



BURY COLLEGE
FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 15th JUNE 2022 VIA ZOOM

Meeting Commenced: 4.30 p.m.
Meeting Closed: 6.40 p.m.

PRESENT:

Chris Trees	Independent Member - Chair
Angela Davies	Independent Member
Charlie Deane	Principal
Naomi Sharples	Independent Member
Paul Smith	Independent Member
Lynne Vernon	Co-opted 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

C&Q.21/22.39	<u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u>
	Apologies for absence were received from Callum Beckwith and Robin Puri. The Chair noted that Jeannie Frodsham was due to retire at the end of term and Members expressed their thanks to Jeannie for her contribution to the Committee and in particular her contribution to raising standards.
C&Q.21/22.40	<u>DECLARATIONS OF INTEREST (AGENDA ITEM 2)</u>
	There were no declarations of interest in relation to any of the items on the Agenda.
C&Q.21/22.41	<u>MINUTES (AGENDA ITEM 3)</u>
	The Minutes of the meeting held on 16 th March 2022 were approved as a true and correct record.
C&Q.21/22.42	<u>MATTERS ARISING (AGENDA ITEM 4)</u>
	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.21/22.43	<u>COVID UPDATE (AGENDA ITEM 5)</u>
	The Deputy Principal Curriculum, Quality and Standards confirmed that the significant measures which were in place at the height of the pandemic were now largely redundant and the College was now specifically working in accordance with the Governments Living with Covid guidelines and specific guidance for the Further Education Sector.
	The sustained period of unprecedented disruption to learning and the impact on the health and wellbeing of students had resulted in several changes to the way that the College operated in the longer term, and the challenges which were presented. Those which have most significantly impacted or changed the way the College operated were outlined in the report, specifically in the areas of Digital Learning and Behaviour and Wellbeing.
	Following questions, it was confirmed that: <ul style="list-style-type: none"> • Most learners did not prefer remote learning; however, this method of delivery did help to prepare them for the workplace;

	<ul style="list-style-type: none"> • Behaviours appeared to have deteriorated due to Covid and new procedures had been implemented to address this; and additional support had been given to learners who had genuine exam anxieties.
	It was Resolved that the contents of the report should be received and noted.
C&Q.21/22.44	SAFEGUARDING/PREVENT UPDATE (AGENDA ITEM 6)
	<p>The Director of Personal Development introduced the report as follows:</p> <ul style="list-style-type: none"> • Referrals – The number and category of referrals, including criminal convictions, was highlighted within the report; • Mental Health – Details of training and support were highlighted within the report; • The College’s response to national Issues - The College continued to work with partner agencies with a focus on knife crime and female safety; • The College’s response to local issues - The College continued to work closely with the Local Authority and Greater Manchester police to respond to the individual support needs of young people who might be involved in local issues. All students had completed an awareness raising online module in relation to knife crime; • Security – The security team had been refocused to ensure that they had a greater presence across the campuses. This acted as a deterrent but also allowed opportunities to develop a greater understanding of the challenges facing students; • Prevent – A copy of the updated Prevent Action Plan 2021/22 was appended to the report; • Online Safety and Sexual Harassment - Focus groups had taken place to get feedback from males and females in relation to their experience of sexual harassment. Feedback had informed the sexual harassment tutorial session implemented after the May half term; • LADO - Two referrals had been made to the LADO; and • Subcontracting – An update including feedback from student focus groups was provided. <p>As a result of questions, the following points were made:</p> <ul style="list-style-type: none"> • The College had received a grant to provide trauma informed training and to become a trauma informed College. This would also be included within the curriculum; • The demand for counselling support had increased significantly and the College had invested additional resources in the area; • The Encompass process ensured that the Police informed the College of instances of domestic abuse the first thing the following morning after such an incident. Support measures could then be implemented.
	It was Resolved that the report should be received and noted.
C&Q.21/22.45	CURRICULUM MAPPING TO MEET THE NEEDS OF EMPLOYERS (AGENDA ITEM 7)
	<p>The Deputy Principal Curriculum, Quality and Standards confirmed that following the presentation to the Corporation on 26th April 2022, the Senior management team were currently reviewing the structure of the Needs Analysis in the College to more easily facilitates changes to the curriculum footprint and curriculum design. This work had already commenced with each Curriculum Head and was supported by the Chair of the C&Q Committee. The review has been underpinned by evidence and identified areas for improvement with a focus on local needs. The review had been informed by some employers with regards to the local and technical skills needed and this employer consultation would be an area of focus over the next period.</p> <p>It was envisaged that the new approach would mature over the next year and create separate reports for each curriculum area to more easily identify progress and remaining areas to address.</p> <p>At the next self-assessment validation exercise, there would be increased scrutiny on the curriculum intent at team level, and this would scale up to make headline College judgements. As part of this process, Governors would have the opportunity to review how well the College was meeting local needs.</p> <p>Following questions, it was noted that:</p> <ul style="list-style-type: none"> • Ofsted would make judgement on the ability of the College to meet local needs; • The Quality Improvement Plan would report progress against actions agreed in relation to this at regular intervals;

	<ul style="list-style-type: none"> • In some areas this could lead to a change of awarding bodies; and • Regular update reports should be made to the Committee.
	<p>It was Resolved that:</p> <ol style="list-style-type: none"> The contents of the report should be noted; and Meeting local needs should be added to the schedule of business of the Committee.
C&Q.21/22.46	QUALITY IMPROVEMENT PLAN (AGENDA ITEM 8)
	<p>The Deputy Principal Curriculum, Quality and Standards introduced the report and confirmed that the report summarised progress made against the 9 identified headline areas for improvement, as follows:</p> <ul style="list-style-type: none"> • Apprenticeships - Whilst the impact of Covid had significantly impacted projected outcomes, progress continued to be made against the underpinning quality of teaching and learning. • Implications of Covid: Lost Learning - Strong plans were in place; • A Level programmes – Risk - There continued to be concerns regards retention and progression; • Teams/Individuals requiring improvement - Good progress made across most areas but with significant remaining concerns about the quality of music provision which would cease after 2023; • Positive Futures - Reasonable progress with further plans for development into 2022/23 • Attendance and Punctuality – Risk - Attendance levels remained too low across the College. • Assessment - Some progress made, though remained an area of focus. • Recruitment and Retention of Staff – Appointment of interim HR Director to support and review strategy. 2022/23 staff recruitment drive largely successful; • Behaviour and Attitudes - Good ongoing progress was being made. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • College research demonstrated that students withdrew for specific personal reasons many of which were external factors including a change of career or job role; • In respect of apprenticeships the College clarified the expectation on employers via the employer charter; • Arrangements were in place to teach out the year 2 music learners in 2022/23.
	<p>It was Resolved that the report should be received and noted.</p>
C&Q.21/22.47	PERFORMANCE (AGENDA ITEM 9)
	<p>a) 16-19 Study Programmes</p> <p>The Deputy Principal Curriculum, Quality and Standards confirmed that targets were agreed and outlined within the report. In addition, the following was highlighted:</p> <ul style="list-style-type: none"> • A level Provision – At present, the greatest risk to retention, and therefore achievement, continued to be A Level provision. A significant number of A Level students had left due to mental health issues, with more than half moving to seek careers through apprenticeship or employment pathways; • Overall, in year retention for 16-18-year-old learners was down by 2% since the last Committee Meeting. This factored in the withdrawal of students on a two-year programme who withdrew in the first year; • Personal Development, Behaviour and Attitudes - The College continued to provide a routine meet and greet programme across all areas of the campus to welcome students and reinforce student behaviours; • Planning for Personal Development 2022/23 - An extended tutorial system would be implemented from September 2022 to support students with their wider skills development; • Positive Futures Summary of progress 2021/22 - Throughout May, curriculum teams had been conducting a stop and ask temperature check to establish the extent to which students had developed in relation to the Positive Futures skills; and • Enrichment - The College enrichment programme had developed significantly over the past three years, with a specific goal to extend beyond the previous sports-based activity. Whilst this work would continue into September 2022, progress had been made which had led to an increase in participation from female students.

	<p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • The impact of the move from 1 year to 2 year courses would be reported to the Corporation on 28th June 2022 via the Quality Improvement Plan item; and • In particular, thanks were expressed to Debbie O'Brien who had offered incredible support for a group of students who recently arrived from the Ukraine. She had supported them both pastorally and academically, with their current students and in readiness for next year.
	<p>b) Adult Provision The Curriculum Director - Adult Provision & Higher Education introduced the report and confirmed that:</p> <ul style="list-style-type: none"> • Kickstart - A summary of current outturns/destinations confirmed that this had been a very positive initiative in meeting the needs of local employers; • Local Skills & Employment: Sector-based Work Programme (SWAP) - The link between the Department of Work & Pensions and the College continued to flourish. A successful collaboration and delivery of a 6-day SWAP initiative had resulted in the delivery of a further SWAP initiative meeting workforce needs at local level. There was potential to support the local needs initiative into 2022/23; • Part-time 19+ Enrolment & Retention – This was outlined within the report.
	<p>c) High Needs Provision The Director of 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"> • Applications 2022/23 - Total number of applications received indicating a SEND need for 2022/23 has significantly increased- 1820 compared with 1221 at the same point last year; • Consultations - The College continued to receive EHCP from Local Authorities. Given that many were incomplete or out of date, the College ALS team worked as a panel to assess the plans and identify if the needs of students could be met. 170 consultations had been received for 2022/23, a 20% increase on the same point last year; • SEND Graduated Approach Co- Production Project – The purpose of the project was to co -produce a graduated approach document and toolkit to support all settings from Early Years to Post 16; • AOC SEND/Green Paper - The Green paper set out the governments vision for a single, national SEND and alternative provision system that will introduce new standards in the quality of support given to children/young people across education, health and care, ensuring greater support for all children and young people through their journey to adulthood. <p>Following questions, it was confirmed that given the inconsistent information received from most LA's a detailed analysis of need was undertaken by the College in order to design and implement individual support packages for learners.</p>
	<p>d) Higher Education The Curriculum Director - Adult Provision & Higher Education introduced the report and confirmed the following:</p> <ul style="list-style-type: none"> • Undergraduate Nursing collaboration: University of Salford - On 26th May, the University of Salford in partnership with Bury College were approved to deliver the first year of the BSc (Hons) Nursing/RN Adult degree programme in September 2022; • The College received a commendation from the Nursing and Midwifery Council for its strong partnership work with the University of Salford and the Northern Care Alliance NHS Trust; • Quality Assurance - The annual internal Health Check of Higher Education provision ran from 21st February to 4th March 2022 and a summary of findings was detailed within the report; and • Current Performance 2021/22 was highlighted within the report. <p>Following discussion Members expressed thanks to all staff who had been involved in the above successful initiatives/developments.</p>
	<p>e) Sub-Contracted Provision The Deputy Principal Curriculum, Quality and Standards confirmed that the College currently had a small amount of Subcontracted provision with 2 providers. The provision was all managed as 'high risk' and</p>

	<p>robust quality assurance processes were in place. A particular focus this year has been on Sexual Harassment following the updated KCSIE guidance.</p> <p>Visits had recently been undertaken to conduct a full audit of subcontracting arrangements with one partner and as previously reported, following directives from the ESFA, 2021/22 was to be the last year that the College entered into a subcontract agreement with this partner. However, the College had now been asked by the ESFA to continue the subcontract arrangement in 2022/23 and had submitted the whole programme subcontracting form to the ESFA for approval.</p> <p>The College would reduce the number of partners from 3 to 2 in 2022/23, with the intention to withdraw from subcontracted provision.</p> <p>Following discussions, the following points were highlighted:</p> <ul style="list-style-type: none"> • Members reinforced their Policy that subcontracted learners must receive at least the same quality of experience as those in attendance at Bury College; • The safeguarding of learners studying via subcontracted provision was paramount, and assurance was given that college procedures were in place; • Members asked that robust safeguarding, quality assurance and reporting arrangements should continue to be implemented to manage the high risks involved; and • An external assurance report on subcontracting controls would be submitted to the Corporation on 28th June 2022.
	<p>f) Apprenticeship Provision</p> <p>The Curriculum Director - Adult Provision & Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Off the job training - The Government had removed its 20 per cent requirement for off-the-job training and replaced it with a new baseline. ESFA new funding rules stated that from 1st August 2022, the minimum volume of off-the-job hours would no longer be linked to total working hours; instead, a consistent baseline figure of six hours per week will be introduced, irrespective of the hours worked by the apprentice; • Significant changes to English and Maths Policy - ESFA had announced that individuals who started a level 2 apprenticeship without level 1 English and Maths would no longer need to automatically attempt level 2 English and Maths tests to complete their apprenticeship; • Calculation of prior learning and new eligible costs (draft stage) - Following a year-long review, the sector was still waiting for the outcome, however, the ESFA had announced that initial assessment had been added as an eligible cost; and • Internal Health Check: Quality assurance of Apprenticeships – The report included a summary of the key findings. In addition, on 27th June 2022, the Apprenticeship team would participate in a full-day Ofsted preparation day. <p>The Chair confirmed that he had met with the Head of Apprenticeships to discuss the outcome of the Health Check. He had suggested that questions should be shared with learners prior to review meetings to make them more focussed and effective. In addition, the College could be more assertive when outlining obligations to employers.</p>
	<p>g) Careers Information Advice and Guidance</p> <p>The Deputy Principal Curriculum, Quality and Standards introduced the report and highlighted the current position in the following areas:</p> <ul style="list-style-type: none"> • Positive Futures Careers Programme 2022/23 • Pathways Platform • College QIP CEIAG • HE and Apprenticeships Fairs • MT Ofsted Planning Session • UCAS Applications • Careers Networks • FE Careers Community of Practice Conference • Matrix Standard

	<ul style="list-style-type: none"> • L6 Careers Advisor • Link Governor
	<p>It was Resolved that:</p> <ol style="list-style-type: none"> The reports should be received and noted; 16-19 Study Programmes - The impact of the move from 1 year to 2 year courses would be reported to the Corporation on 28th June 2022, via the Quality Improvement Plan item; and Careers Education/IAG - Naomi Sharples would undertake the role as lead governor for the Careers Programme.
C&Q.21/22.48	TEACHING AND LEARNING AND ASSESSMENT (AGENDA ITEM 10)
	<p>The Deputy Principal Curriculum, Quality and Standards confirmed that all health checks had now been completed, including Apprenticeships and Areas under Review follow up. Most staff meet expectation (good or better), however there are still pockets of staff that currently did not meet expectation as outlined within the report.</p> <p>The report highlighted the key strengths and areas for improvement arising from the health check process, which would feed into the self-assessment report.</p> <p>Following questions, it was confirmed that staff who were below expectation had received a follow up observation. The vast majority of these demonstrated the necessary improvements. A small number of staff members had moved to the formal capability procedure.</p>
	<p>It was Resolved that the report should be received and noted.</p>
C&Q.21/22.49	STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 11)
	<p>The Deputy Principal Curriculum, Quality and Standards introduced the report and highlighted the position at 1st June 2022 as follows:</p> <p>Complaints and Concerns</p> <ul style="list-style-type: none"> • 33 formal complaints received to date this academic year, with 5 appeals received and after further investigation none were upheld; • 55% of complaints were education and training (ET) with 42% originating from learners and 42% from parents/carers; and • 31 concerns received to date this academic year of which none escalated to complaints. <p>Learners Surveys</p> <ul style="list-style-type: none"> • A significant increase in response rate is reported against previous surveys; • 92% of all FE learners surveyed thought that teaching was good. An increase in 5% on the 2019/20 survey; • 97% of learners 'feel safe at Bury College'. An increase from 94% in 2019/20; • Students IAG regards their progression opportunities requires further attention; and • Apprenticeships – access to 20% off the job training for some apprentices required further exploration. <p>Following a question, it was confirmed that ESFA would no longer implement and manage an external survey of learners.</p>
	<p>It was Resolved that the contents of the report should be received and noted.</p>
C&Q.21/22.50	MEETING EVALUATION FORM (AGENDA ITEM 12)
	<p>The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 16th March 2022 and the responses were noted.</p>
	<p>It was Resolved that the contents of the report should be received and noted.</p>
C&Q.21/22.51	DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 13)
	<p>To be agreed at the Corporation on 28th June 2022</p>

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There being no further business the meeting closed at 6.40 p.m.

Signed and approved as an accurate record of the meeting

Signature: Date:

Summary of Actions - Curriculum & Quality Committee 15th June 2022			
Item	Action	Person Responsible	Timescale
C&Q.21/22.45 Meeting Local Needs	Meeting local needs should be added to the schedule of business of the Committee.	Clerk	Schedule to be agreed at the Corporation on 28 th June 2022
C&Q.21/22.47 16-18 Study Programmes	The impact of the move from 1 year to 2 year courses would be reported to the Corporation on 28th June 2022 via the Quality Improvement Plan item	Deputy Principal	Corporation 28th June 2022