agreed as a true and accurate record of the meeting.
<b>Item 1 (ii)</b>	<b>Minutes of the ASQD Dive on 19 May 2020</b>
	Subject to two points of further clarification the minutes of the ASQD Deep Dive on 19 May 2020  <b>IT WAS RESOLVED THAT</b> <b>A 20:18</b> The minutes of the Deep Dive on 19 May 2020 be agreed as a true and accurate record of the dive.

Item 2	General Update: Principal's Report
	<p><b>With reference to a power-point presentation included in the Committee Pack entitled “Principal’s Report” CH advised: -</b></p> <p><b><i>In relation to the College’s response to Covid:</i></b></p> <ul style="list-style-type: none"> <li>• The Committee received a full briefing at its Deep Dive on 19 May.</li> <li>• Government guidance continued to be issued and considered on a regular basis.</li> <li>• Preparations were being made to re open the College for small cohorts of students</li> <li>• Staff are being consulted and engaged with about their experiences and the College’s strategy on a regular basis.</li> <li>• Term will end in June at the normal time.</li> <li>• A great deal of work is being done by teaching staff to provide Awarding Bodies with Centre Assessed Grades which involves 5 rounds of meetings with teachers to ensure quality, consistency and compliance and meet the relevant deadlines.</li> <li>• Grade profiles have been produced and look good.</li> <li>• BMW apprentices have been able to continue with their programme.</li> <li>• 50 apprentices are expected to attend college to complete their assessments where possible.</li> <li>• Staff Development Week is being used to focus on teaching in an uncertain environment with both home study and blended learning.</li> </ul> <p>SH further advised how the teaching and learning support has increased its focus on:</p> <ul style="list-style-type: none"> <li>• The well being and mental health of staff and students</li> <li>• Adapting teaching and learning policy to ensure it embeds blended learning and technology</li> </ul> <p><b>Regarding Communications:</b></p> <ul style="list-style-type: none"> <li>• Lots of moving communications have been received in response to the killing of George Floyd.</li> <li>• Members of the Senior Leadership Team are to meet with the BAME network to consider how the College could respond to issues and concerns of people within the College.</li> </ul> <p><b>Regarding Future Planning:</b></p> <ul style="list-style-type: none"> <li>• The College continues to review and comply with guidance as and when it issued.</li> <li>• Staff are being encouraged to work from home where viable.</li> <li>• Consideration is being given to what support will be required by students when they return to college.</li> <li>• A deep clean has taken place on each campus.</li> <li>• New signage has been prepared to take account of social distancing requirements.</li> </ul> <p><b>Regarding appointment of a new Vice Principal for James Watt.</b></p> <ul style="list-style-type: none"> <li>• 70 applications were received.</li> <li>• 15 candidates met BMet criteria.</li> <li>• 9 were shortlisted and interviewed virtually.</li> <li>• 4 candidates to be interviewed on 25 June by members of SLT and the Chair</li> </ul> <p><b>Observations and Questions from Committee</b></p> <ol style="list-style-type: none"> <li>1. Staff are being awesome in how they are responding to Covid. (DH)</li> <li>2. Governors acknowledgement of the response of staff should be communicated to all staff (PH)</li> <li>3. <b><i>Does the College anticipate a significant increase in the number of applications for the next academic year and if so, does it have the capacity to accommodate greater</i></b></li> </ol>

	<p><b>numbers? (VD)</b></p> <p>CH advised:</p> <ul style="list-style-type: none"> <li>• The College is planning on the basis of achieving the same number of applications as last year and there has the capacity to cope.</li> <li>• The College has worked with Colleges West Midlands to develop a strategy to work collectively to deal with any further increase in demand and undertake further recruitment if required.</li> </ul>
<b>Item 3</b>	<b>Student Survey</b>
	<p>SH presented the report in the Committee pack entitled Student Big Teaching and Learning Survey 2019/20 and emphasised:</p> <ul style="list-style-type: none"> <li>• The survey was designed to help identify areas of improvement</li> <li>• The results suggest significant improvement.</li> <li>• There was a 6% increase in the number of responses</li> <li>• There has been some improvement regarding feedback on teaching and learning assessment but there is a need for improved consistency across the College</li> <li>• The Teaching and Learning Policy is being updated to take account of changes needed to respond to issues raised by the survey.</li> <li>• Staff Development Week is being used to focus on how to adapt to the new learning environment required to take account of Covid.</li> </ul> <p><b>Observations and Questions from Committee.</b></p> <p><b>1. When is the survey done? (VD)</b></p> <p>SH advised that it is started in January and concludes in February.</p> <p><b>2. Have concerns raised regarding provision at the James Watt Campus been addressed? (VD)</b></p> <p>SH advised issues had been reviewed with the relevant tutors by the Vice Principal, an action plan had been created, and that the action plan was now being monitored. Tony Holder is providing additional support and mentoring. The plan and additional support is having a positive impact and there is an expectation that 2020- 21 improvement goals will be achieved.</p> <p><b>3. What progress is being made to address issues raised in reports regarding A level Physics, Chemistry and Sociology? (VD)</b></p> <p>SH advised 2 members of staff have been tasked with addressing these issues and work is ongoing.</p> <p><b>4. How are study skills being developed to accommodate the need for remote learning? (AM)</b></p> <p>SH advised that for next year, the initial focus is on ensuring study skills are considered during the induction process. This is being followed by how those skills are embedded through the academic year. Particular consideration is being given to the impact of remote learning during the last half of the current academic year and what kind of support will be needed as a result.</p> <p><b>5. Why are the ratings in relation to the Art Media programmes low? (DH)</b></p> <p>SH advised that staff turn over and staff performance levels were considered to be relevant factors. Work is being done in relation to each subject area to identify what specific issues have to be addressed and determine what should be prioritised.</p>

	<p><b>6. <i>Is the expectation that ratings in relation to the Art Media programmes will improve? (DH)</i></b></p> <p>SH advised that it was and that progress was being considered at the Termly Review Boards.</p> <p><b>7. <i>Does virtual learning provide more scope to develop study skills? (AM)</i></b></p> <p>SH advised:</p> <ul style="list-style-type: none"> <li>• Virtual Learning does provide more scope to develop study skills, but care is required to ensure those who don't respond well are provided with support and those those that do, continue to do well.</li> <li>• Care is also need to check that students have access to the levels of IT needed to meet their learning expectations. This will be a particular focus during the enrolment process for the next academic year.</li> <li>• Staff are being prepared to be mindful that students will have different skill levels at the start of their learning journey and consideration will need to be given on an individual basis. This will also require the college to review what capacity and resource is needed to provide this support.</li> <li>• Students appear to be more comfortable asking for support in the online, 1-1 environment.</li> </ul>
<b>Item 4</b>	<b>Complaints Report</b>
	<p>SH presented the report in the Committee Pack entitled "Complaints Report" and advised:</p> <ul style="list-style-type: none"> <li>• The number of complaints compared with the previous year had fallen.</li> <li>• The number of complaints from adult learners had risen.</li> <li>• All but 4 complaints had been addressed.</li> <li>• 5 compliments had been received.</li> </ul> <p><b>Observations and Questions from Committee.</b></p> <p><b>1. <i>Is there any correlation between curriculum areas receiving the highest number of complaints and the feedback provided by the student survey? (VD)</i></b></p> <p>SH advised:</p> <ul style="list-style-type: none"> <li>• The highest number of complaints was received around the medical and science care programmes: No concerns however have been identified from Learning Walks and Student Voice feedback.</li> <li>• Complaints are of a more individual nature; some raise issues about diversity and inclusion and not necessarily around the course.</li> <li>• One adult complaint concerned how their programme of learning was sold to them, not the content itself.</li> </ul>
<b>Item 5</b>	<b>Level 1 and 2 Performance Data</b>

	<p>SH presented the report in the Committee Pack entitled Summary of 2018-19 Level 1 and 2 Vocational Performance and advised: -</p> <ul style="list-style-type: none"> <li>• Work had been undertaken with the data team to obtain information which has not historically, been scrutinised to the same level as that provided in relation to Level 3 learning.</li> <li>• Work to improve performance has been included in the Quality Improvement Plan.</li> <li>• Interim exams show positive improvements in relation to the College’s ESOL programmes.</li> <li>• A future Ofsted inspection will consider levels of progress made since 2018.</li> </ul> <p><b>Observations and Questions from Committee.</b></p> <ol style="list-style-type: none"> <li>1. The report is well presented and provides a very clear and helpful picture (AM)</li> <li>2. What account is taken in relation to students who transferred to other colleges as a result of the College restructure?(VD)</li> <li>3. SH confirmed that this was the first report of its kind and as such included data relating to students who had now transferred to other Colleges. Such data would not appear in future reports.</li> </ol>
<b>Item 6</b>	<b>Higher Education Strategy</b>
	<p>AJ and RK presented the paper in the Committee Pack entitled the Higher Education Strategy Plan and further advised:</p> <ul style="list-style-type: none"> <li>• The Plan was created to develop a clear strategy for creating a good offer and raising the quality of the academic experience at BMet.</li> <li>• There had been a wide consultation and engagement with staff, students and stakeholders to create an agile and flexible strategy that could take account of the current environment and assessment of needs and link to the College’s specialist fields and objectives.</li> </ul> <p><b>Observations and Questions from Committee.</b></p> <ol style="list-style-type: none"> <li>1. The plan appears to be comprehensive and carefully constructed. (PH)</li> <li>2. The plan is nicely presented, comprehensive, easy to read and attractive (VD)</li> <li>3. It would be good to emphasise the College’s entrepreneurial and innovative work and encourage the spirit of both (VD)</li> <li>4. <b>Do the KPI’s related to a specific set of figures? (DH)</b></li> </ol> <p>RK advised that KPI figures would include in the implementation plan figures agreed through the Star Chamber budgeting process.</p>
<b>Item 7</b>	<b>Diversity and Inclusion Strategy</b>
	<p>AJ presented the paper in the Committee Pack entitled “Diversity and Inclusion Strategy and Action Plan” emphasising how the strategy: -</p> <ul style="list-style-type: none"> <li>• had been informed by extensive consultation across the College and enables the College to respond to changing situations.</li> <li>• takes account of issues raised by Black Lives Matter including a target to increase participation of the BAME community in apprenticeship programmes and review curriculum content.</li> <li>• will be used to inform the content of staff development week and the student enrichment</li> </ul>

	<p>programme.</p> <p><b>Questions and observations from Committee.</b></p> <p><b>1. Is the 40% target for BAME community engagement in the apprenticeships broken into more specific targets for different BAME communities? (VD)</b></p> <p>AH advised that work is being done to identify more specific targets.</p> <p>2. Can references to closing gaps be reviewed to emphasise the College’s ambition of going well beyond “closing the gaps”, really “disturbing the balance” and, enabling groups to excel? (DH)</p> <p>3. It is important to ensure the strategy produces results which can be evidenced (DH)</p> <p>4. It is important to ensure that the language in the strategy does not lead to any student being “left behind” (SC) and communicates that the College’s ambition that all learners flourish and achieve their highest ambition. (CH)</p> <p><b>IT WAS RESOLVED THAT: 20:19</b></p> <p>The Diversity and Inclusion Strategy and Action Plan be commended to Corporation for approval.</p>
<b>Item 8</b>	<b>Student Voice</b>
	<p><b>SB presented the paper in the Committee Pack entitled “ Student Voice”</b></p> <p><b>IT WAS RESOLVED THAT A20: 20</b></p> <p>The current ways of hearing the student voice be noted and consideration be given as to how it could be heard more at future ASQD Meetings.</p>
<b>Item 9 (i)</b>	<b>ASQD Terms of Reference Review</b>
	<p>SB presented the report in the Committee Pack inviting review of the Committees Terms of Reference.</p> <p>After noting that the current quorum comprised 3 independent governors</p> <p><b>IT WAS RESOLVED A 20: 21 ASQD would commend to Corporation that the current Terms of Reference be reaffirmed.</b></p>
<b>Item 9 (ii)</b>	<b>Forward Planning</b>
	<p>Key points arising from a discussion about ASQD Meetings for 2020-21 were:</p> <ol style="list-style-type: none"> <li>1. Deep dive sessions would provide opportunities for Governors to deepen their understanding of critical issues</li> <li>2. Non ASQD Governors should be invited to Deep Dive sessions.</li> <li>3. Consideration should be given to: <ol style="list-style-type: none"> <li>a. 30- minute sessions at Corporation Level on issues affecting performance levels.</li> <li>b. How key points raised at ASQD meetings are fed back to Corporation</li> </ol> </li> </ol>
<b>Item 10</b>	<b>Any other Business</b>
	<p><b>1. When do results come out? (AM)</b></p>

	<p>SH advised:</p> <ul style="list-style-type: none"><li>• A level results are published on 13<sup>th</sup> August</li><li>• GCSE results are published on 20<sup>th</sup> August</li><li>• Pearson and BTEC results are expected around 20<sup>th</sup> August</li></ul> <p><b>2. Thanks</b></p> <p>PH expressed thanks on behalf of the Committee to CC, RS and SC for their commitment and contribution to the work of the Committee during the last year.</p>
	<p><b>Date of next meeting: 15<sup>th</sup> October 2020</b></p>

Signed *Prue Huddleston*  
Prue Huddleston (May 12, 2021 12:24 GMT+1)

Chair: Prue Huddleston




# ASQD Minutes - 11 June 2020

Final Audit Report

2021-05-12

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