

# BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

## QUALITY COMMITTEE

### MINUTES OF A MEETING HELD ON WEDNESDAY 14 NOVEMBER 2018

<b>Membership (7):</b>	*	Steve Fussey	External Member	Chair
	*	Anthony Bravo	Principal	
	*	Terry Clarke	Staff Member	
		Brooke Dobing	Student Member	
	i	Julie Hall	External Member	
	*	Anne Millar	External Member	
	*	Mike Wilkinson	External Member	
<b>Quorum:</b>		3 Members required	5 Members present	Meeting quorate
<b>In Attendance:</b>	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Deputy Principal: Business (DPB)	
	*	Mark Hillman	Deputy Principal: Curriculum, Performance & Innovation (DPCPI)	
<b>Present:</b>	*			
<b>From Minute 568:</b>	i			

5.00pm		ACTION
<b>563.</b>	<b>APOLOGIES FOR ABSENCE</b>  Julie Hall (late arrival).	
<b>564.</b>	<b>DECLARATION OF INTERESTS</b>  There were no Declarations of Interest made.	
<b>565.</b>	<b>MINUTES OF THE PREVIOUS MEETING</b>  The Minutes of the meeting held on 11 June 2018 were confirmed as a correct record and were signed by the Chair.	
<b>566.</b>	<b>MATTERS ARISING</b>  There were no Matters Arising considered that had not been discussed elsewhere at the meeting.	

## ITEMS FOR DISCUSSION

<p><b>567.</b> (5.02pm)</p>	<p><b>COLLEGE SELF-ASSESSMENT REPORT (SAR) AND QUALITY IMPROVEMENT PLAN (QIP)</b></p> <p>A written report was received and considered. The DPCPI highlighted the grades proposed for the key elements of the SAR with Overall Effectiveness graded as Good.</p> <p>The DPCPI advised that the process for creating the SAR was based on middle managers developing their own sections, the Head of Quality then undertaking a full review for completeness and compatibility, before a formal validation process was undertaken, that included a representative from the Corporation. He advised that the key strengths of the SAR were:</p> <ul style="list-style-type: none"> <li>■ Students developed good, industry-standard skills, attitudes and knowledge, and as a result the vast majority progress to employment or further study on completion of their programmes.</li> <li>■ The vast majority of apprentices developed skills, knowledge and behaviours well and contributed positively in their workplace.</li> <li>■ Governance provided strong financial and strategic guidance that has enabled senior leaders to ensure the sustainability of provision and provide high-quality learning resources for students.</li> <li>■ Managers and staff created an inclusive, safe and welcoming environment for learners, where they behave well, and in which they and staff treat one another with care and respect.</li> <li>■ Good teaching and learning ensured that learners effectively developed skills aligned to their career aspirations through projects and assignments.</li> <li>■ The vast majority of learners benefited from a good range of opportunities to develop their skills for employment, including meaningful work experience, digital literacy and enrichment activity.</li> <li>■ Blended Learning was innovative, closely related to classroom learning and develops students' independent learning skills effectively.</li> </ul> <p>The DPCPI also highlighted actions that had been designed to help the College to improve further, and were based on:</p> <ul style="list-style-type: none"> <li>■ Improving pass rates of students studying functional skills qualifications</li> <li>■ Improving apprenticeship achievement</li> <li>■ Reducing achievement gaps that exist between different groups of learners</li> <li>■ Further improving assessment and feedback methods</li> <li>■ Strengthen its mental health provision in the light of increasing student need</li> <li>■ Further improve performance management</li> </ul>	
<p><b>567.</b> <b>(cont)</b></p>	<p>The DPCPI took the Ctte through detailed performance data (page 35 of the agenda papers) for learners (excluding 14-16, HEFCE and full cost) at all levels and advised that, overall, there had been a slight increase in overall achievement. In response to a question from a Member he advised that the decline in Level 1 achievement was primarily due to functional skills students not achieving.</p> <p>In reviewing the achievements for GCSE English and Maths (page 36 of the agenda papers) the DPCPI advised that the pass rate for GCSE English had declined for grades 9-4 (A*-C). GCSE Maths had seen a good improvement in grades 9-4 and was above the national average.</p> <p>The DPCPI advised further that Functional Skills data (page 37 of the agenda papers) showed mixed results and that the biggest concern was that their achievement data would affect the overall College performance data. He advised that there was a lot of work to be undertaken in this area of activity.</p> <p>With regards to E&amp;D success rate gaps the DPCPI advised that overall the achievement rate gap by age had closed however gaps in gender, ethnicity and DLD had broadened.</p>	

	<p>In summarising the outcome of the SAR the DPCPI advised that in most areas trends were moving in the right direction but that functional skills across the college was an area of most concern.</p> <p>In reviewing the QIP, the DPCPI reiterated the concerns surrounding functional skills performance and advised that a detailed and in-depth review of functional skills was currently being undertaken over the next few weeks. In response to a question from a Member the DPCPI confirmed that actions highlighted from the review would drive improvements.</p> <p>The DPCPI took the Ctte through the detailed QIP actions (pages 29-34 of the agenda papers) and outlined the proposals in more detail.</p> <p>The Committee considered the SAR and QIP.</p> <p style="text-align: center;"><b>It was RESOLVED to RECOMMEND to the CORPORATION that the College Self-assessment Report and QIP be approved.</b> <i>(Proposed by Steve Fussey, Seconded by Mike Wilkinson)</i></p>	
<p><b>568.</b> (5.50pm)</p>	<p><b>LEARNER DASHBOARD</b></p> <p>The DPCPI gave the Ctte a verbal update on the ongoing development of the learner dashboard. He also advised that a staff dashboard was also under development and due to be 'rolled-out' imminently. A parent dashboard and a management dashboard were also under development.</p> <p><i>(Julie Hall joined the meeting)</i></p> <p>The DPCPI gave a short presentation on the learner dashboard and showed how it could be used by students to monitor and review their individual progress.</p>	
<p><b>569.</b> (6.04pm)</p>	<p><b>APPRENTICESHIP ACHIEVEMENT DATA 2017/18</b></p> <p>A written report was received, considered and noted. The DPB advised that there had been a decline in overall achievement and in timely achievement. She advised further that most apprenticeship programme durations varied from 1 year (minimum) to 4 years, and that most of the new apprenticeship standards had longer durations. She stressed that most of the non-achievers in 2017/18 had withdrawn from their programmes between December 2013 and July 2017, hence the decline. The DPB advised further that there were various reason why apprentices did not complete their apprenticeships, and the 4 main reasons (80% of all withdrawals) were related to:</p> <ol style="list-style-type: none"> <li>1. Employment related issues (dismissal/redundancy/leaving employment/moving to unrelated employment)</li> <li>2. Failure to achieve the required functional skills qualifications</li> <li>3. 2 employers cancelling the apprenticeship programme (related to an assessor redirecting learners to her new employer)</li> <li>4. Learners transferring to another provider</li> </ol> <p>The DPB advised further that other reasons included medical and personal, relocation, not submitting work and inability to cope with workload (particularly at higher levels), and equated to 20% of withdrawals. She also advised that the main reason for apprentices (who remained on programme for the planned duration) not to achieve their apprenticeship was the failure to pass English and/or maths functional skills qualifications. This either resulted in withdrawals or late achievers, which impacted on both overall and timely achievement rates.</p> <p>When reviewing comparisons by age, the DPB advised that 16-18 year old apprentices did not achieve as well as adults. The achievement rate for 16-18 year olds was now also below national rates (based on 2016/17 national averages). The main reason was learners leaving employment (64% of withdrawals) followed by transferring to other providers (12% of withdrawals) and failure to achieve functional skills (7% of withdrawals).</p>	

	<p>The DPB outlined various actions to improve the provision, as:</p> <ul style="list-style-type: none"> <li>• There was a requirement to achieve English and maths qualifications before vocational qualifications could be completed</li> <li>• Functional Skills Progression Tutor has been employed to support apprentices to achieve English and maths qualifications</li> <li>• Diagnostic assessments were now being used to individualise learning</li> <li>• The contract with LEAD ends in 2018/19 (last apprentices enrolled August 2017)</li> <li>• Warehousing apprenticeships had been withdrawn</li> <li>• Follow up of every learner who was leaving/changing employment to try to secure continuation of the apprenticeship programme.</li> </ul> <p>Based on the durations of the apprenticeship programmes, the DPB advised that improvements introduced in the last year were unlikely to impact significantly on 2018/19 data as this would relate to learners who enrolled between September 2014 and June 2018.</p> <p>The Ctte requested an update at all future meetings.</p>	<b>DPB</b>
<p><b>570.</b> (6.17pm)</p>	<p><b>FUTURE SKILLS CENTRE, BORDON (FSC)</b></p> <p>A written report was received and considered. The DPB advised that the FSC had been operating for just over a year. Last year's students had had a very good learning experience and had made excellent progress</p> <p>There had also been a very positive start to the current year with a significant increase in overall student numbers, including the first cohort of 14-16 year old students from The Petersfield School and Eggars School. To date there were 34 full time students, 17 apprentices and 15 14-16 year olds.</p> <p>The DPB praised the work of the Centre Manager in achieving the current growth in student numbers. However, based on current student numbers, it was anticipated that there would still be a requirement for additional income to be raised during the current year to get the overall budget to a break-even point, and that the focus for the remainder of the year would be on part time courses and additional apprentices to increase the income.</p> <p>The Principal advised that the first break-clause would be reached at the end of the next academic year and that serious consideration would need to be given on whether the college would continue at the FSC. He advised further that there was a current trend showing slight improvements in the Centre.</p>	
<p><b>571.</b> (6.25pm)</p>	<p><b>TEACHING AND LEARNING UPDATE</b></p> <p>A written report was received for information and noted. The DPCPI took the Ctte through the report (page 49 of the agenda papers) and highlighted key strengths and weaknesses in teaching and learning.</p> <p>The DPCPI highlighted actions to address the weaknesses. He advised further that the following activity had taken place or was planned to take place to address the weaknesses set out in the college's self-assessment report</p> <ul style="list-style-type: none"> <li>• INSET training day (October 2018) related to assessment and feedback, the development of spelling, punctuation and grammar skills, and methods for extending students.</li> <li>• INSET training morning planned for December 2018 to review feedback on students' work (Course Directors and Faculty Heads only)</li> <li>• Evaluation of feedback and impact through lesson observations, learning walks and student surveys</li> <li>• Improvement plans following lesson observations centrally recorded, responsibility for delivery of improvements moved to Course Directors, evaluation of success of actions included in annual PDRs</li> </ul>	

	<ul style="list-style-type: none"> <li>• Course Directors to be trained for learning walks with the expectation they would see their teaching staff in practise during the year</li> <li>• Teaching, Learning and Assessment Specialists deployed to support staffs' improvement plans</li> <li>• Resource ring-fenced from staff development budget to encourage teaching research projects</li> <li>• Development of dashboard to enable a parent portal</li> </ul> <p><i>(The Principal left the meeting)</i></p>	
<b>572.</b> (6.31pm)	<p><b>HIGHER EDUCATION PROVISION</b></p> <p>A written report was received, considered and noted. The DPCPI advised that the college had submitted the documents required for registration with the Office for Students, had responded to questions related to the submission and was currently waiting for confirmation of successful registration by the Office for Students.</p> <p>In addition, the college continued to work with prospective partners in pursuit of its HE ambitions. The areas for curriculum discussion and opportunity were Engineering, Digital, Health, Construction and Hospitality. It was likely that at the next committee meeting the college would have finalised any partnership arrangements.</p> <p>The DPCPI advised that actions continued to:</p> <ol style="list-style-type: none"> <li>1. Review standards of written feedback in assessment scripts aiming for consistent approach.</li> <li>2. Arrange regular standardisation meetings for the HE team to enhance quality of assessment decisions and share best practice.</li> <li>3. Review policies and penalties for late submissions of assessments without appropriate mitigation claims.</li> </ol>	<b>DPCPI</b>

### ITEMS FOR INFORMATION

<b>573.</b> (6.33pm)	<p><b>E&amp;D REPORT/ANALYSIS/ATTAINMENT GAPS</b></p> <p>A written report was received for information and noted. The DPCPI advised the committee of the key features of full time and part time student outcomes in 2017/18 based on age, gender, ethnicity and disability / difficulty:</p> <p>The DPCPI advised the committee of the key features of apprenticeship outcomes in 2017/18 based on age, gender, ethnicity and disability / difficulty</p> <p>Detailed breakdowns by equality characteristics for all learners was provided in the written report given to the Ctte.</p> <p>The DPCPI stressed that there was to be undertaken to resolve the issues discussed. He was due to resurrect the performance monitoring groups and would ensure data was included in the various dashboards.</p>	
<b>574.</b> (6.44pm)	<p><b>CURRICULUM TRACKING MEETINGS</b></p> <p>The DPCPI advised that the curriculum tracking meetings for the Autumn Term were due to commence during the following week.</p>	
<b>575.</b> (6.45pm)	<p><b>ENGLISH AND MATHS UPDATE</b></p> <p>A written report was received for information and noted. The DPCPI advised that the number of students studying for GCSE English or mathematics had significantly reduced following the college's decision to increase Functional Skills enrolments. Headline outcomes were:</p>	

	<ul style="list-style-type: none"> <li>• GCSE English 9-4 pass rates had decreased and were just below national rates.</li> <li>• GCSE mathematics 9-4 pass rates had increased and were just above national rates</li> <li>• GCSE mathematics 9-1 pass rates had increased and were above national rates</li> </ul> <p>In addition, the DPCPI highlighted the DfE progress measures for English and mathematics (which were currently provisional and not yet publicly available). He advised that these showed an improvement in grade progress of both English and mathematics students in 2017/18 compared with 2016/17. The grade progress score for English showed that on average students had improved their grade with BCoT.</p> <p>The DPCPI advised further that there were a number of adaptations being made across the college in support of improving students' English and mathematics skills and their outcomes. These included:</p> <ul style="list-style-type: none"> <li>• An additional hour of contact time with one of their vocational teachers on the timetables of all level 2 and 3 students studying mathematics.</li> <li>• Machine Learning software (Century) to be used in the additional hour and across maths lessons to target students' specific weaknesses.</li> <li>• Course Director Tracking meetings included a focus on the English and mathematics in-year performance of their vocational students</li> <li>• The student, staff and management dashboard would show the progress students were making in English and mathematics and identify students at risk of failing so that interventions could be put in place</li> <li>• A residential for approximately 50 English and mathematics GCSE students was being planned in preparation for the May/June exams.</li> </ul> <p>The DPCPI re-iterated that the college was also undertaking a root and branch review of its functional skills provision, including the student journey to make the improvements necessary.</p>	
<p><b>576.</b> (6.50pm)</p>	<p><b>DELEGATION OF RESPONSIBILITIES UPDATE: SUMMER TERM</b></p> <p>A written report was received for information and noted. The DPCPI took the Ctte through his report and advised that:</p> <ul style="list-style-type: none"> <li>• The college has identified the development of Assessment for Learning, Extending Students and SPAG (Spelling, Punctuation and Grammar) as key priorities during this next academic year.</li> <li>• There was a specific focus on ensuring that students were meeting and exceeding their targets for value added.</li> <li>• The first INSET day in October 2018 focussed on each of the themes with staff working in departments to review their current practise, identify strengths and weaknesses and set a course for improvement.</li> <li>• At the December 2018 INSET day Course Directors and Faculty Heads and the Head of Quality would come together for a morning's INSET that would focus on the quality and impact of feedback on students' work following the October INSET.</li> </ul> <p>The FE Choices employer satisfaction results had been released at the end of October. A summary of BCoT's learner and employer satisfaction results and a comparison with other local colleges had been included in the report to the Ctte. The DPCPI advised that there had been a positive increase in both learner and employer satisfaction and, compared to local colleges, BCoT was top for employer satisfaction and second for learner satisfaction.</p>	

<p><b>577.</b> (6.53pm)</p>	<p><b>EMPLOYER ADVISORY BOARDS (EAB)</b></p> <p>A written report was received for information and noted. The DPCPI highlighted the extent of the employer engagement activities.</p> <p>Key strengths of employer engagement that had been identified included:</p> <ul style="list-style-type: none"> <li>• Extensive employer partnerships across the majority of the curriculum</li> <li>• Curriculum design and content steered by employer engagement in most areas</li> <li>• Extensive opportunities for work experience and enrichment activities for students – work experience and enrichment rates improved on last year</li> <li>• Effective preparation for employment or next steps in many curriculum areas</li> <li>• Employers supporting assessment practise in a number of areas</li> <li>• Adaptation of curriculum offer in some areas to provide mixture of study and employment skills students need</li> <li>• Changes in awarding body in response to industry expectations / requirements</li> </ul> <p>Key weaknesses of employer engagement activity identified were:</p> <ul style="list-style-type: none"> <li>• A minority of areas were not working with employers closely enough to develop their curriculum, to ensure that industry standards were being mirrored in teaching and assessment practises.</li> <li>• Not enough areas were using employer partnerships as a means of assessment through trips and visits</li> <li>• Work experience opportunities were not broad enough through lack of employer engagement in a minority of areas such as Applied Science and Business</li> </ul>	
<p><b>578.</b> (7.01pm)</p>	<p><b>ANY OTHER BUSINESS</b></p> <p><b>1. Curriculum Member Links</b></p> <p>The DPCPI tabled an updated schedule of proposed Links for information.</p>	
<p><b>579.</b> (7.05pm)</p>	<p><b>DATES OF FUTURE MEETINGS</b> <i>(Meetings commence at 5.00pm unless stated)</i></p> <p>Wednesday    6    March 2019 Thursday      13    June 2019</p>	
<p>(7.06pm)</p>	<p>Meeting closed</p>	