

BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

CURRICULUM & QUALITY COMMITTEE

MINUTES OF A MEETING HELD ON WEDNESDAY 9 NOVEMBER 2022

Membership (8):	*	Steve Fussey	External Member	Chair
	*	Joy Bibby	External Member	Vice Chair
	*	Anthony Bravo	Principal	
		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	4 Members present at start	Meeting quorate
In Attendance:	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Deputy Principal: Curriculum, Performance & Innovation (DPCPI)	
	i	Claire Scott	Director of Teaching, Learning & Quality Improvement (DoT)	
	i	Clair Priest	Teaching & Learning Manager (TLM)	
Present at meeting:	*			
Minute 735 only:	i			

5.05pm		ACTION
735.	<p>DEPARTMENTAL PRESENTATION: TEACHING, LEARNING AND DIGITAL STRATEGY</p> <p>The DoT advised that a number of changes had been implemented to improve quality assurance and the quality perspective. She advised that she had reviewed the SAR in detail and identified those areas where further action was required. She advised further that there had also been changes made to the SAR validation process. The Chair of the Ctte placed on record that the SAR process for 2022 had been the most robust process that he had been involved in since he joined the Corporation.</p> <p>The DoT also advised that staff were placed onto a 'pathway' process following their lesson observations (LO). There were three 'pathways': advanced practitioner, progressing practitioner and emerging practitioner dependent upon their individual LO outcomes.</p> <p>The TLM highlighted that appropriate developmental opportunities were attached to each practitioner outcome. She also advised that the College was developing a 'stand-alone' software package that would track observations and record feedback etc.</p>	

<p>735. (cont)</p>	<p>The TLM also tabled a copy of the Teaching, Learning & Digital Strategy 2022-25. She took the Ctte through the Executive Summary and outlined the context for the development of the Strategy, and also highlighted the key themes that had been identified across observations during 2021/22.</p> <p>The Chair thanked the DoT and the TLM for their presentation to the Ctte.</p> <p>[Post meeting note: A copy of the Teaching, Learning & Digital Strategy 2022-25 has been added to the agenda papers held on Trust Governor]</p> <p>[The DoT and TLM left the meeting]</p>																					
<p>736. (5.34pm)</p>	<p>APOLOGIES FOR ABSENCE</p> <p>Priya Brown, Sophie Hallam Barnard.</p>																					
<p>737.</p>	<p>DECLARATION OF INTERESTS</p> <p>There were no Declarations of Interest made.</p>																					
<p>738.</p>	<p>MINUTES OF THE PREVIOUS MEETING</p> <p>The Minutes of the meeting held on 16 June 2022 were confirmed as a correct record and were signed by the Chair.</p>																					
<p>739.</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>740. (5.35pm)</p>	<p>SELF-ASSESSMENT REPORT 2021/22</p> <p>A written report was received and considered. The DPCPI advised that the proposed grade outcomes for the SAR were:</p> <table data-bbox="395 1216 1121 1552"> <tr> <td colspan="2"><u>Overall effectiveness</u></td> </tr> <tr> <td>Quality of education</td> <td>Good</td> </tr> <tr> <td>Behaviour and attitudes</td> <td>Good</td> </tr> <tr> <td>Personal development</td> <td>Outstanding</td> </tr> <tr> <td>Leadership and management</td> <td>Good</td> </tr> <tr> <td colspan="2"><u>Wider judgements</u></td> </tr> <tr> <td>Educational programmes for young people</td> <td>Good</td> </tr> <tr> <td>Adult learning programmes</td> <td>Good</td> </tr> <tr> <td>Apprenticeships</td> <td>Good</td> </tr> <tr> <td>Provision for learners with high needs</td> <td>Good</td> </tr> </table> <p>The DPCPI took the Ctte through the summary of key areas of overall effectiveness (as shown in the report) and updated it on progress. In addition, she highlighted those areas that had been identified as key areas for improvement and advised that those areas had been incorporated in the QIP.</p> <p>It was RESOLVED to RECOMMEND to the CORPORATION that the Self-Assessment Report 2021/22 be approved.</p>	<u>Overall effectiveness</u>		Quality of education	Good	Behaviour and attitudes	Good	Personal development	Outstanding	Leadership and management	Good	<u>Wider judgements</u>		Educational programmes for young people	Good	Adult learning programmes	Good	Apprenticeships	Good	Provision for learners with high needs	Good	
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<p>741. (6.06pm)</p>	<p>QUALITY IMPROVEMENT PLAN (QIP) 2022/23</p> <p>A written report was received and considered. The DPCPI advised that the format of the QIP had been updated to reflect those matters highlighted in the SAR. She advised further that 12 key areas had been identified and that each element would be updated as the year progressed.</p>																					

<p>741. (cont)</p>	<p>In response to a question from a Member the DPCPI advised that the CMT (College Management Team) had gone through the QIP in detail and agreed the actions required. In addition, and in the recent pilot Ofsted inspection.</p> <p>The Chair of the Ctte noted that the QIP was extremely comprehensive, that it would be monitored by College Management on a monthly basis, and updates received by the C&Q Ctte at each meeting.</p> <p>The QIP 2022/23 was noted.</p>	
<p>742. (6.15pm)</p>	<p>LEARNER OUTCOMES 2021/22</p> <p>A written report was received, considered, and noted. The DPCPI advised that the report identified the first set of achievement data since 2018/19 that included a 'normal' exam process. However, she stressed that the starting points for 16–18-year-olds, in the 2021/22 academic year, were based on Teacher Assessed Grades (TAG) and were not entirely robust. It was also not possible to make comparisons with 2019/20 and 2020/21 as those were Centre Assessed Grades (2019/20) and Teacher Assessed Grades (2020/21). She also advised that the most recent national rates (based on 2018/19 data) were too old to make sensible comparisons. It was anticipated that national average data for 2021/22 was expected in March 2023.</p> <p>The DPCPI took the Ctte through the report and highlighted the headline results. Overall, it was noted that the achievement rate for 2021/22 had declined, primarily as a result of a reduction in the retention rate. In response to a question from a Member the DPCPI felt that this reduction was linked to the economic recession with students entering the workplace rather than continuing in further education.</p> <p>In reviewing the equality and diversity achievement rates the DPCPI advised that the key features of full time and part time student outcomes for 2021/22 based on gender, ethnicity and learning disability/difficulty were:</p> <ul style="list-style-type: none"> • The achievement gap between males and females has widened slightly with female learners achieving better; the gap was more prominent with adult learners • The achievement gap between white learners and other ethnic learners had remained similar. Other ethnic learners continued to outperform white learners. The gap with adult learners was more prominent • The achievement gap between LLDD and non LLDD learners had narrowed significantly over the last 3 years although LLDD learners still did not achieve as well as their peers <p>With regards to apprenticeship outcomes, the key features were:</p> <ul style="list-style-type: none"> • The gap between male and female achievement had widened. Female apprentices still achieved better than males • The gap between white learners and other ethnic learners has narrowed, white learners achieved better than other ethnic learners • There were only a very small number of apprentices with declared LLDD needs; they did not achieve as well as other learners <p>The Chair of the Ctte requested that a copy of the Learner Outcomes 2021/22 report be presented to the Corporation for information.</p>	<p>Clerk</p>

<p>743. (6.34pm)</p>	<p>COMPLAINTS 2021/22</p> <p>A written report was received for information and noted. The DPCPI advised that during the 2021/22 academic year, a total of 29 complaints were recorded. Of those, 15 had been upheld (an increase from 11 the previous year), 2 were partially upheld (the same as the previous year) and 12 were not upheld (compared to 7 the previous year).</p> <p>A breakdown of the categories of complaint was included in the report. The DPCPI advised that there had been a significant increase in complaints related to course delivery, mainly due to staffing issues in engineering, computing and public services. However, there had been a reduction in complaints related to issues with staff.</p>	
<p>744. (6.40pm)</p>	<p>ELECTION OF CHAIR OF THE CURRICULUM & QUALITY COMMITTEE</p> <p>The Clerk called for nominations for Chair of the Curriculum & Quality Committee. One nomination was received.</p> <p>It was RESOLVED that Steve Fussey be elected Chair of the Curriculum & Quality Cttee. <i>(Proposed by Anthony Bravo, Seconded by Terry Clarke)</i></p>	
<p>745. (6.41pm)</p>	<p>ENGLISH AND MATHS UPDATE</p> <p>A written report was received for information and noted. The DPCPI advised that there had been a rise in learner numbers for both GCSE and Functional Skills qualifications. She advised further that there were currently 425 students enrolled on GCSE English (up from 358 in 2021/22) and 507 students enrolled on GCSE maths (419 in 2021/22). 92 full time learners were enrolled on functional skills English and 107 learners enrolled on functional skills maths (both an increase on last year). There had been, though, a significant decrease in the number of part time learners showing an interest in GCSEs with the vast majority favouring functional skills.</p> <p>The DPFR advised further that the change to the delivery of functional skills qualifications last academic year (in particular the introduction of 17-week semesters coupled with a more robust initial assessment) was successful in improving outcomes with a higher retention and pass rate.</p> <p>However, the DPCPI felt that GCSE results were not where the College had expected, mainly impacted by the large number of learners who did not sit all of the exam papers. In analysing the re-sit results, it appeared that learners who entered with a grade 2 made better progress than those learners entering with a grade 3. English learners with a starting grade 2 made better progress than the national average with maths learners in line with the national rates (MIDES report).</p>	
<p>746. (6.47pm)</p>	<p>TEACHING AND LEARNING UPDATE</p> <p>A written report was received for information and noted. The DPCPI advised that the DoT and the TLM had covered this report in their pre-meeting briefing session at the start of the meeting.</p>	
<p>747. (6.48pm)</p>	<p>AUTUMN TERM RESPONSIBILITIES</p> <p>A written report was received for information and noted. The DPCPI updated the Cttee on a range of matters (set out in her report). In particular:</p> <ul style="list-style-type: none"> • Apprenticeship enrolments had seen a 10% increase • There had been two internal audits undertaken of apprenticeship matters, both with positive outcomes • The Future Skills Centre, Bordon had seen good achievement in 2021/22 but lower than anticipated enrolments in 2022/23 were a cause for concern 	

748. (6.53pm)	CORPORATION MEMBERS CURRICULUM LINK VISIT UPDATES Two Curriculum Link Visit reports were received and noted. The Chair stressed the need for all external Members of the Corporation to undertake visits and submit their post-visit reports to the Clerk for reporting to the Ctte and /or the Corporation.	
749.	DATES OF FUTURE MEETINGS <i>(Meetings commence at 5.00pm unless stated)</i> Wednesday 9 March 2023 Thursday 15 June 2023	
(6.58pm)	Meeting closed	

Confirmed as a correct record:		9 March 2023
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