



BURY COLLEGE
FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY, 11th MARCH 2020

Meeting Commenced: 4.30 p.m.

Meeting Closed: 6.29 p.m.

PRESENT:

Chris Trees	Independent Member - Chair
Charlie Deane	Principal
Jeannie Frodsham	Academic Staff Member
Jade Glazer	Student Member
Mark Granby	Independent Member
Helen Hubert	Independent Member

IN ATTENDANCE:

Peter Ryan	Clerk to the Corporation
Becky Tootell	Deputy Principal Curriculum, Quality and Standards

C&Q.19/20.23 APOLOGIES FOR ABSENCE (AGENDA ITEM 1)

Apologies for absence were received from Mark McMahon, Paul Smith and Jamie Brown.

C&Q.19/20.24 DECLARATIONS OF INTEREST (AGENDA ITEM 2)

There were no declarations of interest in relation to any of the items on the Agenda.

C&Q.19/20.25 MINUTES (AGENDA ITEM 3)

The Minutes of the meeting held on 15th January 2020 were approved and signed as a true and correct record.

C&Q.19/20.26 MATTERS ARISING (AGENDA ITEM 4)

The Clerk presented the Matters Arising Report and updated Members on the implementation of agreed actions.

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

C&Q.19/20.27 SAFEGUARDING/PREVENT STRATEGY UPDATE (AGENDA ITEM 5)

The Deputy Principal confirmed that the following information had been sent to learners, parents and staff earlier in the day and had been available on the College web site:

"A student was taken ill at the college today. As a precautionary measure we have taken appropriate action and contacted the emergency services who responded promptly. The safety and well-being of our students and staff is paramount and the college will closely monitor and review any advice received. Our understanding is that it is unlikely to be corona related."

"Further to our previous communication, we can now advise that the student who was taken ill was treated by paramedics who identified that the student did not have symptoms of coronavirus. The safety and wellbeing of our staff and students remains of paramount importance and we took appropriate precautionary measures based on the advice that we had received. The College continues to operate as normal and timetabled classes will run as scheduled."

Thank you to all colleagues for your understanding during this time and in particular thanks to those who have directly supported students. An updated message will be sent to students and their parents and the media will be updated accordingly".

The Deputy Principal Curriculum, Quality and Standards presented the report and highlighted the following key elements within the report:

- Looked After Learner attendance was in line with the whole College attendance;
- The College was working with the Police on strategies to address gang activity;
- Phase 2 of staff training would be implemented in March 2020;
- BISP was helping to shape the Bury Wide Suicide Prevention Strategy; and
- The Internal Audit of Staff and Student Mental Health and Wellbeing had concluded that taking account of the issues identified, the Corporation can take substantial assurance that the controls upon which the organisation relies to manage the identified area(s) are suitably designed and are being consistently applied. 3 low priority management actions had been identified and timescales agreed for their implementation.

Members noted the waiting time for College counselling appointments and referrals and that the waiting time for external referrals were much longer due to the shortage of resources in other statutory agencies. A Member suggested that a demographic analysis of the data may help to unpick the referral data and thereby focus resources.

Members also discussed attendance strategies and preparation for work and life skills. The College Positive Futures strategy outlined the curriculum intent to emphasis confidence, resilience, commitment and collaboration. The Student Governor expressed the view that there was a good interaction between learners and staff and that the College was a very tolerant organisation.

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

The Principal joined the meeting at 5.00 p.m.

C&Q.19/20.28 QUALITY IMPROVEMENT PLAN (AGENDA ITEM 6)

The Deputy Principal Curriculum, Quality and Standards introduced the report which tracked progress from January to March 2020, against the headline areas for improvement reported in the 2018/19 SAR. Underpinning this were detailed Quality Improvement Plans led by assigned strategic leads for each key aspect. Monitoring of detailed QIPs and the effectiveness of actions was in place through the Leadership and Quality teams.

'Mid-Year' self-assessment panels had commenced in March and would assess the progress of teams against their key areas for improvement as identified in their QIPs. The 7 key headline areas from the 2019/20 Quality Improvement Plan were as follows:

- Assessment planning;
- The quality and outcomes for Apprenticeship provision;
- Functional skills maths;
- The quality of Health and Social Care and Animal Care level 3 provision;
- Achievement rates for looked after children and care leavers;
- The progress made by A Level students; and
- Attendance and punctuality, particularly at Maths and English lessons.

Members reviewed progress and asked if the external validation of the Self-Assessment Plan and QIP could be considered and this could potentially include a deep dive into specific areas of activity.

It was Resolved that:

- a) **The report should be received and noted; and**
- b) **The outline of a Quality External Validation Plan for 2020/21, should be submitted to the next meeting.**

C&Q.19/20.29 PERFORMANCE (AGENDA ITEM 7)

The Deputy Principal Curriculum, Quality and Standards introduced the following reports:

- a) **16-19 Study Programme**

b) Adult Provision

c) High Needs Provision

- In year retention was currently slightly below that reported at the same point last year;
- Attendance: Overall (all age) was currently 87.42%;
- 242 students had enrolled at the College with an EHCP. Retention for these students was above the overall college rate at 96.8%;
- 73 students had enrolled at the College who were 'Looked After'. Retention for these students was below the College rate at 93.9%;
- Safeguarding concerns had been raised about 543 (distinct) students. Retention for these learners was 94.3%.; and
- As part of the Capacity Development Fund, set up to support providers with preparation for T-Levels, a total of 311 extended work placement (average 50 days) were underway against a target of 326.

Members noted that improving attendance remained a key challenge for the College. Whilst attendance was a statutory requirement in schools, this did not apply in Colleges. The College had in place a range of strategies to secure improvements. Attendance was reinforced at the advice, guidance and induction process and continually monitored and managed.

d) Higher Education

Members reviewed in detail the HE Self-Assessment Report 2018/19 and agreed the following strengths and areas for development:

Strengths

- Overall achievement rate is 74% and pass rate is 95.8%;
- 12 programmes had a 100% pass rate;
- 5 programmes had a 100% retention rate;
- High proportion of high classification degrees (First and Second Upper). There was an increase in the number of 1st class degrees awarded;
- Destinations to related employment or training were high compared to national figures;
- Strong teaching, learning and assessment practices; and
- Excellent pastoral support and guidance for learners.

Areas for Development

- To build a 'University Centre Culture and Experience'.
- To improve retention across multiple programmes (Retention rate is 78%);
- Information, advice and guidance (initial and career progression) needs to improve to maintain better in year retention (CPD required for interviewers);
- To build an increased provision of Higher National Courses; and
- Further development of learning resources (IT suites, study rooms, social areas, library resources) to support learner satisfaction, progress and development.

Chris Trees confirmed that during the previous week, over 2 days, he had accompanied staff undertaking walk throughs in Higher Education provision and his feedback was as follows:

- The analysis of lessons by the observing staff was assiduous and detailed;
- The observations were constructive and the staff observed were not constrained by the process;
- There was a consistent underlying approach; namely, in a variety of forms, the lessons were structured to enable the students working towards their degrees to become independent learners via a series of key points to reach by their own scrutiny and assessment of a range of materials their own position on the topic being studied;
- The course tutors were mindful of the fact that their students were not simply part of the " traditional " route to gaining degrees. Many students had returned to their education (and to Bury College) having had other experiences on post College courses; and
- In discussions with staff involved in both sides of the process there was a consistent view that the procedures that the College had introduced were very positive both in terms of what it is developing

in their professional practise and how student engagement and progress has been improved in the H.E. area. The respect for them and their work was very clear.

e) Apprenticeship Provision

There were currently 712 apprentices 'in learning' as at 24th February 2020. Of these 256 had an 'expected end date' of 2019/20; and 124 were 'Out of Time/Funding'. This compared with 179 at the same time last year. The current overall best-case achievement rate 2019/20 was 73.1% and the current best-case timely achievement rate 2019/20 was 63.3%.

Members asked for details of key performance indicators that were managed and monitored to secure improvements, these were confirmed as:

- 'Reviews outstanding': currently 46 (apprentices). This represented 6.5% of the cohort against a milestone target of 8%. A large majority of these were learners on engineering and electrical apprenticeships. Now that arrangements were in place with partners, a significant reduction was expected. A new milestone target was 5%, with the key focus on moving forwards was on the quality of reviews;
- 'Progress behind target +11%': currently 241 apprentices were more than 11% behind their expected progress target. This represented 33% of the cohort against an end of year target of 15%. Whilst this was still a significant risk, this position had improved significantly over the six weeks, with the percentage of learners +11% behind target reported as 46% on 10th January 2020;
- Significantly, a key focus of the new Head of Apprenticeships and the Departmental Leads was to ensure accountability for quality and outcomes at team and individual level. Recent Quality Review Meetings illustrated the degree of clarity and ownership that LSC's had over their performance targets. This was mirrored at Curriculum Management meetings with each Departmental Lead having clear and detailed understanding of their team performance and actions to improve; and
- The number of complaints about apprenticeship provision had significantly reduced.

Members asked for an update on the sub-contracting of electrical and plumbing provision and it was confirmed that a strong partnership had been established and that College staff had undertaken a monitoring visit to the sub-contractor and were impressed by the arrangements that were in place.

f) Sub-Contracted Provision

The College currently had a small amount of Sub-contracted provision all of which was located in close proximity to the College. The provision was managed as 'high risk' and robust quality assurance processes were in place. The key focus was to ensure that learners received at least the same quality of experience as those in attendance at the College. The emerging outcomes for each provider was detailed within the report.

The safeguarding of learners studying via subcontracted provision was paramount, and assurance of this via college procedures was in place. A due diligence exercise was being implemented with a local training provider in order to support the teach out of Engineering apprenticeships. In addition, there had been an increase in volume of apprentices subcontracted to one provider, as a result of recent staffing changes at the College.

The College was also exploring, with one sub-contractor, the option of remote learning via the College platform, should access to their premises become unavailable for a short period.

It was **Resolved** that:

- a) **The contents of the reports should be received and noted; and**
- b) **The HE Self-Assessment Report 2018/19, is approved.**

C&Q.19/20.30 TEACHING LEARNING AND ASSESSMENT (AGENDA ITEM 8)

The Deputy Principal Curriculum, Quality and Standards introduced the report and confirmed that health checks had been completed in all 4 curriculum directorates and the key strengths emerging were:

Strengths:

- Planning & resources – lessons were well planned and engaged with SOLO principles;
- Learning outcomes - were progressive and shared with learners; and
- Positive Relationships - On the whole, both staff and learners had built positive relationships and learners were able to approach their tutors for further help and assistance.

Areas for Improvement:

- Low expectations / pitch / pace, too often expectations were set too low for learners, the lesson pace was slow and learners become bored easily;
- Stretch & challenge, learners on too many occasions completed tasks easily and were not provided with harder more challenging tasks to do, as result some learners lost their focus;
- Review & consolidation learning, there were still too many missed opportunities where learning was not reviewed and checked;
- Punctuality remained a concern; and
- Attendance in English and maths was not yet good and the gap between 'main aim' and English and Maths was too big for too many teams.

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

C&Q.19/20.31 STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 9)

The Deputy Principal Curriculum, Quality and Standards introduced the report and highlighted the following:

- A total of 34 formal complaints and 1 concern had been received in 2019/20;
- 95% of these were investigated with a full response sent to the complainant within the 15 working day timescale;
- 92% of complaints were satisfactorily resolved following the initial investigation. 3 appeals were received and after further investigation, the original findings were upheld; and
- The numbers of complaints relating to Apprenticeship provision had reduced considerably.

Members noted the changes that had been implemented as a result of the complaints in Apprenticeships, GCSE English and Maths and concerns from members of the public.

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

C&Q.19/20.32 MEETING EVALUATION FORM (AGENDA ITEM 10)

The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 15th January 2020 and the responses were noted.

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

C&Q.19/20.33 DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 11)

4.30pm Wednesday, 17th June 2020

There being no further business the meeting closed at 6.29 p.m.

Signed and approved as an accurate record of the meeting

Signature: **Date:**

Summary of Actions - Curriculum & Quality Committee 11 th March 2020			
Item	Action	Person Responsible	Timescale
C&Q.19/20.28 QIP	The outline of a Quality External Validation Plan for 2020/21, should be submitted to the next meeting.	Deputy Principal Curriculum, Quality and Standards	C&Q Committee 17 th June 2020.