

Minutes of the ASQD Committee meeting
held on Thursday 10 February 2022 at 9.00 am
By Microsoft Teams
Birmingham Metropolitan College

Present	Apologies
Professor Prue Huddleston (PH)	
Sir Dexter Hutt (DH)	
Angela Myers (AM)	
Christine Tolley (CT)	
Afzal Hussain (AH)	
Natalie Alleyne (NA)	
Gobinder Gill (GG)	
Kashema Wray (KW)	
Leah- Ali- Hussain (LH)	
Pat Carvalho (PC)	
In attendance	
Sue Hopewell (SH)	Hazrat Islam (HI)
Stephen Belling (SB)	
Luke Adams (LA) Agenda item 2	
Jo Travis (JT) Agenda item 4	
Helen Land (HL) Agenda item 4	
Kay Burton- Williams (KW) Agenda item 5	
Jan Myatt (JM)	
Anna Jackson (AJ)	
Ben Gamble (BG)	
	Agenda item
	Apologies
	Apologies were provided by CT for a part of the meeting.
	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)	The minutes of the ASQD meeting on 2nd December 2021 were reviewed
1 (iii)	Matters arising and Action Log

	<p>It was noted that the two actions in the Action Log had been completed.</p> <p>IT WAS RESOLVED THAT:</p> <p>AS 21/22: 08 The minutes of the meeting on 2nd December 2021 be approved.</p> <p>AS 21/22: 08 The Notes of the Deep Dive on 13th January 2022 be approved.</p>
2	<p>Introduction to the Teach, Learning and Assessment Dashboard (“the Dashboard”)</p>
	<p>SH introduced the agenda item and advised that the Dashboard is now live. The Dashboard collates data from a range of different sources to identify the key areas that require focus to drive improvement. The intention is for the Dashboard to be reviewed by the Senior Leadership Team on a monthly basis and each meeting of the ASQD Committee.</p> <p>LA gave a demonstration of the Dashboard to show what information it provides and how it works. LA also advised of how the Dashboard is to be taken forward in terms of roll out and further development.</p> <p>BG advised the Dashboard is a very helpful tool which helps the Vice Principal’s manage performance within the college. It provides an alert to what issues need to be reviewed and makes it possible to drill down to review the cause of issues and determine what action further action is required.</p> <p>AJ advised that managers have appreciated having data in one place and the Dashboard had already proved useful in helping to improve attendance levels and ensuring students get feedback in a timely way.</p> <p>Governors’ Observations and Questions</p> <ol style="list-style-type: none"> 1. How is use going to be ensured? (DH) <ul style="list-style-type: none"> • PC advised it will be the main reference point for reviews and considered by the Senior Leadership Team, at Curriculum and Quality meetings and in department reviews. 2. Governors will need a summary of what it shows (DH) <ul style="list-style-type: none"> • PC advised that the Dashboard would be accompanied by a summary report, covers everything that is monitored by Ofsted, and could serve as an assurance to Governors about what is being monitored in the college. 3. The Dashboard would be very helpful and would enable Governors to ask specific questions and obtain clear answers (PH) 4. The Dashboard would help managers see what issues need to be addressed. (GG) 5. Is there a correlation between group sizes and the provision of information as it is a more time- consuming exercise where group sizes are larger? (GG)

	<ul style="list-style-type: none"> LA advised the Dashboard would be measuring quantity not quality. The quality aspects of addressing an issue would be derived from the review of issues raised e.g. whether an issue might be because a member of staff is on sick leave OR has too large a case load. <p>6. How will the quality of 1-1's be recorded? (AM)</p> <p>NA advised that quality is being covered in discussions which set Grow goals and are informed by data that has been provided through the Dashboard.</p> <p>7. How do you ensure that the quality of data in the Dashboard is accurate? (AM)</p> <ul style="list-style-type: none"> PC advised that the data is that provided to the ESFA and has the associated quality checks. The data is also checked when used to review the cause of issues raised.
3	<p>Quality Improvement Plan</p>
	<p>SH introduced the Quality Improvement Plan provided with the Committee Pack and advised:</p> <ul style="list-style-type: none"> The Plan was produced after the Ofsted Inspection. Was based on 6 key objectives: <ol style="list-style-type: none"> Identifying students starting point to inform appropriate teaching strategies for practice across the college at all levels. Manager and students ensuring all students with high needs achieve appropriate levels of support. Continued progress of teaching and learning for consistencies. Apprenticeships and quality of reviews with emphasis on students leading them. Continued development of maths and English. Development of wider skills beyond curriculum content. Governors are invited to continue asking questions on areas as needs. <p>IT WAS RESOLVED THAT:</p> <p>AS 21/22: 10</p> <p>The objectives and measures in the Quality Improvement Plan be noted</p> <p>AS 21/22 11</p> <p>Early implementation of actions to deliver plan be noted</p> <p>AS 21/22: 12</p> <p>Governors responsibilities to be aware of the plan and review progress be noted.</p>

4 (i)	Post Ofsted Inspection Plans relating to High Needs Learners
	<p>HC provided an introduction to the report and action plan provided in the Committee Pack providing a particular emphasis on short terms actions.</p> <p>Governors' Observations and Questions</p> <p>1. HC's team provide invaluable support to students and staff. When will training be provided to curriculum staff? GG)</p> <ul style="list-style-type: none"> • HL advised training times will be worked out with staff taking into account existing commitments and the need for flexibility. <p>2. Does the term "High Needs" include severe learning disability? (AM)</p> <ul style="list-style-type: none"> • PC advised that the actual needs of the learner inform what funding might be available. Work is currently being done with a consultant to ensure that the college is able to access all possible support for learners. <p>3. What work is being done to partner with other colleges to learn from others? (HI)</p> <ul style="list-style-type: none"> • PC advised that initial work was being done internally with the support of a consultant. That work will inform which contacts to make with other relevant specialist schools. This approach was informed by an awareness that previous partnerships did not have the impact expected. <p>4. What plans are in place to examine the impact of actions? (DH)</p> <ul style="list-style-type: none"> • JM advised that action plans would be considered at Termly Review Boards to examine the impact of improvement measures. • SH advised external verification of impact of measures would be sought once the actions have been implemented. <p>5. How many High Needs learners are there in this academic year? (AM)</p> <ul style="list-style-type: none"> • HL advised 156 learners have EHCPs (Education Health and Care Plans) and an additional 30 learners where discreet provision is provided. <p>IT WAS RESOLVED THAT:</p> <p>AS 21/22: 13</p> <p>The action plan to further improve provision for High Needs Learners be noted.</p>
4(ii)	Post Ofsted Inspection Plans relating to Adult Learners
	<p>JT provided an introduction to the report and action plan provided in the Committee Pack providing a particular emphasis on short terms actions.</p> <p>Governors' Observations and Questions</p>

	<p>1. If the Action Plan is implemented further progress will be made. (DH)</p> <p>2. What will Progress Books look like and how will they be used by teachers? (AH)</p> <ul style="list-style-type: none"> • JT advised Progress books will keep the feedback in one place; a record will be kept of how confident a learner feels about an activity they are about to undertake; will then capture how well they did, what they learned and how they feel having completed the activity. The practice will be based on what is used for GCSE students and adapted to respond to the needs of an ESOL learner. <p>3. Will there be a centralised approach to developing the ESOL programme as is the case with maths? (AM)</p> <ul style="list-style-type: none"> • JT advised that was the intention. <p>4. What resource needs do students have in respect of the ESOL programme? (PH)</p> <ul style="list-style-type: none"> • JT advised that some students have extreme financial hardship and so work is being done with the Students Service Team to review equipment needs on an as needs basis. <p>IT WAS RESOLVED THAT: AS 21/22: 14</p> <p>The action plan to further improve provision for High Needs Learners be noted.</p>
5	Annual Safeguarding Report
	<p>KBW introduced the Annual Safeguarding Report provided with the Committee Pack and emphasised the following key points:</p> <ul style="list-style-type: none"> • The Safeguarding strategy had appeared to work well. • Work with the HE and FE Prevent Lead appeared to be working well and their input had been well received in the college. • There were 29 Safeguarding champions across the college. • The My Concern App was being used effectively. • In line with national trends there had been an increase in learners who were being looked after in virtual schools. • The report contains additional information about the college's handling of learners with criminal convictions. <p>Governors' Observations and Questions</p> <p>1. The report enables Governors to have confidence in the college systems. (PH)</p> <p>2. How are Safe-guarders and supported with their work? (GG)</p> <p>KBW advised, the Deputy Safeguarding Leads have access to external counselling; safeguarding champions hold meetings which are designed to</p>

	<p>create safe spaces where support can be provided; all have the ability to access the Safeguarding Lead and their deputies on an as needs basis.</p> <p>3. How are non- safe guarding personnel such as the security guards being supported?</p> <ul style="list-style-type: none"> KBW advised that work is being done with HR regarding wellbeing and mental health training for all staff and students. This work involves developing a single plan that brings together a range of different initiatives that are happening within the college. <p>4. Could an analysis be done of the information regarding criminal convictions to see if any actions were required? (NA)</p> <p>KBW advised that this could be done</p> <p>5. AM advised as Safeguarding Lead and Link Governor for MB, she could confirm that a recent matter brought to the attention of Governors directly was in hand.</p> <p>IT WAS RESOLVED THAT: AS 21/22: 15</p> <p>The 2020-21 Annual Safeguarding Report be commended to Corporation for Approval</p>
6	Common Wealth Games Update
	<p>SBH advised the contract with the Commonwealth Games had an in- kind partnership value of £500K and offered students the opportunity for work experience through the Games and the associated supply chain.</p> <p>Governors' Observations and Questions</p> <p>Governors noted how it was good to be part of this significant event in the City.</p>
7.	Any Other Business
	<p>PH thanked everyone for their contributions to what had been a very productive meeting. There being no other business, the meeting was closed at 11.00 am.</p>

P. Huddleston

Signed: Prue Huddleston (Sep 26, 2022 11:30 GMT+1)

Chair: Prue Huddleston