

Minutes of the ASQD Committee meeting
held on Thursday 03 December 2020 at 9.00 am
By Microsoft Teams

Birmingham Metropolitan College

Present	Apologies
Sir Dexter Hutt (DH)	
Cliff Hall (CH)	
Professor Prue Huddleston (PH)	
Veronica Doherty (VD)	
Angela Myers (AM)	
Tracey Pearce (TP) until 10.30 am	
Natalie Alleyne (NA)	
In attendance	
Sue Hopewell (SH)	
Ben Gamble (BG)	
Anna Jackson (AJ)	
Jan Myatt (JM)	
Kay Burton-Williams (KB)	
Hazrat Islam (HI)	
Hilary Barber (Clerk)	

	Agenda item
	Apologies
	No apologies were received.
	Declarations of Interest
	No other declarations were received in addition to those contained in the College's Register of Interests.
1.1	Minutes of 15 October 2020
	As no minutes of the previous meeting were available this item was postponed until the next meeting.
1.2	Matters Arising and Action Log
	<p>CH gave an update on student participation at the Board. Currently the Instruments and Articles allow for two student members. However, it was agreed that it would be representative of the student population if there was a participant from each college with one being co-opted. VPs are going to interview potential candidates next week and will recommend the appointment of both a substantive candidate and a "first reserve". The enthusiastic engaging of students to be involved was recognised and applauded.</p> <p>CH reported that NA is leading a project at BMet working with nine other colleges on a Student Commission for Racial Justice. NA added that seven candidates are actively involved in this national campaign.</p> <p>CH updated the committee on SB's progress and PH asked that the committee's best wishes for a speedy recovery be passed on to him.</p>

2	Annual Safeguarding and Child Protection Report
	<p>KB presented the report circulated to governors prior to the meeting highlighting:</p> <ul style="list-style-type: none"> ▪ extensive face to face training was rolled out to staff prior to lockdown which elicited a very positive response ▪ a robust plan was implemented in February and March to ensure support for students during the closure of the college. ▪ the MyConcern monitoring software proved very effective in allowing the DSL to track all cases of concern ▪ it was suggested that the increased number of referrals results from an increased awareness of potential issues and the opportunities for students to disclose ▪ there has been an increase in disclosures, particularly by male students, evidencing that students feel more comfortable in talking to staff. In some cases, issues have arisen during Covid. ▪ the Smoothwall Monitoring software has been effective in tracking any issues relating to potential terrorist or criminal activity ▪ the increase in Cybersex issues was noted; however, it is suggested that a number of these could be related to the greater use of virtual communication and the need for students to differentiate between its professional and social purpose ▪ the high levels of compliance were highlighted ▪ the Safeguarding and Child Protection policy has been updated in line with DfE guidance <p>PH thanked KB and the team for the detailed and comprehensive report.</p> <p>Governors' Questions and Observations: <i>"Initial concerns about confidentiality have abated having met with KB and interrogated the processes for disclosures and referrals. There is a depth and breadth of support across all three colleges for students and innovative programmes in place. I applaud KB and her team."</i> (VD)</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 30</p> <p>That the full report with key issues highlighted should be recommended to the Corporation on 17 December 2020.</p>
3	2019/20 Draft Self-Assessment
	<p>SH presented the report circulated to governors prior to the meeting, giving the context of its production:</p> <ul style="list-style-type: none"> ▪ it represents the reflections of teams who have fed their views to department managers and in turn to department heads ▪ 11 validation sessions have been held to agree the grades awarded ▪ evidence to support the grades has been collated from a number of sources <p>SH noted that the report:</p> <ul style="list-style-type: none"> ▪ captures evidence of a difficult year due to Covid and the consequent college closure. Adult Education and 16-18 provision have been strongly impacted as has the Apprenticeship programme with a number of students being furloughed. The Business Development and Curriculum Development teams have worked to support these students. ▪ notes the challenges that are faced and the key developments needed to ensure that the college meets its high aspirations ▪ the overall grading awarded is "Good". Adult Learning is graded "RI". The outstanding practice in some areas within the college was noted ▪ details the plan compiled by the college to address the challenge of Covid in terms of its reactive and speedy response, teacher assessed grades, support for students and how learning would continue in the new academic year ▪ notes that strong strategies are in place, informed and enhanced by staff feedback, to drive improvements and stretch and challenge to ensure high aspirations and an increase in Value Added are achieved

- further work is needed to establish good starting points and a strong induction programme after a seven-month closure
- generally, behaviour is very good and students are pleased to be back in college having adapted positively to difference modes of delivery
- the need for a continuing focus on attendance for English and Maths courses. This is being addressed by the relevant teaching teams in collaboration with the Vocational teams.
- there is an emphasis on personal development recognising the reduction in work placements during the college closure. Opportunities for virtual work placements are being investigated.
- Business students continued to work on the Applio project during lockdown enabling them to successfully improve their testing, planning and reporting skills
- 938 students were successful in obtaining university places
- shows the number of high grades at A Level and indicates that the high grades at GCSE show a significant increase on last year
- ESOL outcomes indicate an area for improvement. Students appear to have been less engaged and possibly suffered from digital poverty. The college is seeking to support these students and is supplying laptops.
- the SAR evidences the impact of lockdown with 3000 fewer enrolments in Adult Learning this year compared to last year. The impact on results of the lack of take up of short courses which historically produce high achievement was noted. This is in line with the national picture. The need to use qualitative alongside quantitative data was stressed as was the need to address recruitment and support.
- the Business Development team are working to support Apprenticeships where many students have been furloughed and specific areas, e.g. Pharmaceutical and Dentistry which have been adversely affected by the closure. The team are working to respond to regional need. The grade awarded for delivery is Good.
- Provision for High Needs students continues with a significant partnership with Derby College who are providing training. Regular contact with students is producing some great successes.

PH thanked SH and the team for their detailed and comprehensive report.

Governors' Questions and Observations:

"Will there be a financial clawback if Adult Learning provision drops below 68%? (NA)

CH clarified that the percentage applies to volumes rather than achievement rates.

HI reported that the ESFASA have reduced the threshold to 68% from 97% reducing a possible clawback from £400k to £160k. The college had not chosen to submit a Business Plan evidencing mitigating factors. HI noted that ESFA funding was minimal to that which comes from the WMCA.

"It has been very useful to participate in the robust process of the SAR production this year and witness the engagement of staff and the range of issues reviewed which engenders confidence in the outcomes and supports understanding of the issues." (VD)

"Also attended two SAR meetings which gave a detailed insight and clear responses." (PH)

"Agree that the report reads very well and explains actions taken clearly. Could subgrades be included?" (AM)

SH agreed that this breakdown will be added to the final report (to be submitted to Corporation) with key areas for improvement, top-line outcomes and the detail to support headlines.

	<p><i>“How can access be improved for Adult Learners?” (AM)</i></p> <p>SH noted that JM is leading on a strategy to improve access and set clear expectations.</p> <p><i>“Added thanks for the report and the effective process of how it is compiled. Do the areas of outstanding practice feature enough? Is the use of the word “most” at the end of page 21 appropriate?” (DH)</i></p> <p>SH cited the provision delivered by BMet at BMW Oxford as an area of outstanding practice but agreed that this, and other outstanding areas, should be highlighted more strongly in the report. SH also agreed to look at the wording questioned.</p> <p>CH agreed that “most” <i>should</i> be “all” and evidences the need for focussed development.</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 31</p> <p>SH will update and finalise the report which will be circulated to ASQD committee members for approval prior to submission to the Corporation on 17 December 2020.</p>
4	<p>Achievement Outcomes for 2020</p>
	<p>SH presented a PowerPoint presentation detailing its content and noting that it includes the benchmark of the General Further Education College (GFEC) rate for last year. It was noted that the DfE are not issuing this benchmark this year.</p> <p>Governors’ Questions and Observations:</p> <p><i>“Given the results of A Levels, should the grading in the SAR be Judged as Outstanding?” (AM)</i></p> <p>SH responded that whilst this had been discussed at SAR validations there were reservations about awarding “Outstanding” in the context of this “extraordinary” year. Delivery remains difficult in the second year of courses. The trend is upwards and the aim is for an overall “Outstanding” grade in future years.</p> <p><i>“Whilst recognising pockets of outstanding practice, there are other outcomes, e.g. Vocational courses which cause concern. A greater focus is needed on those areas which have an ALPs score of 6/7 or higher. Whilst Covid has had an impact, other factors must be investigated. Is it possible to compare BMet’s outcomes with other colleges?” (DH)</i></p> <p>SH agreed but noted that students had not been able to sit re-takes and also suggested that pre-lockdown students had been on track adding that the outcomes of other colleges had not been published and therefore no information was available against which to benchmark.</p> <p>AJ agreed that learners had been confident pre-lockdown and noted that it could be more difficult to achieve high grades in Vocational programmes than A Levels.</p> <p>CH agreed that whilst Covid had an impact on outcomes, ALPs scores of 6/7 suggested the need for an improved quality of teaching and greater stretch and challenge. Of particular concern were the results for Public Services and Business Sub-Dip with scores of 8/9. The aim across the college should be for nothing less than a 4. CH stressed the need for these outcomes to be interrogated and for a strategy of quality teaching and learning and target setting to be accelerated. VPs agreed noting that there is a continued focus and action plans are in place.</p> <p><i>“There was good discussion at SARs meetings when areas of underperformance were identified and recognised by staff. They were not underestimating the challenges and robust plans are in place.” (VD)</i></p> <p>SH reassured the committee that there is no complacency. The focus remains on achieving high aspirations through stretch and challenge and developing key areas identified to drive forward outcomes.</p>

	<p>CH confirmed it was not yet possible to compare the colleges' outcomes to other colleges for the academic year 2019/20. CH agreed that the SAR report should be graded overall as Good recognising the improvement trend in many areas. However, the Vocational Level 3 results remain a significant concern. CH agreed to contact other colleges to obtain their results to enable benchmarking and suggested that this should be the focus of a Deep Dive.</p> <p>BG suggested that the quality of teaching would be a significant focus for Ofsted who would be looking for evidence of stretch and challenge in classrooms. NA agreed that this was the opening statement in Ofsted guidance.</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 32</p> <p>That the Achievement Outcomes Report 2020 is noted.</p>
5	<p>Applied Vocational Qualifications for Level 2 and 3 – DfE Consultation</p>
.	<p>Further to the report circulated SH noted that a meeting is being held with VPs tomorrow to compile a response to the consultation.</p> <p>Governors' Questions and Observations:</p> <p><i>"The proposals do not give Technical qualifications parity with A Levels" (VD)</i></p> <p>CH suggested that this point should be added to the college's response.</p> <p><i>"Offered to look over the response when it's drafted" (PH)</i></p> <p><i>"There should be a link between Technical and Academic qualifications" (AM)</i></p> <p><i>"Academic qualifications should be renamed 'General' "(PH)</i></p> <p>SH thanked governors for their offers of help in reviewing the response.</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 33</p> <p>The consultation and proposed process of response was noted.</p>
6	<p>Deep Dive Focus 2020/21</p>
	<p>It was agreed that the foci of Deep Dives for the remainder of this academic year should be:</p> <ul style="list-style-type: none"> ▪ Targets and priorities for the Adult Learning offer combined with a review of BMet's involvement with the local community ▪ How digital resources are used to enhance delivery of course programmes ▪ Teaching and Learning and assessment in relation to Vocational provision – discussions to include Curriculum Directors <p>The first topic will be the subject of the meeting scheduled for 14 January 2021. Further arrangements will be planned outside of the meeting.</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 34</p> <p>The Deep Dive Focus plan was noted.</p>

7	Catch Up Fund Progress Report
	<p>JM presented the report circulated to governors prior to the meeting explaining the level of funding, its purpose and the BMet model of implementation.</p> <p>Pro-Monitor software will be used to record interventions to facilitate an audit trail and the numbers of students involved will be monitored half termly.</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 35</p> <p>The report presented by JM be noted.</p>
8	Ofsted Preparation
	<p>SH detailed the work undertaken with three Click associates and key staff in preparation for a potential Ofsted visit.</p> <ul style="list-style-type: none"> ▪ a Staff Development day was convened in October 2020 involving presentations and inter-active tasks addressing the likely process of an inspection, how to phrase responses to inspectors etc. This guidance and training are being cascaded through the management structure. ▪ a further Staff Development day is planned for 14 December when pertinent information will be disseminated <p>BG reported that at James Watt key areas for discussion will be:</p> <ul style="list-style-type: none"> ▪ the sharing of best engineering practice with Oxford ▪ preparation for Work Experience ▪ identifying the full impact of Smart Assessor in relation to Apprenticeships ▪ strengthening the BMW tutorial system ▪ what can be learned from highly effective teaching at Erdington ▪ the use of Pro-Monitor for YTD marking ▪ improving knowledge skills ▪ how to produce case studies ▪ how to monitor external progress for T Levels ▪ how to develop EHCP and HL students into the main curriculum ▪ the impact of stretch and challenge at foundation level ▪ differentiation in provision for KnowHow apprenticeships <p>The main focus will be placed on:</p> <ul style="list-style-type: none"> ▪ stretch and challenge and how that impacts positively on Value Added ▪ improving attendance in English and Maths courses <p>JM reported that at Matthew Boulton key areas for discussion will be:</p> <ul style="list-style-type: none"> ▪ 1:1 meetings with managers which start this week ▪ a review of Adult destinations ▪ a review of the relationship between Vocational and English/Maths attendance ▪ EHCP / High Needs students – 1:1 meeting with manager who will disseminate information to the team <p>AJ reported that at Sutton Coldfield key areas for discussion will be:</p> <ul style="list-style-type: none"> ▪ outcomes of the Click report ▪ a review of the action plan with regard to differentiation, digital resources and starting points ▪ the use of feedback from Click to enhance the quality of provision drilling down to activity in the classroom ▪ identifying skills gaps and what developments are needed to address these ▪ creating an ambitious curriculum ▪ how to gain more confidence in articulating good practice and demonstrating work with employers ▪ how to showcase good practice whilst remaining aware of challenges

	<p>Governors' Questions and Observations:</p> <p><i>"As a link governor I would be happy and willing to join meetings at Sutton Coldfield" (VD)</i></p> <p>(It was noted that latest Ofsted guidance suggests that inspections will not re-start until the summer term 2021 but monitoring visits will continue)</p> <p>IT WAS RESOLVED THAT:</p> <p>AS20: 36</p> <p>That the proposals for Ofsted preparation be noted.</p>
9	Matters for Referral to Corporation
	<p>The following reports were identified:</p> <ul style="list-style-type: none"> ▪ Safeguarding report ▪ The Self-Assessment report ▪ Achievement outcomes (included in SAR) ▪ Catch up funding report ▪ Topics for Deep Dives
10	Any Other Business
	<p><i>"Re: pockets of outstanding practice. The Science department at Matthew Boulton offers excellent provision but this could be enhanced by resourcing the team with digital cameras and microphones." (NA)</i></p> <p><i>"What are the arrangements for the Graduation Ceremony please?" (AM)</i></p> <p>AJ will circulate details of the arrangements.</p> <p>PH thanked everyone for attending the meeting and for their valued contributions wishing everyone season's greetings.</p> <p>There being no other business the meeting was concluded at 11.10 am.</p>

Signature: Prue Huddleston
 Prue Huddleston (May 10, 2021 16:39 GMT+1)

Email: p.j.huddleston@warwick.ac.uk

ASQD Minutes - 3 December 2020

Final Audit Report

2021-05-10

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