

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 WEDNESDAY 11 NOVEMBER 2020

Membership (8):	*	Steve Fussey	External Member	Chair
	*	Anthony Bravo	Principal	
	*	Terry Clarke	Staff Member	
		Beryl Huntingdon	External Member	
	*	Anne Millar	External Member	Vice Chair
		Vacancy (HK)	Student Member	
		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)	
	i	Claire Scott	Faculty Head (FH)	
Present:	*			
Minute 656 only	i			

5.00pm		ACTION
	<i>[The Clerk took the Chair for the following item]</i>	
648. (5.35pm)	<p>ELECTION OF CHAIR OF THE COMMITTEE</p> <p>The Clerk called for nominations for Chair of the Curriculum & Quality Ctte. One nomination was received.</p> <p style="text-align: center;">It was RESOLVED that Steve Fussey be elected Chair of the Ctte for a two-year term of office commencing on the 11 November 2020. (Proposed by Anne Millar, Seconded by Anthony Bravo)</p>	
	<i>[Steve Fussey took the Chair]</i>	
649.	<p>APOLOGIES FOR ABSENCE</p> <p>Beryl Huntingdon.</p>	
650.	<p>DECLARATION OF INTERESTS</p> <p>There were no Declarations of Interest made.</p>	

<p>651.</p>	<p>MINUTES OF THE PREVIOUS MEETING</p> <p>The Minutes of the meeting held on 11 June 2020 were confirmed as a correct record. <i>[The Minutes would be signed by the Chair when national restrictions allowed]</i></p>	
<p>652.</p>	<p>MATTERS ARISING</p> <p>There were no specific Matters Arising considered that were not discussed elsewhere at the meeting.</p>	
<p>653. (5.37pm)</p>	<p>SELF ASSESSMENT REPORT 2020/21 (SAR)</p> <p>A written report was received and considered. The Chair advised that the process for developing the SAR had been very robust and that the final report was well balanced. The Ctte recorded its thanks to Neil Shoulder for all his hard work in managing the SAR validation process.</p> <p>The DPCPI highlighted that the grade outcomes of the SAR were ‘good’ in all elements. She took the Ctte through the key strengths (listed in the report) and highlighted seven areas that had been identified for improvement.</p> <p style="text-align: center;">It was RESOLVED to RECOMMEND to the CORPORATION that the Self-Assessment Report 2019/20 be approved.</p>	
<p>654. (5.48pm)</p>	<p>QUALITY IMPROVEMENT PLAN 2021/22 (QIP)</p> <p>A written report was received and considered. The DPCPI advised that there were eight key strands to the QIP (as highlighted in the SAR) for further improvement based on:</p> <ol style="list-style-type: none"> 1. Attendance was below the College expectation of 92% in too many departments across the college. The reason for the level of attendance differed by department and would be reflected in individual department QIPs, 2. Target setting did not drive students to aim for higher grades sufficiently well. Targets were not SMART enough to encourage improvements in learners’ performance and were not routinely checked or assessed for completion by course teams, 3. Teaching, learning and assessment were not always consistent between teams, departments and faculties. This resulted in some learners receiving a less than optimal learning experience resulting in lower retention, pass and achievement rates, 4. Advances made in the delivery of English and maths by specialist teams had not been fully supported in the vocational areas of delivery. This had led to lower attendance to English and maths sessions and achievement not reaching the levels it could, 5. Learning support staff were not always utilised effectively in lessons, this meant those learners with the most need did not always make the appropriate level of progress, 6. Learner progression was not sufficiently well tracked to ensure that learner destinations were used to inform the content of the course and shape the advice and guidance that students receive prior to and during a programme of study 7. Identification of poor performance of learners, courses or departments could be too slow leading to lowered retention, pass or achievement, 8. Learners were not making the expected progress on functional skills qualifications to secure good outcomes. <p>The DPCPI took the Ctte through each element and outlined in more detail how each would be developed and monitored, and the timescales for further review.</p> <p style="text-align: center;">It was RESOLVED that the Quality Improvement Plan 2020/21 be agreed.</p>	

656.
(5.00-
5.35pm)

ENGLISH AND MATHS UPDATE

Claire Scott, Faculty Head (FH) was welcomed to the meeting.

A written report was received and considered. The FH took the Cttee through her report. She advised that the key objective for the year was to ensure that learners made good progress towards achieving their GCSE qualifications, which included an increasing proportion of learners who enter with a grade 3 GCSE achieving at least a grade 4. Significant changes had previously been made to the delivery of English and maths to support this and the changes implemented in 2019/20 would continue during 2020/21; the main points of which were:

- The vast majority of learners, who did not have a grade 4/C GCSE in English and/or maths, are enrolled onto a GCSE resit programme; a small number of learners had been enrolled onto functional skills qualifications (based on learner needs).
- Learners were streamed into appropriate tier groups based on previous grades and the result of a robust diagnostic assessment. For 2020/21 Course Directors for GCSE English and maths have been appointed (to replace the tier leaders) with a specific focus on learners' progress and attendance.

The FH stressed that 2020 had been an unusual year (Covid-19 pandemic), with students receiving GCSE grades based upon calculated achievement grades, supplied by schools or from the examining boards, depending on the highest grade given. She advised that this process had led to the inflation of grades and nearly 3 in 4 (71.2%) received a grade 4 or above in English, compared with 61.8% in the previous year (according to published data from Ofqual).

Nationally, for maths, the largest jump in results had been seen at the grade 5 or above boundary. This has led to fewer students being enrolled onto English and maths courses at the College and, as a result, there had been a 10% drop in starts for those studying English but only a 1% drop in maths for 2020/21.

The College's pass rates for GCSE English and maths high grades for all ages (grades 4-9) had also increased in 2019/20. The pass rate for maths was 38.1% compared to 32% the year before (an increase of 6.1%). GCSE English saw pass rates of 36.5% (previously 26.1%), an increase of 10.4%.

In response to a question from a Member regarding the plans for examinations in 2021, the FH advised that it was current English Government policy that written exams would continue to be undertaken. However, following the decision by both the Welsh Government and the Scottish Government to cancel examinations in favour of teacher assessments, she felt that it was potentially possible that there could be a similar change in England. Planning for both eventualities was in hand so that the College was prepared for either option.

With regards to the autumn term GCSE resit examinations, the FM advised that 250 had sat GCSE English and 270 had sat GCSE maths.

The FH advised further that learner progress in GCSE English and maths had improved and was better than the GFE average. In English, learners with a starting grade of 3 made an average of 0.43 grade progress in comparison to 0.28 for GFE providers. English learners with a starting grade of 2 made an impressive average grade progress of 0.75, compared to the GFE average of 0.68. In maths, learners with a starting grade of 3 made an average of 0.78 grade progress in comparison to 0.19 for GFE providers. Learners with a starting grade of 2 made an impressive average grade progress of 0.96, compared to the GFE average of 0.47. She stressed that the data was a useful analysis of the College's 16-18 cohort and, taking into account inflated grades throughout the country, this was a strong position to be in. However, these results would not be reflected in the DfE progress measures, as the DfE results would include the College's functional skills results which still required improvement.

<p>656. (cont)</p>	<p>Plans were in progress to continue to improve the outcomes for entry levels and level 1 qualifications in functional skills. The intention was to introduce unitised qualifications as stepping-stones towards full awards in functional skills, initially targeting 19+ learners. Individual skills could be worked on and when achieved, claimed as a qualification achievement at the specific level taken. Students would be able to take several units in one academic year until they were ready to attempt the full award. With regards to adult learners, the FH advised that consideration would be given to changing year-long programmes into 2 semesters. It was anticipated that this would improve retention.</p> <p>[The FH left the meeting]</p>	
<p>657. (6.30pm)</p>	<p>TEACHING AND LEARNING UPDATE</p> <p>A written report was received for information and noted. The DPCPI advised that face-to-face lesson observations had ceased in March 2020 because of the Covid-19 pandemic. At that time, a total of 59 staff had been reviewed, and 45 (76.3%) had achieved a grade of 'good or better'. During the period of lockdown drop-in observations on the online delivery had taken place.</p> <p>The DPCPI advised further that the policy regarding observation of teaching & learning had also been amended for 2019/20 to include further clarity on the outcomes of observations and the expectations on both the observer and the individual observed. The process continued to be ungraded at the staff member level and the focus continued to be on how an individual could improve their teaching, learning and assessment.</p> <p>The Ctte was pleased to note the good work undertaken to continue observations throughout the pandemic.</p>	
<p>658. (6.36pm)</p>	<p>OFSTED INSPECTION REPORTS</p> <p>A written report was received for information and noted. The DPCPI advised that formal inspections had stopped in March 2020 but were due to resume in January 2021. Ofsted were, though, going to undertake assurance visits to some schools and colleges during the Autumn Term to review how well they were getting students back up to speed following the disruption in the summer term.</p> <p>One college had participated in a pilot inspection in early September 2020 and advised that there were three main areas of focus:</p> <p>Quality of Education</p> <ul style="list-style-type: none"> • How learning was maintained for all students • How students were being re-integrated into full time education • How the college knew they are doing the right things to get the best outcomes <p>Quality Assurance</p> <ul style="list-style-type: none"> • How the college ensured everyone was doing what needed to be done to get the best outcomes • How progress was being monitored • How the college was checking that students were making the progress required <p>Safeguarding and wellbeing</p> <ul style="list-style-type: none"> • Staff and students <p>Inspectors had not asked for data to be provided. They had focused on discussions with senior leaders, middle leaders and a variety of staff and students. They had reviewed the changes that had been made and wanted to ensure that everything that was being done was fit for purpose. They were looking for modifications in curriculum delivery to ensure that students were well supported to achieve the best possible outcomes.</p>	

<p>659. (6.43pm)</p>	<p>AUTUMN TERM DELEGATION OF RESPONSIBILITIES</p> <p>A written report was received for information and noted. The DPCPI advised that the first cohort of students (HNC in Engineering) from University of Portsmouth (UoP) had been enrolled from September 2020. However, numbers of students were lower than planned, mainly due to the Covid-19 pandemic. In addition, discussions were ongoing with regards to the minimum annual fee payable to UoP and that the contract had not yet been finalised.</p> <p>With regards to the Future Skills Centre, Bordon, (FSC) the DPCPI advised that enrolment numbers for 2020/21 were the same as for 2019/20 year and the projected increase had not been achieved. This was mainly due to not enrolling any new apprentices. However, full-time numbers had increased by 12%. The quality of provision remained good, and achievement rates increased in 2019/20 as a result of improving retention and pass rates. She stressed that it was still a difficult operating environment and the financial viability of the FSC would need to be kept under close scrutiny.</p> <p>Employer Advisory Boards continued to be important areas to engage with employers. Autumn term meetings had been scheduled and would be held online.</p>	
<p>660.</p>	<p>DATES OF FUTURE MEETINGS <i>(Meetings commence at 5.00pm unless stated)</i></p> <p>Wednesday 3 March 2021 Thursday 17 June 2021</p>	
<p>(6.58pm)</p>	<p>Meeting closed</p>	

<p>Confirmed as a correct record:</p>		<p>3 March 2021</p>
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