



**BURY COLLEGE**  
**FURTHER EDUCATION CORPORATION**

**MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING**

**HELD ON WEDNESDAY 22<sup>nd</sup> NOVEMBER 2023 VIA TEAMS**

**Meeting Commenced: 4.30 p.m.**

**Meeting Closed: 6.16 p.m.**

**PRESENT:**

Chris Trees	Independent Member
Syed Ali	Academic Staff Member
Angela Davies	Independent Member
Charlie Deane	Principal
Christopher Lam	Student Member
Jane Macdonald	Independent Member
Naomi Sharples	Independent Member - Chair
Lynne Vernon	Co-opted Member

**IN ATTENDANCE:**

Joanne Cherrie	Head of Childcare and Education (Item 5)
Lisa Matthews	Assistant Principal Adult Provision & Higher Education
Peter Ryan	Clerk to the Corporation
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality
Sarah Walton	Assistant Principal Personal Development

<b>C&amp;Q.23/24.01</b>	<b><u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u></b>
	Apologies for absence were received from Muhammad Shafay and Michael Fordham. The Chair welcomed Christopher Lam to his first meeting.
<b>C&amp;Q.23/24.02</b>	<b><u>DECLARATIONS OF INTEREST (AGENDA ITEM 2)</u></b>
	There were no declarations of interest in relation to any of the items on the Agenda.
<b>C&amp;Q.23/24.03</b>	<b><u>MINUTES (AGENDA ITEM 3)</u></b>
	The Minutes of the meeting held on 14 <sup>th</sup> June 2023 were approved as a true and correct record.
<b>C&amp;Q.23/24.04</b>	<b><u>MATTERS ARISING (AGENDA ITEM 4)</u></b>
	The Clerk presented the Matters Arising Report and updated Members on the implementation of agreed actions.
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.23/24.05</b>	<b><u>MEETING LOCAL NEEDS: ANDREA PLIMMER ASSISTANT DIRECTOR – HEALTH AND SOCIAL CARE (AGENDA ITEM 5)</u></b>
	As part of the strategy to ensure that the College curriculum met local skills needs it had been agreed that at each meeting the C&Q Committee would spotlight on a curriculum area and how through curriculum design, teaching, learning and assessment and resources, the curriculum area has responded to skills need.  Joanne Cherrie, Head of Childcare and Education made a presentation which included: <ul style="list-style-type: none"> <li>• An Ofsted inspection of Teacher Education provision was anticipated by summer 2024 with grades awarded for overall effectiveness and quality of education. The provision was self-assessed as Grade 2;</li> <li>• The recruitment and retention of employed (in-service) trainees across a range of subject areas,</li> </ul>

crucially in hard-to-recruit sectors, was well supported through the Department for Education's Taking Teacher Further project;

- Excellent outcomes across all Teacher Education provision was evident in the progression and destination data, whereby a high number of achievers gained relevant employment within the industry and within the College;
- There was high quality training (for both In-service and Pre-service trainees) with a mission to offer a teaching practice placement to all trainees;
- The range and scope on offer varied, from 16-19 full-time study programmes, covering A Levels and vocational, including T Levels, pre-16 provision, adult provision - long and short courses, and Community Learning; and
- There was a strong relationship with the University of Huddersfield that supported an ethos of sharing good practice and maintaining a standardised approach to the assessment process, ensuring academic standards were rigorous and met the University's regulations and the requirement to uphold the ETF Professional Standards.

Following questions, areas for development included:

- Holistic Quality Assurance - programme delivery and Mentoring;
- Mentoring - consistency, training and ongoing support;
- Expectations on teaching practice - induction training, DBS, Staff Code of Conduct and Safeguarding;
- Weekly multidisciplinary team meeting: Quality Team oversight and support;
- Pastoral - Pastoral Manager assigned, regular 'At Risk' meetings, followed College pastoral expectations; and
- Admissions procedures and IAG - under review to ensure they met new Professional Standards and programme changes.

In addition, Members discussed the benefits of placements and mentorships and asked that benchmarking data in respect of outcomes be included in future reports.

Members thanked Joanne for her informative and professional presentation.

It was **Resolved** that the contents of the report should be received and noted.

**C&Q.23/24.06 SELF-ASSESSMENT REPORT AND QIP (AGENDA ITEM 6)**

The Deputy Principal introduced the report and confirmed that the SAR had been scrutinised and reviewed at a validation panel held on 8<sup>th</sup> November 2023 which had been attended by Chris Trees and Christopher Lam. The key judgements were:

	SAR Judgement 2022/23
Overall Effectiveness	Good
Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good
Leadership and Management	Good
Safeguarding	Effective

A summary of progress against the 6 headline Key Areas for Improvement would be reported at future Curriculum and Quality Committee meetings. Underpinning this, the College Quality Improvement Plan detailed actions and progress against each of the 21 key areas for improvement. The 6 key areas for development/focus were:

- A level Achievement, especially at higher levels;
- GCSE Maths;
- Attendance and Punctuality;
- Apprenticeship Timely Achievement Rates;
- New Horizons – Good progress had been made; and
- Staff recruitment and retention.

Following questions, it was confirmed that:

	<ul style="list-style-type: none"> <li>• Based upon latest data Apprenticeship provision had been self-assessed as Good;</li> <li>• Following an issue raised by a Student Governor, work was underway to identify and support hidden disabilities;</li> <li>• In respect of Maths provision, a number of staffing issues had now been resolved and an additional curriculum manager appointed;</li> <li>• A Maths and English Hub had been created and attendance had improved including at the November resit examinations; and</li> <li>• In addition, Members noted the success of T Level provision and that course team responsiveness was proactive and agile.</li> </ul>
	<p>It was <b>Resolved</b> that:</p> <ol style="list-style-type: none"> <li><b>The report should be received and noted; and</b></li> <li><b>The SAR 2022/23 is recommended to the Corporation for approval.</b></li> </ol>
<b>C&amp;Q.23/24.07</b>	<b>SAFEGUARDING/PREVENT UPDATE (AGENDA ITEM 7)</b>
	<p>The AP, Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Safeguarding referrals – totalled 284;</li> <li>• There had been 3 reports to the LADO;</li> <li>• The Safeguarding and Prevent Policy had been updated in line with KCSIE 2023;</li> <li>• The responsibilities and role descriptions of key staff had been updated in relation to filtering and monitoring requirements;</li> <li>• A visit to Shalsheles would take place in November 2023; and</li> <li>• The Prevent and Protect action plan was on track and there had been 3 Prevent referrals.</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• All staff had been made aware of the filtering and monitoring systems in place in accordance with KCSIE 2023. Filtering tests took place every half term with the Safeguarding Manager and Head of IT to ensure blocks and reporting systems were functioning appropriately;</li> <li>• An evaluation of the impact of the Pennine Care Support would be undertaken in conjunction with the NHS; and</li> <li>• In respect of the tensions within the Community relating to the position in Gaza, the College had communicated with parents/carers to highlight the support available to students from both the College and external agencies. The College zero tolerance of specific behaviours had also been reinforced.</li> </ul>
	It was <b>Resolved</b> that the report should be received and noted.
<b>C&amp;Q.23/24.08</b>	<b>TEACHING LEARNING AND ASSESSMENT AND THE COLLEGE QUALITY PLAN (AGENDA ITEM 8)</b>
	<p>The Director of Quality introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Health Checks for 2023/24 were underway. To date completed health checks included Maths, Engineering, A Levels and Science. Adult Provision including Teacher Education and English commenced on 6<sup>th</sup> November for two weeks. Early health checks had focused on areas under review;</li> <li>• Heads of Curriculum were conducting 'Be Ready To Learn' walkthroughs to ensure compliance and consistency with College standards;</li> <li>• The Quality of Teaching, Learning and Assessment last year was good with pockets of excellence, this judgement was supported by Ofsted. Emerging key strengths and key areas for improvement identified to date were outlined in the main body of this report;</li> <li>• New for 2023/24 was the 'How2 platform', a piece of software which had over 150 teaching and learning strategies for staff to use in their lessons. Embedding of this would be ongoing throughout the year;</li> <li>• New staff inductions had taken place in August and September with further inductions scheduled for November and December;</li> <li>• The Quality Strategy 2023/24 had been updated to reflect current priorities.</li> </ul> <p>Following questions, it was confirmed that the use of AI within the curriculum was both exciting and challenging. It would be introduced in a staged and managed way in order to ensure its effectiveness.</p>

	It was <b>Resolved</b> that: i. <b>The contents of the report should be noted; and</b> ii. <b>The Quality Strategy 2023/24 is approved.</b>
<b>C&amp;Q.23/24.09</b>	<b>PERFORMANCE (AGENDA ITEM 9)</b>
	<p><b>a) 16-19 Study Programmes (including English and Maths) Adult Provision and High Needs Provision</b></p> <p>The Deputy Principal introduced the report and highlighted a summary of performance 2022/23, areas for improvement and current performance and actions in 2023/24 in the following areas:</p> <ul style="list-style-type: none"> <li>• 16–18 Study Programmes;</li> <li>• English and Maths (16-19);</li> <li>• Adult Provision; and</li> <li>• High Needs Provision.</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• Qualification Achievement Rates (QAR) 2022/23 were available on the Governor Portal;</li> <li>• The recruitment pattern of 16-18 students had shifted with increases in Levels 1 and 2 and a decrease in Level 3. The cause was mainly due to the reduction of students who had left school with grade 4 or above;</li> <li>• Appropriate support strategies were in place to support the increase in Levels 1 and 2 students;</li> <li>• Based upon recent data, the College was ranked 42<sup>nd</sup> out of 225 Colleges in respect of outcomes for English and ranked 69<sup>th</sup> out of 228 Colleges for Maths;</li> <li>• The Personalised Learning Centre had been relaunched in 2023/24 and was the first point of contact for students with barriers to their learning;</li> <li>• Additional ESOL provision was in place including provision for unaccompanied minors;</li> <li>• Catch up funding was in place for the current years and systems were in place to ensure that this was made automatically available to high needs students;</li> <li>• Although catch up funding was not anticipated for 2024/25 the design of curriculum programmes would be reviewed to provide catch up support from existing resources.</li> </ul>
	<p><b>b) Higher Education</b></p> <p>The AP Adult Provision &amp; Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Initial Teacher Education (ITE) Inspection (covered in detail at agenda item 5);</li> <li>• Performance 2022/23;</li> <li>• Current Performance 2023/24;</li> <li>• Annual Fee Information Return 2024/25 Return completed October 2023;</li> <li>• HE Fee increase;</li> <li>• Student Hardship;</li> <li>• Greater Manchester Institute of Technology;</li> <li>• Transparency Condition F1 (OfS);</li> <li>• Access and Participation Plan;</li> <li>• Mental Health Ambassadors; and</li> <li>• HE Development Plan 2023/2024.</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• There were no compliance issues to bring to the attention of the Committee;</li> <li>• A successful graduation ceremony for 70 students had been held the previous day; and</li> <li>• Due to a change in Committee membership, Naomi Sharples agreed be the lead Governor for HE and Jane Macdonald agreed to be the lead Governor for careers.</li> </ul>
	<p><b>c) Sub-Contracted Provision</b></p> <p>The Deputy Principal highlighted the following:</p> <ul style="list-style-type: none"> <li>• The College had actively reduced the amount of Subcontracted Provision and now following a due diligence exercise, worked with just one Subcontractor: Shalshelles Jewish Girls school;</li> <li>• The provision continued to be well managed as ‘high quality’ and ‘low risk’, with robust quality assurance processes in place. The key focus of contract monitoring was to ensure that learners</li> </ul>

	<p>received at least the same quality of experience as those in attendance at Bury College;</p> <ul style="list-style-type: none"> <li>• The recent OfSTED inspection included a thorough review of subcontract arrangements, agreeing that this provision was well managed provision, providing a good curriculum and experience for students; and</li> <li>• Ensuring that learners studying on subcontracted provision were safeguarded remained a priority. Significant attention and oversight of this was in place. Visits and regular communications were undertaken and a full audit of safeguarding arrangements takes place regularly including the single central record.</li> </ul> <p>Following questions, it was noted that recent events have led to Shalsheles increasing their security arrangements. The College had fully supported this including liaising with Council officials.</p>
	<p><b>d) Apprenticeship Provision</b></p> <p>The AP Adult and Higher Skills introduced the report and confirmed that as highlighted within the 2022/23 SAR, Apprenticeship provision had been judged as Good. Progress against the following areas for improvement were highlighted within the report:</p> <ul style="list-style-type: none"> <li>• Achievement rates;</li> <li>• Dental Provision;</li> <li>• Functional Skills;</li> <li>• Teaching, Learning and Assessment;</li> <li>• Parental/Employer Engagement; and</li> <li>• Apprentice Progress Reviews.</li> </ul> <p>Following discussion, it was confirmed that the Deputy Head of Apprenticeships had been appointed to the post of Head of Apprenticeships, thus ensuring continuity of leadership to the team. In addition, arrangements were being made to meet the new external requirements to provide screening for students with learning difficulties.</p>
	<p><b>e) Personal Development</b></p> <p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Behaviour and Attitudes <ul style="list-style-type: none"> <li>• REACT training – new training to support teachers;</li> <li>• Adult presence is enhanced across the college; and</li> <li>• Additional resources included the appointment of a Behaviour and Inclusion Officer.</li> </ul> </li> <li>• Personal Development <ul style="list-style-type: none"> <li>• A review of Skills for Life and Skills for Jobs had been undertaken;</li> <li>• A new enrichment calendar had been launched; and</li> <li>• A new Student Ambassador Programme was in place.</li> </ul> </li> </ul>
	<p><b>f) Learner Destinations</b></p> <p>The Deputy Principal introduced the report and confirmed that most full-time students who completed their course left College to positive destinations. Most specifically for whom data was captured:</p> <ul style="list-style-type: none"> <li>• 96% of 16-18 students progressed positively. Compared with 96% in 2021/22 and 93% in 2020/21;</li> <li>• 95% of high needs students progressed positively. This represents an improvement from 91% in 2021/22;</li> <li>• 96% of 1856 students with SEND progressed positively compared with 94% in 2021/22 and 89% in 2020/21. 18% progressed to university compared with 17% in 2021/22 and 11% in 2020/21;</li> <li>• 94% of 32 Looked After students progressed positively compared with 89% in 2021/22. 16% progressed to University;</li> <li>• 99% of Apprentices progressed positively compare with 97% in 2021/22; and</li> <li>• 64% of 16-18 full time students progressed to a higher-level programme at the College compared with 54% the previous year. Of these 45% of learners progressed from Entry 1 to Level 1 courses (with a further 18% continuing on an Entry Level programme), 71% progressed from Level 1 to Level 2 courses, 66% progressed from Level 2 to Level 3 courses.</li> </ul> <p>As a result of questions, the following points were highlighted:</p>

	<ul style="list-style-type: none"> <li>The high % of students moving to employment related to the course that they had studied evidenced that the College continued to meet local skills needs;</li> <li>The College supported high needs students' progression to employment by supported internships, which was a bridge to employment and discussing reasonable adjustments for new employers. Support to HE included transition visits to Universities and information on specific needs and reasonable adjustments was now shared via the UCAS Process.</li> </ul>
	It was <b>Resolved</b> that the performance reports should be received and noted.
<b>C&amp;Q.23/24.10</b>	<b>STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 10)</b>
	<p>The Deputy Principal introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>4 formal complaints had been received to date this academic year;</li> <li>13 concerns received to date this academic year (no escalations to complaints);</li> <li>Induction Learner survey for FE learners (October 2023) - 96% of 2754 respondents agreed that their course was meeting their expectations;</li> <li>98% of learners who responded said that they felt safe in College;</li> <li>98% of apprentices agreed that their apprenticeship has met their career goals. (Apprenticeship completion survey);</li> <li>100% of apprentices felt that the College and employer created a safe, disciplined and positive environment for them to learn; and</li> <li>There had been percentage increases in satisfaction rates across 16 out of 30 questions asked of apprentices and employers.</li> </ul> <p>Members also noted that the first Student Ambassadors Group meeting had been held on 25<sup>th</sup> September 2023 and the issues discussed were highlighted within the report. The meeting had been attended by both Student Governors.</p>
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.23/24.11</b>	<b>MEETING EVALUATION FORM (AGENDA ITEM 11)</b>
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 14 <sup>th</sup> June 2023 and the responses were noted.
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.23/24.12</b>	<b>DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 12)</b>
	<p>4.30pm Wednesday, 17<sup>th</sup> January 2024  4.30pm Wednesday, 6<sup>th</sup> March 2024  4.30pm Wednesday, 19<sup>th</sup> June 2024</p>

*There being no further business the meeting closed at 6.16 p.m.*

Signed and approved as an accurate record of the meeting

Signature: ..... Date: .....

Summary of Actions - Curriculum & Quality Committee 22 <sup>nd</sup> November 2023			
Item	Action	Person Responsible	Timescale
C&Q 23/24.06 SAR	The SAR 2022/23 is recommended to the Corporation for approval.	Deputy Principal	12 <sup>th</sup> December 2023