

BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

CURRICULUM & QUALITY COMMITTEE

MINUTES OF A MEETING HELD ON WEDNESDAY 9 MARCH 2022

Membership (8):	*	Steve Fussey	External Member	Chair
	*	Joy Bibby	External Member	
	*	Anthony Bravo	Principal	
	i	Priya Brown	External Member	
	*	Terry Clarke	Staff Member	
	*	Sophie Hallum Barnard	Co-opted Member	
		Vacancy (AM)	External Member	
		Vacancy (AG)	Student Member	
Quorum:		3 Members required	5 Members present at start	Meeting quorate
In Attendance:	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Deputy Principal: Curriculum, Performance & Innovation (DPCPI)	
	*	Louise Holland	Director of Teaching, Learning & Quality Improvement (DTLQI)	
Present at meeting:	*			
From Minute 710:	i			

5.00pm		ACTION
704.	<p>DIRECTOR OF TEACHING, LEARNING & QUALITY IMPROVEMENT</p> <p>Louise Holland gave the Ctte an overview of her role at the College as the Director of Teaching, Learning and Quality Improvement. She outlined a range of changes that she had brought about since her appointment to the role in the autumn term of 2021. Louise specifically highlighted the 'deep dives' that she had been carrying-out across all curriculum areas of the College.</p>	
705.	<p>APOLOGIES FOR ABSENCE</p> <p>Priya Brown (late arrival).</p>	
706.	<p>DECLARATION OF INTERESTS</p> <p>There were no Declarations of Interest made.</p>	
707. (5.10pm)	<p>MINUTES OF THE PREVIOUS MEETING</p> <p>The Minutes of the meeting held on 18 November 2021 were confirmed as a correct record and were signed by the Chair.</p>	

<p>708.</p>	<p>MATTERS ARISING</p> <p>There were no specific Matters Arising considered that were not due to be discussed elsewhere at the meeting.</p>	
<p>709. (5.11pm)</p>	<p>TEACHING AND LEARNING UPDATE</p> <p>A written report was received and considered. The DTLQI took the Ctte through her report. As highlighted in her briefing to the Ctte at the start of the meeting, the DTLQI gave more detail on the 'deep dives' that she had been undertaking. She advised that the 'deep dives' followed the same format as the pilot Ofsted inspection and resulted in an action plan for improvement for each department. Summary reports were being finalised outlining key strengths and areas for improvement, with clear action plans to drive the departments forward. In addition, a new Teaching and Learning Manager had been recruited and this role would also impact on progress with the deep dives.</p> <p>The 'deep dive' process had highlighted strong positives:</p> <ul style="list-style-type: none"> • staff with exceptional industry knowledge which they expertly passed on to their learners • stimulating environments seen in animal Management, construction, art, and media • some good control of learner behaviour and expectations, which was being shared across the college with other staff to raise the behaviour expectations of all learners • lesson plans and schemes of work were strong and were solidly in place for most areas, with those that required action being worked on currently. <p>Some areas for improvement had emerged from the 'deep dives':</p> <ul style="list-style-type: none"> • low staff expectations in some areas for learner behaviour and insufficient challenge • lack of staff engagement with their group profiles • inconsistent use of the comments section on Dashboard. <p>The DTLQI also advised that her initial work had identified that Dashboard had been incorrectly set up with Markbook, and was not, therefore, providing a clear progress picture for each course. She stressed that she had worked with MIS to ensure the corrections had been made and had been implemented, thereby providing a clear picture of progress for all staff. The correction has also allowed learners to view their true progress in real time, with the aim to support attendance and commitment to their learning.</p> <p>Attendance reporting has also been improved to enable faculty heads to quickly identify areas of concern for follow up. Punctuality was also being challenged more robustly.</p> <p>The 'deep dive' process had also uncovered areas of the College where rooms were unstimulating; an area that was now being addressed.</p> <p>With regards to teaching, learning and assessment grades for teaching staff, the DTLQI advised that an additional 1-week action plan element had been added to the review process. This meant that immediate intervention was required for either the staff member concerned, or for resources. To date, 34 formal observations had been undertaken during the current academic year, with 82% achieving Grade 1 and Grade 2 outcomes.</p> <p>The report was noted.</p> <p><i>(Louise Holland left the meeting)</i> <i>(Priya Brown joined the meeting)</i></p>	

<p>710. (5.39pm)</p>	<p>QUALITY IMPROVEMENT PLAN 2021/22 (QIP)</p> <p>A written report was received and considered. The DPCPI advised that each QIP Point related to one of the key areas for improvement outlined in the SAR, and covered:</p> <p style="padding-left: 40px;">QIP Point 1: outcomes for learners QIP Point 2: Staff training and CPD QIP Point 3: Student attendance QIP Point 4: English and maths QIP Point 5: Teaching and learning QIP Point 6: Underperformance in apprenticeships QIP Point 7: Assessment and IQA process in construction</p> <p>The DPCPI took the Ctte through each QIP Point and outlined in more detail the progress made to date. In particular:</p> <p style="padding-left: 40px;">QIP 1: target setting process changes had been made, monitoring of withdrawals reviewed on a weekly basis, current retention at 92.5%. All actions on target and RAG rated 'green'.</p> <p style="padding-left: 40px;">QIP 2: 24 staff signed-up to take part in an employer sabbatical project. All actions on target and RAG rated 'green'.</p> <p style="padding-left: 40px;">QIP 3: Covid-19 was still having an adverse impact on attendance, some attendance issues related to staffing (temporary staff being used in place of permanent staff), various initiatives being used to try to improve attendance, punctuality was a growing problem. Two actions graded 'red' and four actions graded 'green'.</p> <p style="padding-left: 40px;">QIP 4: Two semester structure and new diagnostic assessment process introduced. All actions on target and RAG rated 'green'.</p> <p style="padding-left: 40px;">QIP 5: teaching and learning – covered in separate report above. All actions RAG rated 'green'.</p> <p style="padding-left: 40px;">QIP 6: A number of issues were being addressed. Covid-19 still a problem. Six elements graded 'green' and three graded 'amber'.</p> <p style="padding-left: 40px;">QIP 7: Improvements had continued to be made, especially in Construction Dept. Action RAG rated 'green'.</p> <p>The Ctte questioned the DPCPI during her report and sought clarification on a range of matters highlighted.</p>	
<p>711. (6.08pm)</p>	<p>CURRICULUM TRACKING MEETINGS</p> <p>A written report was received and considered. The DPCPI advised that tracking meetings took place with curriculum leaders each term. The aim of the meetings was to review progress against the curriculum KPIs, facilitate early identification of issues and agree actions for improvement. During the meetings attendance and retention data, the progress learners were making, completion of industry placement and professional development hours, and English and maths were reviewed in detail. The outcomes from the autumn term 2021 curriculum tracking meetings had been set-out in the report.</p>	
<p>712. (6.11pm)</p>	<p>APPRENTICESHIP UPDATE</p> <p>A written report was received for information and noted. The DPCPI advised that the College had been successful in its application to join the Register of Apprenticeship Training Providers.</p>	

<p>712. (cont)</p>	<p>The DPCPI also advised that the College had submitted an application to pilot the flexible apprenticeship scheme that had been developed to support small and medium-sized employers with being able to share an apprentice if they (individual companies) were unable to offer enough work to justify employing an apprentice for a minimum of 30 hours a week.</p> <p>It was noted that the contract with Hampshire County Council (HCC) to deliver childcare and social care apprenticeships had been working successfully for almost five years. However, in line with government procurement procedures HCC had advised that the contract would be re-tendered during 2022.</p> <p>The DPCPI highlighted that there was, currently, a large volume of overstayers (learners who had passed their planned end date but had not yet achieved), and although reducing, they were not decreasing as quickly as needed. Overstayers from 2020/21 had decreased from 70, with 35 remaining to go through the gateway (ready for end point assessment). In addition, there were also 93 overstayers from 2021/22 apprentices, the vast majority of whom were in construction. Action plans had been put in place to successfully complete these learners by the end of this academic year and progress was being monitored closely.</p> <p>With regards to achievement rates, the DPCPI advised that it was difficult at this moment in time to predict the year-end position because it was largely dependent on all overstayers and learners due to complete between March 2022 and July 2022 successfully completing their end point assessment by July 2022. If they did the DPCPI advised that the best-case achievement rate would be 73%. However, it was highly unlikely that all apprentices would complete during the current academic year, and any late completions (after 31 July 2022) would negatively impact on the achievement rate.</p> <p>The DPCPI advised also that the ESFA had developed a new Apprenticeship Accountability Framework to replace the previous monitoring systems using minimum levels of performance. From April 2022, the ESFA would be using the new indicators and thresholds as the starting point for informing where there may be areas of concern.</p>	
<p>713. (6.28pm)</p>	<p>ELECTION OF VICE CHAIR OF THE COMMITTEE</p> <p>The Chair reported that Anne Millar (Vice Chair of the Ctte) had resigned her membership of the Corporation (and of the Ctte). He advised further that the role of Vice Chair would need to be filled at the next meeting of the Ctte.</p>	<p>Clerk</p>
<p>714. (6.29pm)</p>	<p>ENGLISH AND MATHS</p> <p>A written report was received for information and noted. The DPCPI took the Ctte through her report and updated it on progress. She advised that the College had returned to a more 'normal' operation from Sept 2021. A total of 358 learners had enrolled for GCSE English, 419 for GCSE maths, 76 for Functional Skills in English, and 87 on functional skills for maths.</p> <p>November 2021 re-sit examinations had seen an increase in results (Grade 4 and above) for GCSE English of 22%, and for GCSE maths of 6%.</p> <p>The DPCPI referred to several actions (listed in the report) that had been implemented at the commencement of the academic year and updated the Ctte on progress.</p>	
<p>715. (6.37pm)</p>	<p>QUALIFICATION ACHIEVEMENT RATES (QAR) DATA</p> <p>A written report was received for information and noted. The DPCPI advised that QAR data was normally produced by the ESFA in March of each year and was related to the preceding academic year. Data was normally provided at institution and national level.</p>	

<p>715. (cont)</p>	<p>However, QAR data was last provided for the 2018/19 academic year. Data reporting for 2019/20 and 2020/21 at both institution and national level had been put on hold due to the ongoing Covid-19 pandemic. The ESFA had, though, recently produced a subset of the QAR data, by institution without national comparisons, relating to the 2020/21 academic year. They (ESFA) had categorised learning aims into three categories:</p> <p style="padding-left: 40px;">Category 1: Learners would be expected to sit exams and/or assessments for this qualification. Category 2: Learners would be able to receive a result that was based on a Teacher Assessed Grade (TAG) for this qualification Category 3: Learners would be expected to sit exams or assessments for this qualification, but if they could not safely access an assessment, they might be able to receive a result based on a Teacher Assessed Grade (TAG)</p> <p>The DPCPI advised further that the report outlined in greater detail the QAR data as it impacted on the College.</p> <p>In summary, the Ctte noted that the general outcome was that the College's own data was very similar to that of the ESFA's QAR process, which suggested that the TAG process used by the College was robust and that results had not been over-graded.</p>	
<p>716. (6.47pm)</p>	<p>SPRING TERM RESPONSIBILITIES</p> <p>A written report was received for information and noted. The DPCPI updated the Ctte on a range of matters (as set out in her report).</p> <p>In particular, she advised that retention for 16–18-year-olds in 2020/21 had shown a slight improvement over 2019/20, but that the 2021/22 retention data had shown a slight dip and was currently below the same position as in 2020/21. She stressed that a large proportion of leavers had gone into employment. Retention for 19+ was also below previous years' data. She stressed that as the College no longer worked with Learning Curve, the pattern and enrolment numbers were completely different for 2021/22 than in previous years.</p> <p>With regards to the Future Skills Centre, Bordon, the DPCPI advised that there had been an increase in full time enrolments, and retention was at 93.8%. There had also been some additional students enrolled on Year 2 programmes, and that a second cohort of 14-16 was due to operate from Sept 2022. However, apprenticeship enrolments had declined, mainly due to changes by employers post-Covid-19.</p> <p>Overall, the DPCPI advised that student attendance at the FSC remained above the current College averages for all study programme elements. However, applications for 2022/23 were, currently, causing some concern.</p> <p>The DPCPI was pleased to confirm that the College had received approval to use the term 'University Centre' to describe the College's higher education offer.</p>	
<p>717. (6.53pm)</p>	<p>EMPLOYER ADVISORY BOARDS</p> <p>A written report was received for information and noted. The DPCPI advised that all curriculum areas engaged with employers. A number of curriculum teams were in the process of developing T levels, and were working closely with employers to develop content, sequencing, and industry placements.</p> <p>The DPCPI highlighted a number of curriculum changes that had been implemented as a result of employer feedback.</p>	

718. (6.58pm)	LEARNER PARLIAMENT A written report was received for information and noted. A schedule of outcomes from the Learner Parliaments held during the academic year was noted.	
719.	DATES OF FUTURE MEETINGS <i>(Meetings commence at 5.00pm unless stated)</i> Thursday 16 June 2022 Wednesday 9 November 2022 Wednesday 9 March 2023 Thursday 15 June 2023	
(6.59pm)	Part 1 meeting closed	