



**BURY COLLEGE  
FURTHER EDUCATION CORPORATION**

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

**HELD ON THURSDAY 14<sup>TH</sup> JANUARY 2021 VIA ZOOM**

**Meeting Commenced: 4.30 p.m.**  
**Meeting Closed: 6.04 p.m.**

**PRESENT:**

Chris Trees	Independent Member - Chair
Jamie Brown	Student Member
Emily Cowburn	Independent Member
Angela Davies	Independent Member
Charlie Deane	Principal
Jeannie Frodsham	Staff Member (Academic)
Helen Hubert	Independent Member
Paul Smith	Independent Member

**IN ATTENDANCE:**

Lisa Matthews	Curriculum Director - Adult Provision & Higher Education
Peter Ryan	Clerk to the Corporation
Becky Tootell	Deputy Principal Curriculum, Quality and Standards
Sarah Walton	Director of Personal Development

<b>C&amp;Q.20/21.13</b>	<b><u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u></b>
	Apologies for absence were received from Mark Granby.  The Chair confirmed that in order to improve the communication of Safeguarding issues a report would be submitted to the Corporation on 26 <sup>th</sup> January 2021, seeking approval for Lynne Vernon to transfer from the Resources Committee to the C&Q Committee and for Mark Granby to transfer from the C&Q Committee to the Resources Committee.
<b>C&amp;Q.20/21.14</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.20/21.15</b>	<b><u>MINUTES (AGENDA ITEM 3)</u></b>
	The Minutes of the meeting held on 25 <sup>th</sup> November 2020 were approved as a true and correct record.
<b>C&amp;Q.20/21.16</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.20/21.17</b>	<b><u>COVID UPDATE (AGENDA ITEM 5)</u></b>
	The Deputy Principal Curriculum, Quality and Standards confirmed that as agreed, Governors now received a weekly update regarding Covid cases at the College. Due to the control measures in place, the number of close contacts had remained relatively low, therefore minimising the wider health risks and impact on learning.  In accordance with government guidance, with effect from 5 <sup>th</sup> January 2021, the College was open to vulnerable students and students of key workers. DfE guidance had been released around Lockdown 3 and the College had checked risk assessments and procedures against that guidance. The main change was the definition of 'Vulnerable Learners' to include students who were disengaging from their studies or unable to access remote/distance learning. As a result, the College had circa 75 additional students attending along with the established cohort and those taking exams. There were approximately

	<p>152 students in College during the week.</p> <p>A testing Centre had been established and had received positive feedback from the NHS Bury Clinical Commissioning Group. The onsite testing facility included 12 testing stations which, at capacity, could process circa 600/700 tests per day. Test results would be known within 30 minutes and communicated via the NHS test and trace system. The College had arrangements in place to manage any positive test results and appropriate PPE had been supplied to the College. Testing would be a weekly entitlement for staff and students would be offered two tests prior to their return to College. Contact tracing arrangements were also in place.</p> <p>Members recognised that the establishment of the onsite testing facility had been a significant achievement and expressed thanks to all the staff who had been involved in this initiative.</p>
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.20/21.18</b>	<b><u>SAFEGUARDING/PREVENT UPDATE (AGENDA ITEM 6)</u></b>
	<p>The Director of Personal Development introduced the report as follows:</p> <p><b>Christmas Period</b> - The Pastoral and Safeguarding team provided support for students across the college in the following ways throughout the Christmas period:</p> <ul style="list-style-type: none"> <li>• Letters to parents, carers and students providing advice around mental health and wellbeing personal safety and internet safety;</li> <li>• The college website was updated to provide support and key telephone numbers;</li> <li>• Scheduled social media activity sent out daily over the Christmas break, providing links to key resources to provide support for students and their families;</li> <li>• 20 vulnerable students who had no family support were provided with a £20 voucher and toiletries;</li> <li>• Contact tracing and reporting to the local PHE team and ESFA continued over the Christmas period in accordance with guidance.</li> </ul> <p><b>January Return</b> – All students categorised as vulnerable have been invited to attend college to continue with their education. A small number of students have chosen to access this provision. All of the students in this category would receive a weekly welfare call. If the team were unable to contact the student a home visit would be made. Attendance and engagement of all students would be monitored through at-risk meetings. Students who were uncontactable for more than one week would receive a home visit. Safeguarding support remained the same with onsite support from the DSL and support available over the phone.</p> <p><b>Prevent</b> - Following the UK national threat level being increased from Substantial to Severe, all students have had the Run, Hide Tell training.</p> <p><b>Safeguarding referrals</b>- Since the start of the academic year to 30<sup>th</sup> November 2020, 220 Safeguarding referrals had been received. This related to 174 distinct students.</p>
	It was <b>Resolved</b> that the report should be received and noted.
<b>C&amp;Q.20/21.19</b>	<b><u>QUALITY IMPROVEMENT PLAN (AGENDA ITEM 7)</u></b>
	<p>The Deputy Principal Curriculum, Quality and Standards introduced the report and confirmed that the headline Quality Improvement Plan tracked progress against 37 key Areas for Improvement. In addition, Directorate level and then Team level QIPs monitored progress closely. The report detailed progress against key areas for improvement identified in the SAR 2019/20. These were:</p> <ol style="list-style-type: none"> <li>1. Too few apprentices achieved their qualification on time or made the progress of which they were capable;</li> <li>2. Whilst there was firm evidence of significant improvement, given the disruption to examinations caused by Covid-19, A Level provision required further monitoring into 2020/21;</li> <li>3. A small minority of College programmes were not yet good;</li> <li>4. Further embedding of the Positive Futures model was required across all curriculum teams to support the curriculum intent;</li> </ol>

	<p>5. Achievement in English and maths qualifications delivered to Foundation Studies learners required improvement;</p> <p>6. Whilst above sector norms, attendance and punctuality were too low across the College, particularly in English and maths;</p> <p>7. Assessment planning required focus to ensure that learners benefit from a variety of assessment methods and were given the opportunity to develop a range of skills to prepare them for their next steps; and</p> <p>8. The quality of Digital Learning required further development to ensure effective continuation of learning.</p> <p>Following questions, the following points were highlighted:</p> <p>In respect of improvement area 3, the strategy to move the leadership of the Health and Social Care provision to the quality directorate had secured improvements, accordingly the strategy had been extended to the Construction team which had been split, with half moved to the Quality Directorate for intensive support.</p> <p>In respect of improvement area 8, additional resources had been invested together with staff training. Also 3 digital learning coaches had been appointed and allocated to curriculum areas to address skills, knowledge and confidence gaps and organising additional training sessions on request. The Staff Governor confirmed that the initiative had been welcomed by staff and had led to significant improvements. Feedback from students would assist in securing further improvements.</p>
	<p>It was <b>Resolved</b> that the report should be received and noted.</p>
<b>C&amp;Q.20/21.20</b>	<b>PERFORMANCE (AGENDA ITEM 8)</b>
	<p><b>a) 16-19 Study Programme</b></p> <p>The Deputy Principal Curriculum, Quality and Standards confirmed that targets were agreed and in place and attendance rates were broadly in line and withdrawals lower than the same point last year, with full details being outlined within the report. With the exception of a small number of students, timetables for study programme students had now moved to online learning.</p> <p>In respect of the November exams, 194 students had gained a 4+ grade in English and 292 students had gained a 4+ grade in maths. These results were significantly above last year's November resit performance. Members expressed thanks to the English and maths team.</p>
	<p><b>b) Adult Provision</b></p> <p>The Curriculum Director - Adult Provision &amp; Higher Education introduced the report and confirmed that enrolment was good, retention was 98.7% and average attendance 88.1%.</p> <p>The team had introduced new programmes of learning to inform and raise awareness of pertinent issues, specifically in relation to the mental health and well-being of young people and was extending the current level 3 offer to include a higher-level Safeguarding unit.</p> <p>A review of Community Learning provision was underway. Delivery had been significantly impacted by Covid, specifically the reduction of off-site classes. However, the team was determined to engage with 'hard to reach' (disadvantaged) learners and were looking into a range of viable options.</p> <p>Following questions, it was confirmed that GMCA had not yet clarified its funding position and in order to mitigate risk the adult budget would continue to be maximised.</p>
	<p><b>c) High Needs Provision</b></p> <p>The Director of Personal Development confirmed that the college had introduced a Personalised Learning Centre to provide specialist support to students across the college. The centre was staffed by specialist staff who have expertise in Autism, ADHD, Mental health, Dyslexia and experience in working with students with a wide range of disabilities or barriers to learning.</p> <p>Students with SEND were monitored through the college at risk meetings. Pastoral Managers, the Safeguarding Team and ALS teams met weekly at the vulnerable student meeting to ensure that packages of support were reviewed where a student was struggling.</p>

	<p>Following the government guidance all students categorised as vulnerable, which included those with an EHCP, had been invited to attend college to continue with their education. All of the students in this category would receive a welfare call. If the team were unable to make contact with the student a home visit would be made. Students in this category that cannot attend will receive two welfare calls throughout the week and a call from the curriculum tutors. Students with an EHCP or SEND that could not attend college would receive support via an intervention meeting with their curriculum tutor to ensure that they are supported effectively whilst working remotely.</p> <p>The staff Governor gave an example of how a student issue raised on a Friday had been fully resolved via the PLC by the following Monday morning. The student Governor confirmed that he had used the PLC and it had proved invaluable.</p>
	<p><b>d) Higher Education</b></p> <p>The Curriculum Director - Adult Provision &amp; Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• The College HE Self-Evaluation Document for 2019/20 had been completed and key aspects of performance/practice identified as requiring improvement included: <ul style="list-style-type: none"> <li>• Low rates of internal progression in some areas;</li> <li>• Incomplete student data leading to poor representation of student views in key external survey, specifically the National Student Survey; and</li> <li>• Incomplete information held in regards to staff qualifications/membership of professional bodies/dual professional status.</li> </ul> </li> <li>• The HE Health Check had been completed and the key strengths and areas for development, together with actions being implemented were outlined within the report.</li> <li>• Currently the College was not anticipating an imminent external review;</li> <li>• Enrolment (all years) was 96% of target;</li> <li>• Retention was 99.3%;</li> <li>• Average attendance was 92%; and</li> <li>• In January 2021 there would be an intake of a part-time teacher training cohort.</li> </ul>
	<p><b>e) Sub-Contracted Provision</b></p> <p>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 was all managed as 'high risk' and robust quality assurance processes were in place. The key focus was to ensure that learners receive at least the same quality of experience as those in attendance at the College.</p> <p>The safeguarding of learners studying via subcontracted provision was paramount, and assurance of this via college procedures was in place. Visits have recently been undertaken with two providers to conduct a full audit of their subcontracting arrangements and details were highlighted within the report.</p>
	<p><b>f) Apprenticeship Provision</b></p> <p>The Deputy Principal Curriculum, Quality and Standards highlighted performance in 2019/20 and the year to date. Apprenticeship provision underwent a Self-Assessment on 15<sup>th</sup> December 2020. At this panel, the progress made by the team was acknowledged and the key areas for improvement were agreed. The remaining risk and impact of Covid was highlighted.</p> <p>Member noted that improvements were identified by the difference in performance between expired and continuing provision, however functional skills remain a key risk area.</p> <p>A target of &lt;5% had been set for outstanding reviews and this had been achieved consistently over the last few weeks. As at 7/12/20, the proportion of outstanding reviews was 0.6%. Accordingly, this target had been reviewed and was now at &lt;2%. Increasing attention was now focused on the quality of reviews which was audited frequently and whilst these have improved significantly, actions to address issues relating to functional skills targets were in place.</p> <p>In order to secure further improvements in performance, it was intended that the Apprenticeship Health Check would be replaced by an external review of apprenticeship provision.</p>

	It was <b>Resolved</b> that the contents of the reports should be received and noted.
<b>C&amp;Q.20/21.21</b>	<b><u>TEACHING AND LEARNING AND ASSESSMENT (AGENDA ITEM 9)</u></b>
	The Deputy Principal Curriculum, Quality and Standards highlighted the following key issues: <ul style="list-style-type: none"> <li>• The College Observation policy has been revised, with the removal of outcomes and greater emphasis on recommendation on actions.</li> <li>• Health checks have been completed in the following areas: <ul style="list-style-type: none"> <li>• HE – Limited actions required;</li> <li>• Pastoral – Actions required and work was currently underway with Heads of Curriculum;</li> <li>• Construction and Technologies – A restructure of the department.</li> <li>• Health and Social Care Level 3 – Significant improvements reported.</li> </ul> </li> <li>• As already highlighted the Apprenticeship Health Check would be replaced by an externally commissioned health check; and</li> <li>• Keys risks and actions being taken were highlighted within the report.</li> </ul>
	It was <b>Resolved</b> that the report should be received and noted.
<b>C&amp;Q.20/21.22</b>	<b><u>STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 10)</u></b>
	The Deputy Principal Curriculum, Quality and Standards introduced the report and highlighted the following: <ul style="list-style-type: none"> <li>• 13 formal complaints received and investigated to date this academic year, with no appeals;</li> <li>• No complaints had been received in relation to Apprenticeship provision;</li> <li>• 40 concerns were received relating to learners' centre assessed grades and students wishing to appeal these. These were classified as complaints. 11 of these escalated to next stage appeal with 1 resulting in a grade change;</li> <li>• High levels of satisfaction had been reported in the HE induction survey;</li> <li>• The Canvas October survey provided areas of focus for the Digital Learning team; and</li> <li>• There had been an increase in complaints/concerns raised by members of the public in relation to student behaviour off campus.</li> </ul>
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.20/21.23</b>	<b><u>MEETING EVALUATION FORM (AGENDA ITEM 11)</u></b>
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 25 <sup>th</sup> November 2020 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.20/21.24</b>	<b><u>DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 12)</u></b>
	<ul style="list-style-type: none"> <li>• 4.30pm Wednesday, 10<sup>th</sup> March 2021</li> <li>• 4.30pm Wednesday, 16<sup>th</sup> June 2021</li> </ul>

***There being no further business the meeting closed at 6.04 p.m.***

**Signed and approved as an accurate record of the meeting**

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

<b>Summary of Actions - Curriculum &amp; Quality Committee 14<sup>th</sup> January 2021</b>			
<b>Item</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Timescale</b>
	<b>There were no actions arising</b>		