

Minutes of the ASQD Committee meeting
held on Thursday 16th June 2022 at 9.00 am
By Microsoft Teams
Birmingham Metropolitan College

Present		Apologies
Professor Prue Huddleston (PH)		Christine Tolley (CT)
Sir Dexter Hutt (DH)		Kashema Wray (KW)
Angela Myers (AM)		Leah- Ali- Hussain (LH)
Afzal Hussain (AH)		
Natalie Alleyne (NA)		
Gobinder Gill (GG)		
Pat Carvalho (PC)		
In attendance		
Sue Hopewell (SH)		
Stephen Belling (SB)		
Luke Adams (LA)	Agenda item 2	
Simon Harrington (SHa)	Agenda item 4	
Jo Travis (JT)	Agenda item 5	
Jan Myatt (JM)		
Anna Jackson (AJ)		
Ben Gamble (BG)		
Alison Jones (AJ)	Agenda Item 7	
Sam Cole (SC)	Agenda Item 7	
Raha Karvar (RK)	Agenda Item 8	
Hazrat Islam (HI) ESFA		
	Agenda item	
	Apologies	
	Apologies were provided by CT , KW and LH.	
	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	The minutes of the ASQD meeting on 10 th February 2022 and Deep Dive held on 28 th April 2022 were reviewed.	

	<p>IT WAS RESOLVED THAT:</p> <p>AS 21/22: 16 The minutes of the meeting on 10th February 2022 be approved.</p> <p>AS 21/22: 17 The Notes of the Deep Dive on 28th April 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:</p> <ul style="list-style-type: none"> • The dashboard is used at Termly Review Board Meetings and reviewed by the Senior Leadership Team every month. • 5 progress reviews are done each year. • Staff review various metrics e.g., Attendance and progress against assignments • From those reviews, assessments are made to whether a student is at risk, on track or above target. <p>Governors’ Observations and Questions</p> <p>1. What is used as evidence of progress? (AM)</p> <p>Staff review student performance in assessments and attendance.</p> <p>2. Please provide further information on the Work Ready entries on the data dashboard. (AH)</p> <p>3. What is covered in the Teaching and Learning Plans? (AM)</p> <p>SH advised: Plans cover a wide range of issues. Plans are going to be refined to categorise activities as those to develop areas of strength and those to cover areas that need further development.</p> <p>4. An amazing amount of information is gathered: How much time is spent gathering the data? (DH)</p> <p>LA advised: Relatively little time was spent populating the dashboard most of the information is collected in the college’s Pro – Monitor system. The process will become even easier when new MIS systems are deployed.</p> <p>5. How is the information in the dashboard used? (DH)</p> <p>LA advised: -</p> <ul style="list-style-type: none"> • The dashboard provides top level of information. • Further detailed information can be accessed at department and individual learner/ staff level. • Information is used for conversations with learners, parents and/ or employers. • Information is used by managers on a weekly basis to identify actions required by tutors. • Teaching staff use it to inform their approach to teaching individual learners. <p>GG advised that it is used to inform staff approach to monitoring both attendance and achievement.</p> <p>6. What is the financial impact of retention levels? (GG)</p> <p>PC advised:</p>

	<ul style="list-style-type: none"> • Funding for 16-18 is fixed each year after the 42 day retention period. • For Adult learners the effect is ongoing and so programmed planning happens on an ongoing basis. <p>7. Is there a correlation between retention figures and those who do not receive a 1-1 in a timely way? (GG)</p> <p>LA advised</p> <ul style="list-style-type: none"> • Previous analysis affirms lack of 1-1 meetings can have an impact on retention. <p>PC advised</p> <ul style="list-style-type: none"> • Course teams are doing reviews and should be reviewing what hasn't been done and where improvements can be made. • Time is provided to undertake reviews with learners and provide support as needed. • Department Managers are instrumental in ensuring this work is done.
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"> • Progress was being made in respect of Pre- employment work : more assessments were being done to identify what students wanted to achieve and this enabled tutors to adapt courses accordingly. • Mid- term assessments are taking place to review progress in addition to end of term reviews which help evidence what learning has taken place. • Target setting has improved. • The Performance dashboard is enabling greater collaboration and organisational intent. • Apprenticeship reviews are in progress. • FE Commissioner support has identified four areas for increased focus: <ol style="list-style-type: none"> 1. Metacognitive strategies within teaching and learning assessments. 2. Target setting through Learning Conversations. 3. Attendance to English and Maths. 4. Further development of English and Maths with main programmes. <p>HI noted the good use of support from the FE Commissioners.</p> <p>Governors' Observations and Questions</p> <p>1. What is time frame to align Quality Improvement Plan with the Single Improvement Plan? (AM)</p> <p>SH advised that the plans will be aligned for the start of the new academic year.</p> <p>IT WAS RESOLVED THAT: AS 21/22: 18 The Committee note the progress being made to drive improvements in key areas of provision.</p>

4.	<p>Post Ofsted Inspection Plans relating to High Needs Learners</p> <p>JM introduced SHa who advised:</p> <ul style="list-style-type: none"> • He specialises in helping Colleges and Schools address issues identified by Ofsted. • BMet had been underfunded taking into account its size and the number of students with EHCPs. • Data had been reviewed and meetings held with Birmingham City Council regarding future funding. • An increase in future funding was expected which would allow levels of support to be increased. • Processes for mapping the learning journey of students with High Needs had been undertaken. • A multi- disciplinary approach to the future planning of learning journeys was to be deployed which would involve a multi- disciplinary meeting of relevant staff and health professionals in the first 4 weeks of a learner's time with the college. This would set initial targets based on an individual learner's EHCP which would improve the learner journey and meeting of intended learning outcomes. • A new staffing structure was being developed involving a new EHCP coordinator to oversee quality assurance and, specialist leads and mentors. • CPD will take place with mentors and staff taking specialist leads and mentors. • The college will need to identify the specialisms it needs e.g., dyslexia, dyspraxia, autism, and ADHD. • These actions are designed to achieve outstanding provision. • The next tasks to be undertaken are an analysis of training needs for all staff involved in the provision of inclusive support staff, development of CPD resources for specialist support and then delivery of training. • This needs to be followed by the deployment of a robust quality assurance process in place for moving forward. • The anticipated budget to secure these changes is £0.5m <p>JM advised:</p> <ul style="list-style-type: none"> • Adult students in foundation learning will benefit from more targeted support. • Associate Lectures will become full time members of staff. • Interview arrangements for High Needs Learners have been changed and parents are very positive about the experience and extent to which needs were considered and planned for. • Specific preparation is taking place in advance of pre- enrolment activity. • Visits to centres of excellence to review SEN provision are taking place. • CPD training for all Learning Support Team on target setting for students with learning disabilities has taken place. • Teresa Kelly continues to support Department Managers engaged with Foundation Learning and has helped shape joint curriculum planning. <p>AS 21/22: 19</p> <p>The Committee note the work that has been done and being planned to further improve provision for High Needs Learners.</p>
5	<p>Post Ofsted Inspection Plans relating to Adult ESOL, English and Maths</p>
	<p>JT advised:</p> <ul style="list-style-type: none"> • Support had been received from the FE Commissioner Team. • To improve curriculum intent, offer and design, a review of the curriculum had taken place and had involved: <ul style="list-style-type: none"> ○ Ensuring consistency across all sites in relation to curriculum intent. ○ Reviewing and amending the Adult ESOL, Maths & English curriculum offer to include a new adult study programme offer with English/ESOL, Maths, digital and

vocational elements and all learners being able to develop more skills and increase progression opportunities.

- Creating stepping-stone options for those not yet ready to progress to next level.
- Establishing a summer school (Step up to...).
- Timetabling ALS for next year with a focus on study skills.
- A visit to HCUC to their review offer and explore further ideas.

- To improve consistency in planning, teaching, learning and assessment:

- Standardised Schemes of Work had been created and shared with the management team.
- Teachers had been informed of expectations re adaptations and received initial training with further CPD planned for July.
- A more robust initial assessment was being developed and would be completed by July.
- The diagnostic assessment process had been reviewed and expectations were to be clarified in July and August.
- Individual Learning Plans and progress books were being trialled and a review would take place in July.

- To improve consistency and quality in CPD and communication:

- A curriculum review had been completed and a clearer picture of the skillset in each team had been established.
- A CPD programme was underway and involved sessions on starting points, target setting, personalising learning and assessment for learning completed. A session on feedback/feed forward was scheduled for end June. Positive feedback had been received.
- An ESOL Teams site had been set up for staff which had resulted in improved communication links.

Governors' Observations and Questions

1. ***What has been done to provide ESOL students with extensive work experience appropriate careers advice?*** (AH)

JT advised:

- ESOL vocation students are provided with careers advice.
- Conversations are taking place at enrolment.

PC advised

- Students are being encouraged to think about volunteering opportunities at the start of the academic year.

JM advised

- Opportunities arising through our Sector Based Work Academy Programme are being shared with students.

2. The presentation provided reassurance that improvement work was being done (DH)

IT WAS RESOLVED THAT:

AS 21/22: 20

The action plan to further improve provision for Adult ESOL, English and Maths be noted.

Item 7	Diversity and Inclusion Annual Report
	<p>AJ presented the Diversity and Inclusion Annual Report and advised that the report illustrates progress toward achieving the objectives set out in the 2020-2024 Diversity and Inclusion strategy and complies with Public Sector Duty to report annually</p> <p>SC referred to the following highlights in the report:</p> <ul style="list-style-type: none"> • Work to provide information in an accessible format to all students. • Cross college work on key areas of development. • Gold Pride Inclusion Award for LGBTQ+ work. <p>IT WAS RESOLVED 21/22: 22 The Diversity and Inclusion Annual Plan be commended to Corporation for approval</p>
Item 8	HE Access and Participation Plan
	<p>RH advised that the college's Access and Participation Plan had been updated to take account of new requirements of the Office for Students.</p> <p>Governors' Questions and Observations.</p> <ol style="list-style-type: none"> 1. The proposed changes to the Access and Participation Plan would meet the requirements of the Office for Students (PH) <p>IT WAS RESOLVED THAT 21/22: 23 The Higher Education Access and Participation Plan be approved</p>
9	Terms of Reference
	<p>SB presented the ASQD Committee's Terms of Reference for review and recommended that they be approved for ongoing use in the 2022-2023 Academic Year.</p> <p>IT WAS RESOLVED THAT 21/22: 24 The ASQD Committee Terms of Reference be adopted for ongoing use during the 2022- 2023 academic year.</p>
10	2022- 2023 Calendar
	<p>SB presented the proposed calendar of meetings for the 2022- 2023 academic year</p> <p>IT WAS RESOLVED THAT 21/22: 25 The proposed calendar of meetings be approved. 21/22: 26 Committee Meetings are held virtually.</p> <p>21/22: 27 Deep Dive meetings are held on site</p> <p>21/22: 28 Areas for consideration at Deep Dives are:</p>

	<ul style="list-style-type: none"> • Ongoing review of progress in relation to work required by Ofsted. • Metacognition strategies – which is the basis of effective learning. • HE provision and how it's being diversified. • EHCP's and how departments are using and engaging with the new systems and structures.
11	Any Other Business
	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.



Signed: [Prue Huddleston \(Feb 21, 2023 17:04 GMT\)](#)

Chair: Prue Huddleston