

Minutes of the ASQD Committee meeting
held on Thursday 11 February 2021 at 9.00 am
By Microsoft Teams
Birmingham Metropolitan College

Present	Apologies
Sir Dexter Hutt (DH)	Natalie Alleyne
Cliff Hall (CH)	
Professor Prue Huddleston (PH)	
Veronica Docherty (VD)	
Angela Myers (AM)	
Tracey Pearce (TP)	
In attendance	
Sue Hopewell (SH)	
Ben Gamble (BG)	
Anna Jackson (AJ)	
Jan Myatt (JM)	
Stephen Belling (SB)	
Hazrat Islam (HI)	
Hilary Barber (Clerk)	

	Agenda item
	Apologies
	Apologies were received from Natalie Alleyne.
	Declarations of Interest
	No other declarations were received in addition to those contained in the College's Register of Interests.
1	Minutes of previous meetings
1 (i)	15 October 2020 Correction: Any other business: Paul Hamlin should read Paul Hamlyn.
1 (ii)	03 December 2020 Correction: Item 3: Reference to "difference modes of delivery" should read "different modes of delivery".
1 (iii)	14 January 2021
1 (iv)	Matters arising and Action Log VD asked for feedback on the Leaders Unleashed programme discussed on 15 October 2020. DH asked if the need for additional resources for the Science department discussed on 03 December 2020 had been met. SH advised that currently cameras and microphones are being trialled to ensure they are of the correct quality prior to larger scale purchasing. JM will advise the Science department of this progress.
	IT WAS RESOLVED THAT:

	<p>AS 21: 01 That subject to the corrections noted above, the minutes of the previous meetings are approved.</p>
2	<p>General Update</p>
	<p>CH reported the following:</p> <ul style="list-style-type: none"> ▪ There is a great deal of activity within college and work is ongoing with SH and the VPs to organise Learning Walks and the whole staff CPD day on Friday 12 February. ▪ SLT gave feedback at their meeting yesterday following attendance at the recent Association of Colleges' Conference. Items arising will be followed up. ▪ Following a review initiated before Christmas regarding Student Experience, BG has compiled a report which suggests that a Safeguarding and Prevent Committee should be set up which will report regularly to the Corporation. CH has asked VD, as governor with responsibility for Safeguarding, to join this group which will meet termly. The committee will investigate connectivity across the three colleges in terms of Safeguarding and Prevent. ▪ Work is ongoing to ensure that applications for the coming academic year are as required. ▪ Provision for the Adult offer and Start Up programmes are being planned with a view to starting after Easter where possible. <p>CH asked governors who attended the Association of Colleges' Conference for feedback:</p> <p><i>The session on how to review Teaching and Learning was useful with the presentation by LTE College (DH)</i> <i>Helpful session on how to develop Personal Skills (AM)</i> <i>Also attended this session which detailed 5 key areas – by level. This provides a useful framework relating to Stretch and Challenge and Value Added. (BG). As it is not a funded qualification it could be part of enrichment (PH).</i></p> <p>CH highlighted the collaboration model presented by the West London Colleges particularly around the Kickstart Programme, and the Bedford College model in relation to their approach to long term curriculum planning. Provision is based on data and demand and there is a focus on internal progression to secure numbers. In addition to a Risk Register, an Opportunities Register is also kept as part of longer-term planning. Oldham College's "Teaching for Distinction" strategy draws on current research with which managers at all levels are required to engage. All staff keep a reflective journal.</p> <p>PH thanked CH for organising governors' attendance at the Conference.</p>
3	<p>Quality Improvement Plan</p>
	<p>SH introduced the six keys areas of the plan:</p> <ol style="list-style-type: none"> a) Drive the quality of Teaching and Learning across all provision. b) Increase Adult recruitment and pass rates. c) Ensure all students and apprentices acquire the required knowledge, skills (wider, personal and professional) and behaviours over time. d) Ensure that the experience of apprentices is improved and that they complete their courses in a timely manner and are well prepared for final assessments. e) Ensure the digital strategy is embedded for the benefit of all students and staff. f) Adapt the Work Experience strategy to reflect the current climate and restrictions. <p>The report circulated to governors contains detailed updates on current activities to address the key areas. SH highlighted the following:</p> <ul style="list-style-type: none"> ▪ As part of the Teaching and Learning strategy each directorate launched Professional Learning Communities in December 2020. Regular meetings are being held to discuss current research, strategies, peer observations etc. Further work will take place at the staff Development Day on 12 February. ▪ Good relationships exist with the DWP and Job Centres around Adult Provision. Due to the current situation targets are not being met; however provision is responsive to the local skills need as identified by the West Midlands Combined Authority. ▪ Work is taking place around the tutorial programme to enhance the experience of students and ensure it is pitched at the right level to raise the quality of key skills. Regular training is ongoing by Lead Practitioners to improve the quality of English and Maths provision.

- Smart Assessor enables a central reference point for monitoring Apprenticeships. A pilot has been implemented to allow access to Smart Assessor by employers. Additionally, induction surveys for apprentices are being conducted at three points during the course to facilitate monitoring of the apprenticeship experience. Reports will be brought to the ASQD committee.
- There is a focus on online CPD to support staff to feel confident in their teaching and ability to take risks. Learning Walks are taking place with a pre-session discussion and a follow up two-way conversation. Feedback from both staff and students is very positive.

Governors' Questions and Observations

"Is there a forum to give staff the opportunity to share tips and good practice?" (DH)

SH confirmed this is the case with cross college conversations taking place. In addition Teach Meets are conducted each term.

"Thank you for the comprehensive report. Whilst initially questioning the publishing of the report in February after the end of the autumn term, I appreciate that it is updated, and the timing allows for reflective feedback. Noting the breadth of ongoing activity, is this manageable for staff? Do they welcome it?" (VD)

SH noted that activities are staged with some having specific timescales. Staff identify their own focus. SH acknowledged that some staff find online teaching challenging; however, Learning Walks are designed to support and encourage staff and instil confidence.

"Meetings take place on a 1:1 basis following the first observation. Staff come together collectively to identify good practice and areas for development and where staff need further support. Trials are taking place on blended learning and reviewed on a regular basis. Staff are working well together as teams and see the strategy as an opportunity." (TP)

"Staff feel a degree of pressure: however, the strategy of virtual Learning Walks is very supportive towards staff and the implementation of the Professional Learning Communities (initiated by staff themselves) offers the opportunity to reflect on, and develop, good practice." (BG)

CH noted that the plan and its key priorities are owned by the SLT and not geared towards the department managers who have their own improvement plans. Further updates will be brought to subsequent meetings. The views of the FE Commissioners will be helpful. CH recognised that the new approach to Learning Walks and Professional Dialogues initiated by SH is already engaging staff well and provides a platform for building into the future with its genuine priority to help staff improve. VPs hold weekly Teaching and Learning meetings which lead to regular dialogue with department managers. The college remains rigorous about standards but with a different approach. SH added that a short survey will take place in mid-March to obtain feedback from staff.

"Noted that it would be helpful to explore further how professional conversations inform decisions around professional judgements and offered support." (PH)

"This feels like a very positive change to the culture of the college and the mindset of staff and students." (AM)

PH thanked everyone for their contributions to the discussion.

IT IS RESOLVED THAT:

AC21: 02

That the Quality Improvement Plan is noted and recommended to the full Board.

Overview

SH shared an overview of the activities that took place during the Click review between October 2020 and January 2021:

- Delivering to Directors and Department Managers at a Development Day which included guidance on the inspection framework, the process, how to frame answers to inspectors and what documentation may be required.
- Small group meetings with Department Managers, Apprenticeship providers and Teaching and Learning Quality groups.
- Click associates met twice with each Department Manager who were given tasks to complete between the meetings. A subsequent report detailed feedback and results of the challenges undertaken. Feedback from DMs was very positive, and the report identified good practice to be shared across colleges.

Matthew Boulton

JM reported that DMs had found the process very useful and the detailed report received with its summary of each department instilled confidence that managers were cognisant of where there is good practice taking place and where areas of development exist. The work prior to Christmas focussed on a review of Schemes of Work and Student Progress. Although some staff were concerned about not teaching for the last full week of last term, TP confirmed that they had appreciated the time allowed to reflect on delivery and practice.

JM noted that conversations with Click associates have led to a review of the Professional Learning Communities in relation to:

- Value Added improvement
- ALPs
- Transfer of skills
- Virtual classrooms
- How to deliver online to half a student cohort with half in college

Following submission of the formal report by Click the focus will be on how to improve target setting: *What are the barriers? How should it be done differently? How should the process be implemented?*

Feedback from staff has been good. Discussions have identified the need for a process by which group profiles can be easily shared across college. At the staff Development Day on 12 February there will be a focus on target setting and how students can be trained (particularly those on Level 1 & 2 courses) to set more meaningful targets.

“It would be encouraging for governors to have access to the full Click report and see the progress it details”. (DH)

Sutton

AJ reported that the work undertaken by Click has been a very supportive experience and discussions with managers has engendered honest and open feedback and raised confidence. Additionally it has identified where there are concerns and the need for extra support. The report highlights the high quality of the leadership of curriculum planning and delivery and offers advice on aligning provision to industry needs. AJ noted that whilst there are clear strategies in place to support learners, it is crucial that evidence is collated to demonstrate progress alongside the use of case studies. AJ commented that whilst academic achievement is critical, the pastoral “wrap around” programme offering advice and guidance on career pathways is also highly important.

Next steps are to share the whole review with staff and identify the way forward. Managers will take ownership of the report and compile individual plans for their teams. The focus on Professional Learning Communities will be refreshed with a variety of different strategies being reviewed weekly. Further work is ongoing to support students to be ready for assessments, understanding their progress and knowing what they need to do to improve.

“Thanked AJ for the update. Having attended one of the Click sessions, I was impressed at the willingness of staff to participate and by their openness. There is a need to compile evidence for enrichment activities and case studies that show examples of progress. There is excellent collaboration across the colleges”. (VD)

“Thank you for the comprehensive report which makes good reading.” (DH)

“Are career pathways other than higher education included in Sutton’s Futures Programme?” (PH)

AJ agreed this is the case with a college commitment to ensure that students are aware of the wider career pathways open to them with a four-week workshop programme being held to identify a broader perspective of opportunities.

James Watt

BG reported on a very supportive experience with the Click associate, Kate Murie. Open sessions and team management meetings were held with the emphasis being on ensuring staff’s mindset is student centred. BG is reassured that Click’s review of data and lessons matches the college’s own assessments. Strengths around stretch and challenge (particularly in relation to engineering provision) were noted and curriculum intent and scaffolding.

Future discussions will relate to how staff are using group profiles to enhance the quality of Teaching and Learning and how to ensure students develop wider skills and know how to get to their next level. The need for case studies evidencing real progress will be a focus.

BG highlighted the need to balance the two priorities of development and innovation and how they can both be used to develop students’ knowledge and skills. A review is taking place with staff to identify strategies for increasing attendance and progress in English and Maths to include a focus on tutor systems. Managers are distilling the full report into department Quality Improvement plans. The Click report also noted that some learning is overly teacher led and there is a need to offer a wider range of qualifications. This supports issues identified by department leaders and will be included in their bespoke department plans.

BG introduced the draft “Learner Roadmap” to governors. This plots the student journey from the induction process and contains details of the course content, timings, pointers for progress etc.

“Which organisations are awarding qualifications? Given the uncertainty around exams this year, please ensure you have evidence to support assessments.” (PH)

BG responded that the majority are awarded by City and Guilds and noted the need to compile evidence.

“Where did the Roadmap come from?” (DH)

BG replied that it was initiated by the team who identified the need for the information to be held in one simple document.

“Noted the great progress made across all three colleges since summer 2019 and thanked all who are contributing.” (DH)

IT WAS RESOLVED THAT:

AC21: 03

That the report is noted.

5

Policies

Diversity and Inclusion Policy

“Is the college still in receipt of funding from the European Social Fund? Should their logo be included on the cover sheet?” (VD)

	<p>CH will check and advise. CH noted that whilst in paragraph 1.2 of the policy there is a reference to “all stakeholders”, there is not a specific reference to governors. CH suggested that the Corporation should note their responsibility to uphold Diversity and Inclusion strategies and discuss and approve the Annual Report (a requirement of the 2010 Act) which is published on the college website.</p> <p><i>“Does the report include details of sickness levels, stress-related absence, redundancies etc?” (VD)</i></p> <p>CH confirmed that this data is available and reported through the HR and Diversity teams.</p> <p><i>“Is there a need for greater triangulation to promote greater understanding?” (VD)</i></p> <p>CH agreed this was the case and noted that Christine Tolley, an HR expert, is joining the ASQD committee. It was agreed that the policy should be recommended to the full Corporation.</p> <p>Freedom of Speech Policy</p> <p>Quiet Room Policy</p> <p><i>“Do the students use the resource effectively?” (VD)</i></p> <p>VPs responded that Quiet Rooms were very well-used, and activity monitored regularly.</p> <p><i>“Are the Quiet Rooms available to staff?” (PH)</i></p> <p>VPs confirmed this was the case.</p> <p>IT WAS RESOLVED:</p> <p>AC21: 03</p> <p>That the three policies are noted.</p>
6	<p>Student Disciplinary Policy</p>
	<p>SH reported that the policy has been reviewed in conjunction with Department Managers, Directors and Student Hub admin staff. It is updated in line with the Student Conduct policy and has been discussed by SB with the Student Councils.</p> <p><i>“Do the colleges have many student exclusions?” (VD)</i></p> <p>SH responded that there have been very few incidents.</p> <p><i>“Are students clear about the expectations of behaviour in exams? Are staff fully aware of the regulations?” (PH)</i></p> <p>SH confirmed that enhanced training has been provided and students and staff are clear about expectations of behaviour.</p> <p>IT WAS RESOLVED THAT:</p> <p>AC21: 04</p> <p>That the policy is recommended to the full Corporation.</p>
7	<p>Matters for referral to Corporation</p>
	<ul style="list-style-type: none"> ▪ Recommendation that the Diversity and Inclusion policy is an agenda item at a full Corporation meeting or Strategy day to enable a full discussion. ▪ A summary of each college’s preparations for an Ofsted inspection as discussed in Item 4 to be presented to Corporation.
8	<p>Any Other Business</p>
	<p><i>“Should the committee receive an update periodically on progress and outcomes at Harborne Academy as in the past?” (VD)</i></p>

	<p>CH noted that the academy has recently appointed a new Headteacher. Subsequently, the academy team of the EFSA called a meeting to discuss the college's sponsorship and specifically the status of, and expectations around, the £2m loan made by the college to the academy. Whilst the college does not expect the academy to repay the loan in full, it reserves the option included in the original contract that, should the academy join a Multi Academy Trust, the college could seek to recoup some or all of the grant. Once the college is fully operational again post lockdown, it is anticipated that discussions will continue.</p> <p>CH noted that the academy does forward data relating to progress and outcomes to the college and this will be brought to the next ASQD meeting.</p> <p><i>"The Education Training Foundation is running online training for 'Strategic Development for Leaders and Governors involved in delivering Apprenticeships'. Will forward link." (PH)</i></p> <p>CH thanked governors and VPs for participating in a very productive and effective meeting.</p> <p>It was agreed that the new approach to observations and professional discussions and judgement is very important and should become the subject of a future Deep Dive meeting to which teacher representatives could be invited.</p> <p>There being no other business, the meeting was closed at 11.10 am.</p>
	<p>Date of next meeting: 25 February 2021 at 9.00 am (Deep Dive)</p>

Signed: 
Prue Huddleston (Nov 5, 2021 15:45 GMT)

Chair: Prue Huddleston






ASQD minutes - 11 February 2021

Final Audit Report

2021-11-05

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