



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

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

**HELD ON WEDNESDAY 18<sup>th</sup> JANUARY 2023 VIA TEAMS**

Meeting Commenced: 4.30 p.m.  
Meeting Closed: 6.37 p.m.

**PRESENT:**

Chris Trees	Independent Member - Chair
Syed Ali	Academic Staff Member
Callum Beckwith	Student Member
Angela Davies	Independent Member
Charlie Deane	Principal
Jane Macdonald	Independent Member
Stephanie Nixon	Independent Member
Robin Puri	Student Member
Naomi Sharples	Independent Member
Lynne Vernon	Co-opted Member

**IN ATTENDANCE:**

Michael Fordham	Assistant Principal Academic and Technical Education
Lisa Matthews	Assistant Principal Adult Provision & Higher Education
Debbie O'Brien	Head of Foundation Studies
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.22/23.15</b>	<b><u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u></b>
	There were no apologies for absence.
<b>C&amp;Q.22/23.16</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.22/23.17</b>	<b><u>MINUTES (AGENDA ITEM 3)</u></b>
	The Minutes of the meeting held on 23 <sup>rd</sup> November 2022 were approved as a true and correct record.
<b>C&amp;Q.22/23.18</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.22/23.19</b>	<b><u>MEETING LOCAL NEEDS: DEBBIE O'BRIEN, HEAD OF CURRICULUM: FOUNDATION STUDIES (AGENDA ITEM 5)</u></b>
	The Assistant Principal – Adult & Higher Skills, Health and Education confirmed that the presentation to the Corporation in October 2022 had demonstrated how the College met skills needs in higher education, adult provision, construction, and hair & beauty curriculum. Building on this initial presentation, it had been agreed that at each meeting the C&Q Committee would spotlight on other curriculum areas and how through curriculum design, teaching, learning and assessment and resources, the curriculum area has responded to skills needs.

Debbie O'Brien, the Head of Foundation Studies made a presentation which included:

- There were 239 foundation studies learners all with barriers of some description and many who were previously disengaged from education;
- Preparatory programme for students who are not yet ready to engage in a vocational area;
- The Prospects programme aimed to develop the young person on a personal level whilst exploring career aspirations and building employability skills;
- The Employment Pathway (Students with SEND) included WorkWise, Work Challenge, Steps to Work and Supported Internship;
- The key elements of the employer engagement activity included:
  - The Foundation employment pathway team worked with a diverse range of employers based on student aspiration and need;
  - The team often contacted an employer directly to discuss the programme and how we can potentially meet their business need whilst promoting a positive image of our learners with Learning Disability/Difficulty;
  - Before and during placement, employers gave feedback on skills need and development. Job coaches worked with students to improve and develop specific skills required to be successful in the role; and
  - The programme was highly tailored to individual needs and the needs of the employer.
- In relation to employment outcomes, 39% of students with a learning disability were supported into paid work and 24% of students with a learning disability were still in paid work;
- Changes to programme design and delivery included:
  - Qualification –to suit the personal development needs of the student cohort;
  - Unit selection –themed terms to give students a clear vision and purpose to the skills they are developing;
  - Pathways –developed continuously to meet career aspirations of students;
  - Added community themed projects to encourage community participation;
  - Range of WEX across the department;
  - Steps to Work students work in the Smart café 1 day every week;
  - Established a job club;
  - Evening class to support students to work longer hours reflecting real work;
  - Volunteer for the local community;
  - Started job searching early; and
  - Attend SEND Advisory events to link with other agencies.
- The Positive Futures strategy was a key factor in respect of preparation for employment, emphasising Commitment, Confidence, Collaboration and Resilience.

Following questions, the following points were highlighted:

- A wellbeing fact file was established for each student which included previous attendance in education, some of which was very low. The current attendance rate of 90% helped learners to prepare for employment; and
- A number of targeted pilot groups had been established to track previous and current attendance. As an example, a level 2 sports learner had achieved 95% attendance at College compared to 23% at school.

Members asked what arrangements were in place to ensure that the curriculum offer embraced and responded to skills/employer needs and the following were highlighted:

- Skills Panels were scheduled w/c 16th January 2023, when Curriculum Leaders would present Spotlight on Skills, outline key stakeholders, offering rationale and how they influenced curriculum followed by Q&A / discussion. Panels would be extended to Governors and external stakeholders;
- There would be a further opportunity to review progress via the mid-year Self-Assessment process;
- The College would continue to engage with employers through a skills survey and feed intel to Curriculum Leaders with Employer Engagement & Skills Consultants;
- The Head of Employer Engagement & Skills with Curriculum Leaders would producing sector-specific SWOT analyses to ensure ongoing dialogue and continual review of skills needs and the curriculum response; and
- Progress would continue to be reported to the C&Q Committee.

	Members thanked Debbie for her enthusiastic and informative presentation.
	It was <b>Resolved</b> that: i) <b>The contents of the report should be received and noted; and</b> ii) <b>The next curriculum spotlight should focus on engineering provision.</b>
<b>C&amp;Q.22/23.20</b>	<b>QUALITY IMPROVEMENT PLAN UPDATE (AGENDA ITEM 6)</b>
	The Deputy Principal Curriculum, Quality and Standards confirmed that the SAR and QIP had been approved by the Corporation on 13 <sup>th</sup> December 2022. The Curriculum and Quality Committee held on 23 <sup>rd</sup> November 2022, agreed that the Committee would focus its attention on progress against 5 key areas, specifically: <ul style="list-style-type: none"> <li>• Apprenticeship Achievement;</li> <li>• Teams/Individuals requiring improvement;</li> <li>• Level 1 Outcomes;</li> <li>• Attendance and Punctuality; and</li> <li>• Meeting the Skills Needs.</li> </ul> Following questions, it was confirmed that: <ul style="list-style-type: none"> <li>• The current handbook for inspection referred to the impact of Covid on attendance. Ofsted would look for evidence of high expectations and the consistent, fair implementation of policies and the support given to learner sand the impact on improvements in attendance and behaviour; and</li> <li>• Members noted that improvements had been made in both apprenticeship and A Level provision and asked that in order to provide additional assurance these areas should be the focus of the Governor development session on 31<sup>st</sup> January 2023.</li> </ul>
	It was <b>Resolved</b> that: i) <b>The contents of the report should be noted; and</b> ii) <b>Apprenticeship and A Level provision should be the focus of the Governor development session on 31<sup>st</sup>January 2023.</b>
<b>C&amp;Q.22/23.21</b>	<b>HE SELF-ASSESSMENT REPORT 2021/22(AGENDA ITEM 7)</b>
	The AP Adult Provision & Higher Education introduced the report and confirmed that following the HE SAR validation panel on 15 <sup>th</sup> December 2022, the HE SAR 2021/22 was recommended to Members for approval. <p>Aspects of the College’s Higher Education provision continued to improve, including overall achievement and continuation rates. Whilst pass rates were strong and continued to exceed expected national standards, there had been a dip on the previous year. There had been good progress on two key areas of improvement from 2021/22 i.e., enrolments onto Health, Digital and Science related courses and poor retention rate on some STEM-related courses.</p> Following questions, it was confirmed that: <ul style="list-style-type: none"> <li>• The key areas of Improvement for 2022/23 were to enrol a viable cohort onto the HNC Digital Technologies and to improve retention on HNC Healthcare Practice;</li> <li>• Student numbers were increasing and there was good progress from levels 2 to 3 to 4.</li> </ul>
	It was <b>Resolved</b> that: i) <b>The contents of the report should be received and noted;</b> ii) <b>The HE SAR 2021/22, is approved.</b>
<b>C&amp;Q.22/23.22</b>	<b>SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 8)</b>
	The AP Personal Development introduced the report and highlighted the following: <ul style="list-style-type: none"> <li>• Safeguarding referrals – totalled 753 (254 Pastoral and Welfare and 499 Safeguarding);</li> <li>• Mental Health and wellbeing incidents totalled 425;</li> <li>• The College was planning a rollout for the ‘Enough’ and ‘Is This Ok’ campaigns to drive forward our zero-tolerance approach to sexual harassment; and</li> </ul>

	<ul style="list-style-type: none"> <li>The outcome of a visit to Mesivta and Shalsheles on 23<sup>rd</sup> November 2022 was detailed within the report.</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>A further visit to Mesivta and Shalsheles was planned for 16<sup>th</sup> February 2023;</li> <li>Key safeguarding categories were currently sexual harassment and domestic abuse;</li> <li>There had been 101 counselling self-referrals; and</li> <li>Progress on the implementation of the Prevent action plan was noted.</li> </ul>
	It was <b>Resolved</b> that the report should be received and noted.
<b>C&amp;Q.22/23.23</b>	<b>TEACHING, LEARNING AND ASSESSMENT (AGENDA ITEM 9)</b>
	<p>The Director of Quality introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>Completed Health Checks included Digital, Maths &amp; English, Hair &amp; Beauty, Health &amp; Social Care, Construction, Engineering, Catering, A Levels and Science. Adult, Childcare, Art &amp; Media Health Checks had commenced 9<sup>th</sup> January 2023 for 2 weeks;</li> <li>Teaching, Learning and Assessment was currently good with pockets of excellence and most observations had resulted in positive outcomes, as outlined in this report. Strengths included Be Ready To Learn &amp; student behaviour, planning and resources and consistent teaching strategies;</li> <li>Areas for development included missed opportunities to contextualise topics, more explicit embedding and signposting of positive futures, developing independent working skills and punctuality to lessons;</li> <li>In addition, probationary staff walkthroughs had also reported positively, demonstrating effective teaching and learning along with very positive staff attitudes and levels of engagement;</li> <li>Whilst assessment feedback was improved with more focus on skills, knowledge and behaviours rather than being criteria driven; and</li> <li>Various training programmes had already taken place or were underway. A further new staff induction was scheduled to take place before February half term.</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>In relation to assessment feedback, a key area for improvement across the College was how had students improved following the feedback given as on too many occasions teachers were giving the same feedback with the same actions;</li> <li>The College teaching observation process included an assessment of the interaction between the teacher and education support worker. This was aimed to ensure that there was clarity and effectiveness of roles to deliver lesson outcomes.</li> </ul>
	It was <b>Resolved</b> that the report should be received and noted.
<b>C&amp;Q.22/23.24</b>	<b>PERFORMANCE (AGENDA ITEM 10)</b>
	<p><b>a) 16-19 Study Programmes</b></p> <p>The Assistant Principal Academic and Technical Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>Retention - Overall retention was higher than at the same point last year, in some areas significantly so.</li> <li>Level 1 achievement was identified as an area of concern in 2021/22. Current retention on level 1 was slightly lower than overall retention on one year 16-18 study programmes. Attendance remained a concern, with actions to address this;</li> <li>A Level Retention was significantly higher than 2021/22;</li> <li>T Level Retention Year 1 was currently 97.6%;</li> <li>Attendance and punctuality remain a concern. Curriculum teams met weekly and strategies to support attendance were ongoing through the implementation of pastoral support, and appropriate record keeping on the ILP;</li> <li>Attendance at English and Maths remains significantly below that of the main qualification; and</li> </ul>

	<ul style="list-style-type: none"> <li>• Tuition Fund – There were currently 5376 hrs of tuition fund planned (+750 from November). Significantly more support would be added for Maths and English following the January Exam results.</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• T Level applications were currently 546 compared to 272 the previous year;</li> <li>• Although a number of delivery models had previously been implemented, currently English and Maths was delivered by a specialist team with close liaison with vocational teams; and</li> <li>• The College English and Maths performance was within the top 20% of all Colleges, including VI form Colleges.</li> </ul>
	<p><b>b) Adult Provision</b> The AP Adult Provision &amp; Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Performance 2021/22 <ul style="list-style-type: none"> <li>• Achievement rates on some level 2 adult programmes required improvement to reduce the difference in rate at national level; and</li> <li>• Achievement for Adults with SEND - whilst significant improvements had been made in 2021/22, continued focus was required to ensure that adult learners with additional support needs were identified swiftly and that support interventions were effective.</li> </ul> </li> <li>• Current Performance 2022/23 <ul style="list-style-type: none"> <li>• To date, a total of 2060 starts were recorded across college, +33 on the same point the previous year;</li> <li>• Retention was strong and at the same point as the previous year;</li> <li>• Enrolments were set to continue – with 42 courses scheduled to start between January – Easter; and</li> <li>• Additional curriculum planning underway to meet skills needs in the Construction/Building Services sector.</li> </ul> </li> </ul> <p>Following questions, it was confirmed that to date, 148 adult learners had been identified as requiring monthly ALS interventions with around 80 of these on year-long courses.</p>
	<p><b>c) High Needs Provision</b> The AP Personal Development confirmed that the report highlighted the number of High Needs Learners compared to the previous year, in addition, the following was highlighted:</p> <ul style="list-style-type: none"> <li>• Key numbers - 1703 students had declared a learning difficulty or disability, 258 had an EHCP and 170 were High Needs;</li> <li>• 1239 students across all types of provision have had assessments and where required, support plans were in place;</li> <li>• 327 students had exam access arrangements, a large increase on the previous year; and</li> <li>• Key priorities were: <ul style="list-style-type: none"> <li>• Assessment of all students who had made a declaration;</li> <li>• Funding negotiations with local authorities;</li> <li>• Continual improvement of actions;</li> <li>• Supportive coaching walkthroughs will take place throughout January to provide support and development for teachers and ESWs supporting students with SEND; and</li> <li>• Following health check walkthroughs, both teachers and ESW will receive feedback and support from the LIL to identify strengths and areas for improvement to support individual students.</li> </ul> </li> </ul> <p>Following questions, it was confirmed that there was an open invitation to Governors to visit the College and in particular to visit the personalised learning centre.</p>
	<p><b>d) Higher Education</b> The AP Adult Provision &amp; Higher Education introduced the report and highlighted the following:</p>

	<ul style="list-style-type: none"> <li>• Compliance Update - Access and Participation Plan 2023/24 – As previously reported the College submitted a variation request in July 2022 which was approved by the Director for Fair Access on 24<sup>th</sup> November 2022 and updated on the College website.</li> <li>• Performance 202/23 <ul style="list-style-type: none"> <li>• Retention of new and continuing students was high and at the same point as the previous year; and</li> <li>• The January cohort of trainee teachers was externally approved, and an additional marketing campaign was underway.</li> </ul> </li> <li>• 2023-24 Applications &amp; Planning <ul style="list-style-type: none"> <li>• At time of reporting, 100 applications (95% internal) compared to 56 at the same point the previous year; and</li> <li>• Planning for the UCAS deadline was in place.</li> </ul> </li> </ul>
	<p><b>e) Sub-Contracted Provision</b>  The Deputy Principal Curriculum, Quality and Standards confirmed that the College currently had a small amount of Subcontracted provision all of which was located in close proximity to the college. The provision continues to be well managed as ‘high quality’ and ‘low risk’, and robust quality assurance processes were in place.</p> <p>Following questions, it was noted that:</p> <ul style="list-style-type: none"> <li>• At the Corporation on 13<sup>th</sup> December 2022, Members were aware that the College had strong safeguarding arrangements in place at Mesivta and Shalsheles and if funding arrangements could be agreed they remained committed to this provision; and</li> <li>• Robust quality assurance was conducted with all the Subcontracted provision, this included a termly observation and desktop review.</li> </ul>
	<p><b>f) Apprenticeship Provision</b>  The AP Adult Provision &amp; Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Progress against the following areas for improvement were highlighted within the report: <ul style="list-style-type: none"> <li>• Apprentice progress: achievement rates;</li> <li>• Target setting;</li> <li>• Functional Skills;</li> <li>• Teaching, Learning and Assessment;</li> <li>• Parental/Employer Engagement; and</li> <li>• Apprentice Progress Reviews.</li> </ul> </li> <li>• Recruitment 2022/23 <ul style="list-style-type: none"> <li>• Currently operating at around 82% against starts target (August to December);</li> <li>• Further changes had been made to the team structure to support the recruitment drive; and</li> <li>• Secured two contracts had been secured with Bury LA to deliver higher-level apprenticeships, specifically Level 5 Coaching and L4 Adult Care.</li> </ul> </li> </ul> <p>Following questions, it was confirmed that a key issue being addressed was the implementation of apprentice progress reviews ensuring that all apprentices received their entitlement of a formal progress review every 12 weeks that involved the employer. This was a contractual requirement on both the College and employer.</p>
	<p><b>g) Personal Development</b>  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>• Learners behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education; and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• After every break, students received a re-induction to the college thanking them for their continued support to the college and providing key reminders about expectations both in College and the community.</li> <li>• Personal Development <ul style="list-style-type: none"> <li>• Tutorial - Implementation of Skills for Jobs and Skills for Life programme;</li> <li>• Work related learning - 47 logs relating to guest speakers, employer visits etc;</li> <li>• Work Experience - 718 learners had taken part in work experience;</li> <li>• Careers – Reviewed bench showing increase against all benchmarks, as outlined within the report; and</li> <li>• Enrichment – Grofar logs showed 250 enrichment sessions provided, including A-Level.</li> </ul> </li> </ul> <p>Following questions, it was confirmed that the visit of the “Knife Arch” had been positively received as part of the College knife awareness week. A further visit was planned. In addition, the implementation of the Positive Futures strategy, within A Level provision, would be reviewed and reported to the next meeting.</p>
	<b>h) Learner Destinations</b>
	<p>The Deputy Principal Curriculum, Quality and Standards introduced the report and confirmed that the draft learner destinations data was presented at the last meeting. At this time, there were 246 (95) remaining unknown outcomes. This had now been reduced to 162 (6%) unknown outcomes. Also, since the last meeting, a review of the data collection processes had been completed. Consequently, it had been decided to bring forwards the data collection of ‘sustained’ destinations to be conducted between January/March 2023. This data will be reported at a future committee meeting. Furthermore, following a question at the last meeting a report of learner destinations by ethnicity had been included.</p> <p>Final ‘actual’ destinations of students completing their course of study in Summer 2022 were detailed within the report.</p> <p>Following questions, it was confirmed that destinations in animal care were not necessarily within that specific subject area. The decision to close animal care was taken due to several underperformance factors, the lack of demand and unavailability of appropriate facilities.</p>
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.22/23.25</b>	<b><u>STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 11)</u></b>
	<p>The Deputy Principal Curriculum, Quality and Standards introduced the report and highlighted the position as of 4<sup>th</sup> January 2023 as follows:</p> <ul style="list-style-type: none"> <li>• There were 8 formal complaints logged with the Quality department. All complaints were investigated and actioned within the relevant timeframes;</li> <li>• 2 appeals were lodged, and none upheld;</li> <li>• There were 45 concerns dealt with to the satisfaction of all parties, none of which escalated to formal complaints;</li> <li>• 74% (163 out of 220) of HE learners completed the HE Induction/6 Week Survey November 2022</li> <li>• 93% of HE learners were satisfied with their HE experience and course to date; and</li> <li>• 98% of HE learners agreed that they felt safe in College.</li> </ul>
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.22/23.26</b>	<b><u>MEETING EVALUATION FORM (AGENDA ITEM 12)</u></b>
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 23 <sup>rd</sup> November 2022 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.22/23.27</b>	<b><u>DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 13)</u></b>
	<ul style="list-style-type: none"> <li>• 4.30pm Wednesday, 8<sup>th</sup> March 2023</li> <li>• 4.30pm Wednesday, 14<sup>th</sup> June 2023</li> </ul>

*There being no further business the meeting closed at 6.37 p.m.*

Signed and approved as an accurate record of the meeting

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

<b>Summary of Actions - Curriculum &amp; Quality Committee</b>			
<b>18<sup>th</sup> January 2023</b>			
<b>Item</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Timescale</b>
<b>C&amp;Q.22/23.19 Meeting Local Needs</b>	The next curriculum spotlight should focus on engineering provision.	Deputy Principal	C&Q 8th March 2023
<b>C&amp;Q.22/23.21 QIP</b>	Apprenticeship and A Level provision should be the focus of the Governor development session on 31st January 2023.	Deputy Principal	Corporation 31 <sup>st</sup> January 2023
<b>C&amp;Q.22/23.24 Performance G Personal Development</b>	The implementation of the Positive Futures strategy, within A Level provision, would be reviewed and reported to the next meeting.	Deputy Principal	C&Q 8 <sup>th</sup> March 2023