



BURY COLLEGE
FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 8th MARCH 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:

Martin Attree	Head of Science
Victoria Fell	Faculty Director
Michael Fordham	Assistant Principal Academic and Technical Education
Lisa Matthews	Assistant Principal Adult Provision & Higher Education
Peter Ryan	Clerk to the Corporation
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality
Sarah Walton	Assistant Principal Personal Development

C&Q.22/23.28	<u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u>
	There were no apologies for absence.
C&Q.22/23.29	<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.22/23.30	<u>MINUTES (AGENDA ITEM 3)</u>
	The Minutes of the meeting held on 18 th January 2023 were approved as a true and correct record.
C&Q.22/23.31	<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.22/23.32	<u>MEETING LOCAL NEEDS: MARTIN ATTREE, HEAD OF CURRICULUM: SCIENCE (AGENDA ITEM 5)</u>
	As part of the strategy to ensure that the College curriculum met local skills needs it had been agreed that at each meeting the C&Q Committee would spotlight on a curriculum area and how through curriculum design, teaching, learning and assessment and resources, the curriculum area has responded to skills need.
	Martin Attree, the Head of Science made a presentation which included:

The College needs analysis had identified the following shortage areas in the Northwest/areas of growth/need:

- Lab scientists (Biochemists, Biomedical scientists, Lab technicians);
- Nurses (all areas);
- Radiographers;
- Engineers (all areas);
- Drug development scientists (Pharmacology, Pharmaceutical, Pharmacy); and
- Ophthalmology.

In response to the needs analysis the team had introduced the following new courses:

- HNC (Level 4) – Applied Science (Salford University) Articulation in place for Biology pathway with another being looked at for the Chemistry pathway;
- Forensics and Criminal Investigation;
- T Level Science Pathway being developed for 2023/24 roll out; and
- Reduced size of level 2 qualification to ensure less content based and more skills based, with students on single/no GCSE additionalities completing a T Level transition programme.

In respect of programme design, the curriculum content had been redesigned in the last two years to allow for learners to build and develop the skills needed to transition onto the next level of education.

Members asked for examples of programme design at each level and it was confirmed that:

- At Level 2 – The qualification size had reduced with learners receiving ‘2 GCSE’ equivalent, rather than 3. Courses were less content focused, allowing more time to develop learners practical, literacy and numeracy skills - needed to be successful at level 3 and there was more focus on exam technique, as level 3 courses now have higher exam content - 40% of course;
- At Level 3 - Team Leaders redesigned the course to ensure that they offered more rigorous and content heavy units to gain entry on to competitive HE courses. As a result, increasing admissions from Bury College onto these HE programmes in the last 2/3 years. Learners now had more time to complete a high volume of practical activities, with time to reflect, write up and report on skills they will need for HE, as well as the science industry.
- HE – HNC Applied Science - Designed in collaboration with Salford University to ensure units were chosen to meet core skills needed to be successful in this vocation and also to allow progression onto a range of Biology degree courses at Salford University (Biology, Human Biology and Infectious Diseases, Zoology). A second articulation was currently being considered for Chemistry pathway (Biochemistry and Pharmaceutical Science)

Following questions, the following points were highlighted:

- In terms of enrichment and work-related learning, during review weeks, learners were asked to complete skills based online tutorial modules including:
 - Those created by the University of Manchester;
 - Focussed on science careers;
 - Learners researched careers in science and completed reflection form on the job role, focussing on which skills they had or needed to develop to take up this potential career;
 - UCAS research tasks; and
 - Attended virtual study skills sessions, revision sessions and relieving stress during exams.
- In respect of Positive Futures, Assessments were designed to allow students to showcase their skill set as follows:
 - The majority of assignments were written up in essay or report form – literacy;
 - Opportunity to present findings, work in collaboration with other students and research topic areas away from the specification;
 - This allowed learners to ‘step out of their comfort zone’ and confidently present to their teacher how scientific equipment’s works (medical physics – MRI scanners);
 - Opportunities to collaborate with their teacher and reflect on the presentation; and
 - Learners’ resilience skills were built up throughout the year, with learners receiving written feedback after each piece of work and committing to improve this prior to the next piece of work.
- Further work would be undertaken, in liaison with employers, to explore modular and part time modes of study.

	Members thanked Martin for his enthusiastic and informative presentation.
	It was Resolved that the contents of the report should be received and noted.
C&Q.22/23.33	<u>SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 6)</u>
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Safeguarding referrals – totalled 693; • Mental Health and wellbeing incidents totalled 619; • The College was planning a rollout for the ‘Enough’ and ‘Is This Ok’ campaigns to drive forward the zero-tolerance approach to sexual harassment; and • Recommendation for governors to complete the ‘The Prevent Duty (Colleges and Universities)’ and Safeguarding (Colleges and Universities) which is an online module through TES. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • The College was in a good position to implement the known requirements of the proposed “Martins Law” legislation in relation to Prevent duties and accountabilities; • Safeguarding training had been completed for all staff, other than a staff member who had long term absence; • The November Lockdown experience had been evaluated and a number of improvements implemented; and • The Committee would recommend to the Corporation that all Members should complete the Prevent Duty and Safeguarding online training modules.
	<p>It was Resolved that:</p> <ol style="list-style-type: none"> The report should be received and noted; and The Committee would recommend to the Corporation that all Members should complete the Prevent Duty and Safeguarding online training modules.
C&Q.22/23.34	<u>EQUALITY OBJECTIVES 2020-2024 (AGENDA ITEM 7)</u>
	<p>The AP Personal Development introduced the report and confirmed that the EDI Objectives 2020 to 2024 continued to be monitored through an Equality, Diversity and Inclusion Group that met half termly to monitor progress towards the objectives and the actions.</p> <p>The Equality, Diversity and Inclusion Analysis 2021 included:</p> <ul style="list-style-type: none"> • The College Commitment; • The College Support Offer; • Analysis of Data: identifying areas of improvement and areas of development; and • Equality Objectives. <p>Key points were highlighted as follows:</p> <ul style="list-style-type: none"> • A detailed description of the provision, initiatives and achievements was detailed at in the report; • Overall achievement analysis excluding apprentices was detailed within the report. Achievement rates had declined in some of areas as identified in the report. • QAR data was detailed within the report; • High Needs Achievement Data; • Disciplinary Data; and • Staff Data had been added. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • The QIP actions would continue to drive forward improvements in support for students with a learning difficulty or disability; • The College would meet the duties of the Equality Act and sought to identify underrepresented groups of students that may not be achieving in line with their peers; and • Given its success, provision delivered to local a PRU would be extended to High Schools.
	<p>It was Resolved that:</p> <ol style="list-style-type: none"> The report should be received and noted; and The Equality Objectives 2020/24 are approved.

C&Q.22/23.35	QUALITY IMPROVEMENT PLAN UPDATE (AGENDA ITEM 8)
	<p>The Deputy Principal Curriculum, Quality and Standards confirmed that the SAR and QIP had been approved by the Corporation on 13th December 2022. The Curriculum and Quality Committee held on 23rd November 2022, agreed that the Committee would focus its attention on progress against 5 key areas, specifically:</p> <ul style="list-style-type: none"> • Apprenticeship Achievement; • Teams/Individuals requiring improvement; • Level 1 Outcomes; • Attendance and Punctuality; and • Meeting the Skills Needs. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • Positive progress had been made in most curriculum areas, however there were key risks being managed and mitigated in construction, digital and computing and engineering; • A progress report on engineering provision was on the agenda; • In relation to attendance and punctuality, work was ongoing to check that the pastoral framework was being implemented effectively and consistently; • A Member commented that the report indicated that there were also issues within social sciences. It was confirmed that this mainly related to retention on some A Level provision. Current retention was 82.6% compared to 70.1% at the same time the previous year; and • A report on progress within digital and computing provision would be made to the next meeting.
	It was Resolved that the contents of the report should be noted.
C&Q.22/23.36	PERFORMANCE (AGENDA ITEM 9)
	<p>a) 16-19 Study Programmes</p> <p>The Assistant Principal Academic and Technical Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Retention - Overall retention was higher than at the same point last year, in some areas significantly; • Level 1 achievement was identified as an area of concern in 2021/22. Whilst retention was strong in most areas, it has dropped significantly in areas such as Hair & Beauty and Painting and Decorating; • A Level Retention remained significantly higher than 2021/22; • T Level Retention Year 1 was currently 95.1%; • Areas identified as at risk in the SAR were being closely monitored and managed; • 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; • Attendance monitoring and actions, through pastoral and curriculum teams, continued to support students to attend College; • Tuition Fund – There were currently 7711 hrs of tuition fund planned (+1284 from January); and • Overall applications for 2023/24 remained similar to last year. However, there was a significant increase in applications for T levels. <p>Following questions, it was confirmed that work placements for T Levels were challenging but being managed effectively. Much relied on good employer links in curriculum areas and there were a variety of delivery patterns developed to meet the needs of the employer and students.</p>
	<p>b) Engineering Provision</p> <p>The Faculty Director introduced the report and confirmed that the Quality of the provision in the Engineering department had declined over recent years and in Summer 2022 a new leadership and management team was appointed with a focus on raising standards and performance. There had also been other significant staff changes.</p> <p>There was an experienced Pastoral Manager, who had worked with the department for a number of years, who remained in place. ‘At Risk’ meetings were held weekly, and all staff attend. The department was atypical in that it employed two Progress Coaches to support teaching staff pastorally. The team</p>

	<p>leader reported that meetings were more productive, and the team was more engaged this academic year.</p> <p>As part of the Health-Check, just one member of staff required a follow-up observation. This has been completed and no further action was required. There were good lessons being delivered in the department who were keen to work with the assigned LIL to ensure that all teaching, learning and assessment in Engineering was at the standard expected by the College.</p> <p>Members asked what impact the changes had made and it was confirmed that:</p> <ul style="list-style-type: none"> • Despite challenges with attendance, in-year retention was currently 94%; • Increased and focused pastoral activity would take place with direct input from the Faculty Director to maximise the achievement of students; • Although there was some dissatisfaction from students in respect of the changes that had been made, there was a clear and timely communication process to keep students informed of the changes that had been implemented; • In respect of the 3 vacant posts the College had endeavoured to appeal to candidates in a very difficult to recruit area through offering additional responsibility ACM and a new Team Leader Engineering (Maths) which has the potential to be filled internally; • Several members of the team had reported that their wellbeing at work had improved considerably over the last period; • Targeted support was in place for 30 students of a cohort of 230 students. <p>Members acknowledged and supported the changes that had been implemented which should improve performance and provide a better service to students. The change in the culture within the department should not be underestimated and would evolve over time.</p>
	<p><i>Angela Davies withdrew from the meeting at 5.49 p.m.</i></p>
	<p>c) Adult Provision</p> <p>The AP Adult Provision & Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Progress against areas for improvement <ul style="list-style-type: none"> • Achievement rates on some level 2 adult programmes continued to require improvement to achieve the national level; • 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; and • Effective processes were in place to ensure that all adult additional learning support initial assessment was triaged by the HoC for Adult Provision and any ALS needs identified, and support strategies put in place from the start of course. • Current Performance 2022/23 <ul style="list-style-type: none"> • To date, a total of 2315 starts were recorded across college, +255 on the same point the previous year; • Retention remained strong; • A 19+ Skills for Jobs Programme broadly based on 'Kickstart' was a new GMCA approved initiative, in collaboration with the DWP and employers; an employability programme for adult learners. The programme would run 8-10 weeks, there would be three cohorts (four if demand dictated) starting March, April and May; and • Additional curriculum planning was underway to meet skills needs in the Construction/Building Services sector.
	<p>d) High Needs Provision</p> <p>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"> • Key numbers - 1755 students had declared a learning difficulty or disability, 255 had an EHCP and 170 were High Needs; • 1464 students across all types of provision have had assessments and where required, support plans were in place; • 327 students had exam access arrangements, a large increase on the previous year; and

	<ul style="list-style-type: none"> • Key priorities remained: <ul style="list-style-type: none"> • Assessment of all students who had made a declaration; • Funding negotiations with local authorities; • Consultations 2023/24; • Continual improvement of actions; • Following health check walkthroughs, both the teachers and ESW would receive feedback and support from the LIL to identify strengths and areas for improvement to support individual students; and • Increase in place numbers for 2023/24 from 170 to 187. <p>Following questions, it was confirmed that the national SEND review would establish national standards and ensure that records would be consistent and transferable.</p> <p>The Clerk confirmed that the recently published FE Governance Guide expected FE Corporations to have a link Governor for SEND and it was agreed that this would be referred to the Corporation on 21st March 2023.</p>
	<p>e) Higher Education</p> <p>The AP Adult Provision & Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Compliance Update - OfS HE Hardship Bursary – The College had received additional student hardship funding for 2022/23. 21 applications from students for this funding had been received mainly related to travel costs and food on timetabled days of study. There were some requests around ICT and for help with general living costs. • Performance 2022/23 <ul style="list-style-type: none"> • Retention of new and continuing students was high and at the same point as the previous year; and • Six trainee teachers joined in January 2023, focussed on bringing industry talent/skills expertise from key employment sectors including nursing, professional services, hospitality & catering. • 2023/24 Applications & Planning <ul style="list-style-type: none"> • The UCAS deadline had passed, current applications for 2023/24 were 167 (89% internal) compared to 180 (81% internal) in the previous year. Applications continued to be received for part-time courses and teacher training programmes. <p>Following questions, it was confirmed that the next report would include updates on the HE health check and the OfS Reportable Events Framework.</p>
	<p><i>Naomi Sharples withdrew from the meeting at 6.10 p.m.</i></p>
	<p>e) Sub-Contracted Provision</p> <p>The Director of Quality 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 and safeguarding arrangements were in place.</p> <p>The Principal confirmed that as previously reported, following directives from the ESFA, the College had continued with a subcontracting agreement with a 16-19 provider arrangement in 2022/23. ESFA had confirmed their support of the current arrangements while partners continued to explore a more appropriate long-term model for delivery. The Principal had confirmed with the LA that an alternative delivery model needed to be urgently finalised as there was no guarantee that Governors would agree to continue arrangements in to 2023/24 for the Mesivta provision.</p>
	<p>f) Apprenticeship Provision</p> <p>The AP Adult Provision & Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Progress against the following areas for improvement were highlighted within the report: <ul style="list-style-type: none"> • Apprentice progress: achievement rates; • Target setting; • Functional Skills;

	<ul style="list-style-type: none"> • Teaching, Learning and Assessment; • Parental/Employer Engagement; and • Apprentice Progress Reviews. <ul style="list-style-type: none"> • New Accountability Framework Published 7th February 2023 <ul style="list-style-type: none"> • The framework and its specification informed DfE’s assessment of apprenticeship providers. It aims also to help providers review their own performance (self-assessment), identify potential quality issues (self-assessment) and carry out improvements (quality improvement planning). • Indicators used to review providers included, Quality indicators and thresholds, outcomes from Ofsted inspection, apprenticeship achievement rates, employer feedback; and apprentice feedback <p>Following questions, it was confirmed that achievement remained a challenge and would continue to be monitored and managed.</p>
	<p>g) Personal Development The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Behaviour and Attitudes <ul style="list-style-type: none"> • Learners behaved consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education; and • 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. • Personal Development <ul style="list-style-type: none"> • Tutorial - Implementation of Skills for Jobs and Skills for Life programme; • Work related learning - Bronze, Silver and Gold Self-Assessment were in place; • Careers Matrix Assessment - The college was due to complete the 3-year full Matrix assessment. This would be complete in April 2023; and • Enrichment – Further work to be done with Grofar by MIS to refine reporting.
	<p>It was Resolved that the performance reports should be received and noted.</p>
<p>C&Q.22/23.37</p>	<p>TEACHING, LEARNING AND ASSESSMENT (AGENDA ITEM 10)</p>
	<p>The Director of Quality introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Completed Health Checks included Digital, Maths & English, Hair & Beauty, Health & Social Care, Construction, Engineering, Catering, A Levels and Science. Adult, Childcare, Art & Media, Apprenticeships, Performing Arts and Foundation Studies. The Higher Education (HE) Health Check commenced w/c 6th March for two weeks; • Follow up Health Checks had commenced after the February half term in order to follow up actions and review the progress curriculum teams have made, particularly in underperforming curriculum areas; • Teaching, Learning and Assessment was currently good with pockets of excellence and most observations had resulted in positive outcomes. Strengths included Be Ready To Learn & student behaviour, planning and resources and consistent teaching strategies; • 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; • In addition, probationary staff walkthroughs had also reported positively, demonstrating effective teaching and learning along with very positive staff attitudes and levels of engagement; • Assessment feedback had improved with more focus on skills, knowledge and behaviours rather than being criteria driven; and • A number of training programmes had already taken place or were underway. A new staff induction took place on 15th February 2023. The half termly induction ensured that all staff received the same welcome and key information. <p>Following questions, it was confirmed that as a result of learning walkthroughs two staff had been move into formal procedures.</p>

	It was Resolved that the report should be received and noted.
C&Q.22/23.38	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 as of 24th February 2023, as follows:</p> <ul style="list-style-type: none"> • There were 8 formal complaints logged with the Quality department. All complaints were investigated and actioned within the relevant timeframes; • 2 appeals were lodged, and none upheld; • There were 62 concerns dealt with to the satisfaction of all parties, none of which escalated to formal complaints; • 74% (163 out of 220) of HE learners completed the HE Induction/6 Week Survey November 2022 • 93% of HE learners were satisfied with their HE experience and course to date; and • 98% of HE learners agreed that they felt safe in College; • 2436 FE learners completed the FE Mid-Year Survey February 2023, with the window extended to encourage wider response; • 91% of FE learners were satisfied with their overall experience of the College (target 92%); • 96% of FE learners agreed that they felt safe in College (target 98%); and • The apprenticeship employer survey – 100% (11 respondents) of the employers were more than happy with the support, communication and provision for their apprentices. Actions were in place to increase response rate. <p>Following questions, it was confirmed that action was being taken to improve the volume and response rate of employer surveys. In addition, parents were kept informed of 16-18 students' progress.</p>
	It was Resolved that the contents of the report should be received and noted.
C&Q.22/23.39	MEETING EVALUATION FORM (AGENDA ITEM 12)
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 18 th January 2023 and the responses were noted.
	It was Resolved that the contents of the report should be received and noted.
C&Q.22/23.40	DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 13)
	<ul style="list-style-type: none"> • 4.30pm Wednesday, 14th June 2023

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:**

Summary of Actions - Curriculum & Quality Committee 8 th March 2023			
Item	Action	Person Responsible	Timescale
C&Q 22/23.33 Safeguarding and Prevent	The Committee would recommend to the Corporation that all Members should complete the Prevent Duty and Safeguarding online training modules.	Clerk	Corporation 21 st March 2023
C&Q 22/23.35 QIP	A report on progress within digital and computing provision would be made to the next meeting.	DP	C&Q 14 th June 2023
C&Q 22/23.35 Performance d High Needs Provision	The recently published FE Governance Guide expected FE Corporations to have a link Governor for SEND and it was agreed that this would be referred to the Corporation on 21 st March 2023.	Clerk	Corporation 21 st March 2023