



BURY COLLEGE
FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY, 15th JANUARY 2020

Meeting Commenced: 4.30 p.m.

Meeting Closed: 5.59 p.m.

PRESENT:

Chris Trees	Independent Member - Chair
Charlie Deane	Principal
Jeannie Frodsham	Academic Staff Member
Jade Glazer	Student Member
Matthew Melia	Student Member
Paul Smith	Independent Member

IN ATTENDANCE:

Mark McMahon	Safeguarding and Prevent Manager
Peter Ryan	Clerk to the Corporation
Becky Tootell	Deputy Principal Curriculum, Quality and Standards
Amanda Siddall	Head of Quality and Standards

C&Q19/20.12 **APOLOGIES FOR ABSENCE (AGENDA ITEM 1)**
Apologies for absence were received from Helen Hubert, Mark Granby and Jamie Brown.

C&Q.19/20.13 **DECLARATIONS OF INTEREST (AGENDA ITEM 2)**
There were no declarations of interest in relation to any of the items on the Agenda.

C&Q.19/20.14 **MINUTES (AGENDA ITEM 3)**
The Minutes of the meeting held on 27th November 2019 were approved and signed as a true and correct record.

C&Q.19/20.15 **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.19/20.16 **SAFEGUARDING/PREVENT STRATEGY UPDATE (AGENDA ITEM 5)**
The Safeguarding and Prevent Manager presented the report and highlighted the following:

- The volume of students and the complexity of the concerns identified were significant and ensuring appropriate support was a daily challenge. To support this process, links had been made with local authority support networks to refer students that were 'At Risk' in order that they may access external support;
- The attendance for the looked after learners was now in line with the whole College 16-19 student attendance;
- Close links had been formed with social workers at Bury care and support service who were responsible for the leaving care students in the Local Authority and the College was also working with the virtual school, to track the learners and arrange for interventions where possible to improve attendance;
- The College had been asked to be a part of the Community Safety Partnerships new Tension Monitoring proposal. Key stakeholders would share information to gain vital intelligence on key issues in the local community;
- Good working partnerships had been established with local Police, Local Authority and the virtual

- school; and
- Current trends had been communicated at recent directorate meetings.

Following questions, it was confirmed that the sufficient numbers of students who were accessing mental health and counselling support was an indicator that the availability of such support was known and accessible to students. Members discussed in detail the variety and instances of student inappropriate behaviour, together with external factors that were being discussed and addressed with other external partners, including the Police and Local Authority. It was confirmed that a cross College tutorial had been implemented to reinforce the processes in place to manage such behaviours.

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

Marc McMahon withdrew from the meeting at 4.55 p.m.

C&Q.19/20.17 QUALITY IMPROVEMENT PLAN (AGENDA ITEM 6)

The Deputy Principal Curriculum, Quality and Standards introduced the report which detailed progress made, as at January 2020, against the headline areas for improvement, as 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 would be managed through the Leadership and Quality teams.

Following questions, it was confirmed that the key headline areas within the 2019/20 Quality Improvement Plan were:

- Assessment planning;
- The quality and outcomes for Apprenticeship provision;
- Functional skills maths;
- The quality of Health and Social Care and Animal Care 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 welcomed the format of the report as it provided the opportunity to measure progress throughout the year and in particular the impact of strategies and actions.

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

C&Q.19/20.18 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 broadly in line with that at the same point last year;
- Attendance: Overall (all age) 88.4%;
- Looked After Children; In 2019/20 there were 73 Looked After Children/Care Leavers enrolled at the college, compared with 62 in 2018/19. Current retention for these learners was 98.1%. This was a key Area for Improvement which was monitored by the college QIP;
- Work Experience and Preparation for T Level Placements (CDF): 29% of learners had completed/assigned work experience at this point in the year (excludes mandatory placements for example childcare). This was in line with at the same point last year. Further to this, as part of the Capacity Development Fund set up to support providers with preparation for T-Levels, a total of 219 (with a further 20 'assigned') extended work placement (average 50 days) were underway against a target of 326; and
- Behaviour: There was evidence that the disciplinary process was being applied more consistently. When appointed, the new Director for Personal Development would lead on the behaviour strategy.

Following questions, it was confirmed that attendance, behaviour and T Level placements were the key risks and actions were in place to mitigate these risks.

A student Member commented that it may be helpful to survey the students who had already undertaken the extended work placements, in order to ensure that support was in place and that there were clear expectations for students and employers.

d) Higher Education

Current performance was highlighted as follows:

- HE attendance averaging 89% across all programmes in 2019/20;
- HE Courses Retention – Expected End Date in 2019/20 – 85% (2018/19 73.5% by year end);
- Continuation rate from Year 1 to Year 2 programmes – 91%; and
- Continuation rate from Year 2 to Year 3 programmes – 90%.

The report also highlighted HE programme developments and new programmes that were planned to be introduced in 2020/21.

Members noted the success of the health check process and asked if this would be implemented for HE provision. It was confirmed that a health check would be implemented for HE provision in March 2020, with the outcome being reported to the Committee in June 2020.

e) Apprenticeships

There were currently 767 apprentices 'in learning' (at 20/12/19). Of these 188 had an 'expected end date' of 2019/20; and 130 were 'Out of Time/Funding'. This compared with 178 at the same time last year. Of those Out of Time/Funding learners, 58 were due to the remaining completion of functional skills qualifications. This compared with 86 at the same time last year. The current overall best-case achievement rate 2019/20 was 74.4% and the current best-case timely achievement rate 2019/20 was 66.4%.

Following questions, it was confirmed that work continued to ensure that the apprentices on provision which was close to expiry, received a high quality service and good experience. Achievement rates for this provision would be included within the College overall achievement rates until the provision had concluded. Dates for completion of this provision was outlined within the report. The report also highlighted the key risks and actions being implemented to mitigate these risks and the 8 key areas for improvement, as detailed within the 2018/19 Self-Assessment Report.

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

C&Q.19/20.19 TEACHING LEARNING AND ASSESSMENT (AGENDA ITEM 8)

The Head of Quality and Standards introduced the report and confirmed that 3 health checks have been completed, with another being implemented in January 2020. The key strengths emerging were:

- Planning for learning: well-planned sessions had been evident through the health check walkthroughs, with consideration given to group profiles and individual learning needs;
- Classroom resources: sessions were well resourced, using a range of professional materials;
- Learning Outcomes/Objectives: in many lessons were progressive, clearly displayed and explained to learners at the outset of lessons. In most cases, teachers also referred to the learning objectives at timely intervals;
- Learner Progress: in many lessons' learners make good progress and were confident to discuss their next steps / areas for development;
- Verbal Feedback to learners: feedback was effectively given to students, often on a 1:1 basis;
- Questioning Techniques: in many lessons questioning was effective in encouraging students to improve on their responses; and
- There was evidence of improvements in the Animal Care and Level 1&2 Health and Social Care teams.

The key areas for improvement were also highlighted within the report and actions to secure improvement were included within the Quality Improvement Plan. Additional management resource had been put in place to support the Health & Social Care improvement plan.

Further planned actions included:

- Observations for 2019/20 for FE and Apprenticeship provision would be completed through the health check model, currently 11 staff across the college were on supported outcomes after the 3rd health check;
- There was evidence that the quality of teaching and learning in the Apprenticeship teams was significantly improved;
- A value-added report (ALPS) would be completed in January 2020, to review grades based on the 1st predicted grade period which has just finished;
- A rolling CPD programme had been in place throughout the year to align with health check areas for improvements. Learning Improvement Leaders would continue to work with teams in the new term to tailor CPD sessions to ensure impact; and
- From February 2020, each directorate would have a 'lighter touch' support and monitoring visit. This would review progress against actions and key areas for improvement and identify ongoing concerns relating to individual members of staff.

The Staff member commented that the second health check which had been implemented within her curriculum area had been both supportive and interactive.

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

C&Q.19/20.20 **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 22 formal complaints had so far been received in the 2019/20 academic year;
- 100% of these were investigated with a full response sent to the complainant within the 15 working day timescale;
- 86% of complaints were satisfactorily resolved following the initial investigation. 3 appeals were received and after further investigation, the original findings were upheld; and
- One complaint had been referred externally to the ESFA. Following an investigation, the ESFA had upheld the decision taken by the College.

Members asked what changes had been implemented as a result of the complaints and the following actions were highlighted:

- Apprenticeships
 - Improve the quality of provision provided by employers for apprentices and do not continue to use them if satisfactory improvements are not forthcoming; and
 - Changes to the internal progression system between main FE programmes and apprenticeships to facilitate better communication and more defined progression routes for learners.
- GCSE English and Maths
 - Improve the English and maths initial assessment process to fully identify and support learners who struggle to cope with the academic rigor required to facilitate a place on a mainstream programme, which may have disadvantaged learners; and
 - Some classes had been re- timetabled into larger classrooms to reduce disruption to teaching and learning.

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

C&Q.19/20.21 **MEETING EVALUATION FORM (AGENDA ITEM 10)**

The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 27th November 2019 and the responses were noted.

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

C&Q.19/20.22 **DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 11)**

4.30pm Wednesday, 11th March 2020

4.30pm Wednesday, 17th June 2020

There being no further business the meeting closed at 5.59 p.m.

Signed and approved as an accurate record of the meeting

Signature: Date:

Summary of Actions - Curriculum & Quality Committee 15th January 2020			
Item	Action	Person Responsible	Timescale
C&Q.19/20.18 Performance d) HE	A health check would be implemented for HE provision in March 2020, with the outcome being reported to the Committee in June 2020.	Deputy Principal	17th June 2020