

BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

Owing to the emergency restrictions imposed by HM Government on travel and social distancing because of the global Covid 19 pandemic this meeting was held by video conference

CURRICULUM & QUALITY COMMITTEE

MINUTES OF A MEETING HELD ON THURSDAY 11 JUNE 2020

Membership (8):	*	Steve Fussey	External Member	Chair
		Anthony Bravo	Principal	
	*	Terry Clarke	Staff Member	
	*	Beryl Huntingdon	External Member	
		Holly Keast	Student Member	
	*	Anne Millar	External Member	Vice Chair
		Vacancy (JH)	External Member	
		Vacancy (MW)	External Member	
Quorum:		3 Members required	4 Members present	Meeting quorate
In Attendance:	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Deputy Principal: Curriculum, Performance & Innovation (DPCPI)	
Present:	*			

5.00pm		ACTION
632.	APOLOGIES FOR ABSENCE There were no apologies received.	
633.	DECLARATION OF INTERESTS There were no Declarations of Interest made.	
634.	MINUTES OF THE PREVIOUS MEETING The Minutes of the meetings held on 13 November 2019 and 28 January 2020 were confirmed as correct records. <i>[The Minutes would be signed by the Chair when national restrictions were relaxed]</i>	
635.	MATTERS ARISING There were no specific Matters Arising considered that were not due to be discussed elsewhere at the meeting.	

636.	<p>ELECTION OF VICE CHAIR OF THE COMMITTEE</p> <p>The Clerk called for nominations for Vice Chair of the Committee for a two-year term of office commencing on the 11 June 2020. One nomination was received.</p> <p>It was RESOLVED that Anne Millar be elected Vice Chair of the Curriculum & Quality Ctte for a two-year term of office commencing on the 11 June 2020. <i>(Proposed by Steve Fussey, Seconded by Beryl Huntingdon)</i></p>	
637.	<p>QUALITY STRATEGY 2020/21</p> <p>A written report was received and considered. The DPCPI advised that the Quality Strategy was based on the previous year's version but updated to ensure continuity and the continuation of the core curriculum values. She advised further that the Learner Journey and the Quality Cycle had also been updated but that the overall processes outlined in them were the same as for 2019/20.</p> <p>The DPCPI also advised that the SAR and QIP processes would be changed slightly for 2020/21. The SAR would be developed to mirror Ofsted processes and there would be greater focus on the QIP and cross-college monitoring.</p> <p>It was RESOLVED to RECOMMEND to the CORPORATION that the Quality Strategy 2020/21 be agreed. <i>(Proposed by Steve Fussey, Seconded by Anne Millar)</i></p>	
638.	<p>LEARNER OUTCOMES</p> <p>Written reports were received and considered.</p> <p>1. Learner Outcomes 2018/19</p> <p>The DPCPI advised that the achievement rates, for all age groups, had improved but were still below the 2017/18 national rates. The gap had widened for 16-18 years olds but narrowed for adults and all ages combined. In reviewing outcomes by Level of activity:</p> <p>Level 1 data was poor because of the low achievement rates in functional skills. For 16-18year olds, the achievement rate had declined from 2017/18. For adults, there had been an increase in achievement rates across the College that had improved the College's position slightly.</p> <p>Level 2 was deemed as the College's strongest provision in 2018/19 and there had been improvements across the board. 16-18year olds achievement rates were in the top 24% (from bottom 43%), adult achievement rates had improved to the top 40% (from top 44%) with overall achievement rates in the top 26% (from top 43% last year).</p> <p>With regards to apprenticeships, the GFE national average for overall apprenticeship achievement had continued to decline. The overall achievement rate for apprentices had also been in decline and was 0.1% below the national rate at 66.6%. For 16-18year olds, the achievement rate had improved and was 0.9% above the national rates (compared to 2.6% below national average in 2017/18). Although the achievement rate for learners aged 24+ had declined, it was still 2.5% above the national rate (1.4% in 2017/19).</p> <p>The DPCPI advised further that for GCSE English the 16-18 pass and overall achievement rates, as well as high grades, had improved. Adult learners had not achieved as well.</p>	

<p>638. (cont)</p>	<p>There had been good improvements in GCSE Maths. Achievement and pass rates as well as high grades had improved significantly and had put the College in the top 11% for overall and top 14% for high grades. For all ages, the College was in the top 9% for high grades in the overall figures and top 11% for pass rates.</p> <p>2. Learner Outcomes 2019/20</p> <p>The DPCPI highlighted the serious impact the Covid-19 pandemic would have on teaching, learning and achievements in 2019/20. She advised that in March 2020, the government had confirmed that all GCSE examinations would be cancelled, and students would receive calculated grades.</p> <p>However, the DPCPI advised that the same principles were not being applied to vocational and technical qualifications. The Department for Education (DfE) and Ofqual had confirmed that students on vocational and technical qualifications should receive results in the summer, where possible, to allow them to progress to the next stage. It had also been recognised that some vocational and technical qualifications required occupational or professional competence but it might not be possible to award results in the same way. All vocational and technical qualifications had been categorised into one of three groups that would determine how the qualifications would be awarded this year:</p> <ul style="list-style-type: none"> • calculated grades • adaptation of assessment • reschedule to a later date <p>The DPCPI outlined how each element would be undertaken and that the intention was to try to complete all full-time students by 31 July 2020. However, that might not be possible as the College was restricted on when it could safely reopen hair and beauty salons.</p> <p>For apprentices, it was deemed highly unlikely that they would all complete this academic year as most qualifications and end point assessments were delayed.</p> <p>The DPCPI also advised that the DfE had confirmed that there would be no published data or national comparisons for the academic year (2019/20).</p> <p>The DPCPI also advised that Ofsted were piloting a review of on-line learning and that BCoT was participating in the review.</p>	
<p>639.</p>	<p>QUALITY IMPROVEMENT PLAN 2019/20 (QIP)</p> <p>A written report was received and considered. The DPCPI took the Ctte through each of the 10 key elements of the QIP and updated it on progress. She re-iterated that the Covid-19 pandemic had had a massive impact on all aspects of the College and some elements of the QIP would not be achieved within the original timescales. However, she stressed that progress had been made on many of the elements of the QIP and, overall, progress was continuing positively.</p> <p>The Ctte questioned the DPCPI and sought clarification on various aspects of the QIP.</p> <p><i>(The Principal joined the meeting)</i></p> <p>In looking forward to the 2020/21 academic year the Ctte noted that Advisory Board meetings would have an even greater importance in working with local employers to address the impact and to assess needs of the local economy and community post-Covid 19.</p>	
<p>640.</p>	<p>TEACHING AND LEARNING UPDATE</p> <p>A written report was received for information and noted. The DPCPI advised that observations had taken place in several curriculum areas. Those new to teaching were not graded in their first term but did receive a supportive observation and learning walks with developmental feedback.</p>	

<p>640. (cont)</p>	<p>The DPCPI advised further on changes to the observation process in 2019/20 in that all formal observations received an action plan that gave a time frame for improvement:</p> <ul style="list-style-type: none"> • Four Weeks (re-observation follow-up) • Eight Weeks (Learning Walk follow-up) • Twelve Weeks (Learning Walk Follow-up) <p>The DPCPI also advised that from the next academic year online learning activities would be included in the lesson observation process.</p> <p>Overall, the DPCPI advised that the current observation grade profile was 76.3% good or better. Of the 10 staff members that were judged to be Grade 3 at their initial observation, 2 had already completed their eight-week follow-up and had been judged to have improved based on their actions. The remaining 8 could not be signed off due to the lockdown situation.</p> <p>With regards to post-lockdown the College had moved to online teaching and learning. Observations of teaching, learning and assessment had taken place in the online lessons. Observation had been used to identify particular areas of good practise and areas of potential improvement had been shared with the entire teaching body. No judgements had been attached to those observations and no action plans had been issued with timeframes for improvement. Where an area of improvement had been identified, it has been shared with the digital team and they had been tasked with exploring ways to improve using the digital resources that were available.</p>	
<p>641.</p>	<p>ENGLISH AND MATHS UPDATE</p> <p>A written report was received for information and noted. The DPCPI advised that significant changes had been made to the operational management and delivery of English and maths in 2019/20 with the intention of securing improved results for learners, particularly in terms of progress. In-year monitoring reports suggested that improvements would be evident when the results were released in August.</p> <p>However, in response to the Covid-19 pandemic, unprecedented national changes had been made to the grading of GCSE qualifications. GCSE exams had been cancelled and all students who were due to take GCSE examinations this academic year were now being awarded a calculated grade based on the evidence the College held for each student i.e. based on the assessment of work carried out by students such as classwork, homework, mock exams, any non-exam assessment or coursework, and general progress during the course. The examination boards would then use that information to standardise judgements, allowing fine tuning of the standard applied across schools and colleges, to make sure that, as far as possible, results were fair and that students were not advantaged or disadvantaged because their schools or colleges were more generous or harsh than others.</p> <p>That meant that the final grade awarded could be different from the one the College sent to the examination board. It had been made clear that the national results for this year were not expected to differ significantly from the previous year and that the results for each school and college were also not expected to be different from last year. Students who chose to sit an exam paper would also have the opportunity to do so later in the year (expected to be in the autumn term).</p> <p>With regards to functional skills, it had recently been announced that learners who were due to take a functional skills test between March 2020 and July 2020 would also receive a calculated grade (pass/fail) provided there was sufficient information to justify the grade being proposed. If there was insufficient information available, tests would be delayed until learners were able to take them.</p> <p>The Ctte was pleased to note the progress that had been made up to the point of the Covid-19 restrictions being imposed.</p>	

<p>642. (6.07pm)</p>	<p>APPRENTICESHIP ACHIEVEMENT DATA</p> <p>A written report was received for information and noted. The DPCPI advised that from 23rd March 2020 (when lockdown imposed), all staff had been working remotely from their homes to support apprentices to complete their programme of learning. The majority of apprentices had been furloughed but they had continued to progress their learning, including through online taught sessions, one to one remote support and completing work on their e-portfolio.</p> <p>It was not possible for apprentices to continue with the practical elements of their qualifications in College and they were also unable to gather the required work-based evidence.</p> <p>The DPCPI advised further that the current overall achievement rate was 63.3%. There were 112 learners due to complete by the end of July 2020 so the best-case achievement rate (if they all complete by the end of July 2020) would be 74.7%. The current timely achievement rate was 53% with the best case of 63%.</p> <p>Late completions (those after 31 July 2020) would negatively impact on both overall and timely achievement rates. Some learners had already passed their planned end date and were already impacting on timely achievement.</p> <p>With regards to mitigation, the College was utilising all concessions being offered to ensure that apprentices would not be disadvantaged by:</p> <ul style="list-style-type: none"> • Calculating grades for technical qualifications • Calculating grades for functional skills, where possible • Adapting assessment methods to enable learners to complete qualifications and progress to end point assessment, where possible <p>The DPCPI stressed that, in most cases, there were no relaxations for the competency-based elements of the apprenticeships. Therefore, apprentices who were studying in areas such as construction, hairdressing, beauty therapy, engineering, health & social care and hospitality were most affected as no practical observations could take place and there were no modifications being made to the assessment of these apprenticeships. Hairdressing and beauty salons were currently scheduled to re-open from the 4 July 2020 so it might be possible to complete some practical assessments but EPAs (end point assessments) were likely to be delayed until the next academic year.</p> <p>In reviewing plans for 2020/21 the DPCPI advised that recruitment of new apprentices was understandably slower than usual, but there continued to be some recruitment within the work-based learning area, particularly for apprenticeships within health and social care and teaching assistant standards.</p> <p>There were concerns that the number of apprentices recruited in September 2020 would, though, be significantly lower than normal as employers were not committing to recruiting new apprentices at the present time and were delaying decision-making until the further easing of Covid-19 restrictions was known. Demand for apprenticeships from learners remained strong. However, all learners were being encouraged to enrol onto a full-time programme if they could not find employment by September with a view to transferring to an apprenticeship 'in year' if employment was secured.</p>	
<p>643. (6.14pm)</p>	<p>COLLEGE COMPLAINTS REPORT</p> <p>A written report was received for information and noted. The DPCPI advised that during the period August 2019 to April 2020 there had been 22 complaints compared to 17 in the previous year. Of the 22 complaints, 11 had been upheld, 4 were partially upheld, and 7 were not upheld. It was noted that there had been no significant increases in the proportion of complaints relating to course organisation/course delivery/assessment and a slight increase in complaints relating to issues with staff.</p>	

<p>644. (6.17pm)</p>	<p>SUMMER TERM 2019 DELEGATION OF RESPONSIBILITIES</p> <p>A written report was received for information and noted.</p> <p>1. Future Skills Centre</p> <p>There had been an overall increase in student numbers during 2019/20 and, coupled with the introduction of the construction skills fund training, it was expected that the Centre would reach a breakeven position in 2019/20.</p> <p>2. Higher Education</p> <p>The partnership with the University of Portsmouth, to establish higher education provision at BCoT, was progressing well. The curriculum delivery of the HNCs in engineering had been agreed and were now waiting on formal approval of fees. Initial positive discussions had also taken place with regards to establishing a HNC/D in media in games for delivery from September 2021.</p> <p>3. KPI Meetings</p> <p>KPI meetings had been established to monitor progress against key performance indicators introduced at course, Faculty and College level. Monitoring reports were produced and shared with curriculum managers. Since lockdown, the focus had changed and was concentrated on student completion using the alternative completion conditions that had been introduced. The KPI monitoring process would continue, and the tracking meetings would resume in the autumn term.</p>	
<p>645.</p>	<p>DATES OF FUTURE MEETINGS <i>(Meetings commence at 5.00pm unless stated)</i></p> <p>Wednesday 11 November 2020 Wednesday 3 March 2021 Thursday 17 June 2021</p>	
<p>646.</p>	<p>CONFIDENTIAL MINUTES OF THE PREVIOUS MEETING</p> <p>The Confidential Minutes of the meeting held on 13 November 2019 were confirmed as a correct record. <i>[The Minutes would be signed by the Chair when national restrictions were relaxed]</i></p>	
<p>647.</p>	<p>CONFIDENTIAL MATTERS ARISING</p> <p>There were no Confidential Matters Arising considered that had not been discussed elsewhere at the meeting.</p>	
<p>(6.24pm)</p>	<p>Meeting closed</p>	

<p>Confirmed as a correct record:</p>		<p>11 Nov 2020</p>
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