

**OLDHAM COLLEGE**

**CURRICULUM & QUALITY COMMITTEE**

**Special meeting of the C&Q Committee with invitation to all members of the Corporation**

**Minutes of the Meeting held 23 June 2020 at 4.00pm via Google Meet**

<b>Present:</b>	Anne Gornall	Governor (Chair)
	Alun Francis	Governor (Principal)
	Richard Guy	Governor
	Shaid Mushtaq	Governor
	Lorna Unwin	Governor
	Elaine Buckley	External Member
	Graham Bradbury	Staff Governor
	Jonathan Edwards	Governor
	Laura Smart	Governor
	Mike Jackson-Leafield	Staff Governor
	Nigel Newton	Governor
	Sue Kershaw	Governor
	Andrew Swain	External Member
	Jane Shenton	External Member
	Katrina Hann	Governor
Shauna Dixon	Governor	
<b>In Attendance:</b>	Janet Frost	Clerk to the Corporation
	Heather Green	Vice Principal Strategy and Quality
	Debra Woodruff	Deputy Principal
	Helen Mathers	Vice Principal HE and Higher Skills
	Rebecca Hirst	DSL (part)
	Alan Benvie	Director of Foundation Learning, ALS, Student Support
	Jess Criswell	Assistant Principal
Lisa Liddy	Director of Apprenticeships	
<b>Apologies</b>	Bob Harrison	Governor
	Abdul Jabbar	External Member

**74/19 Declaration of Conflicts of Interests**

All members and officers present declared that they had no interests, personal, fiduciary, or otherwise in any item on the open agenda for the meeting.

**75/19 Apologies**

Apologies for absence had been received and were accepted from Bob Harrison and Abdul Jabbar.

**76/19 Minutes of the previous meeting**

The minutes of the meeting held on 12 May 2020 had been previously circulated to all members. Members agreed the minutes reflected a true record of the meeting. It was **RESOLVED** that members approved the minutes as presented.

**77/19 Matters Arising from the Minutes**

None reported

**78/19 Rolling Action List Update**

**1. 12 May 2020 Min 67/19.2 - ALPs Report**

A further report be presented to the October 2020 meeting.

It was **RESOLVED** that this action was not complete.

**2. 12 May 2020 Min 67/19.1 – CIP Presentation**

Governors and SLT to consider the questions presented by MG at a future meeting to aid awareness and understanding of the OfSTED framework, and as a means for members to gain relevant information

It was **RESOLVED** that this action was not complete

**3. 12 May 2020 Min 68/19 – Safeguarding and Wellbeing Report**

Comparison report with other colleges to be made available that compares the number of referrals, faculties and gender.

It was **RESOLVED** that this action was not complete

**4. 12 May 2020 Min 69/19 – Quality Report**

The Strategic Planning day consider online learning, the use of technology and the associated risks, outcomes and costs in greater detail.

It was **RESOLVED** that this action was complete.

**79/19 Safeguarding and Welfare Report (Item 7)**

A copy of the Safeguarding and Welfare Report had previously been circulated to members for consideration. The Designated Safeguarding Lead Officer guided members through the report and drew members attention to the following:-

- There continues to be an increase in referrals compared to previous years – 507 year to date (420 LYTD). The DSL advised 187 of these referrals have been directed to the new Welfare Team and 320 have been Safeguarding referrals.
- It was reported there are currently 196 students on caseload, and staff are offering emotional support for a range of needs. THE DSL provided examples of the support offered which includes; mental health, domestic violence, child protection, exploitation and homelessness
- Work has commenced to identify those students joining the college in September that may require support
- It was reported that there is an expectation that as students return to college there will be an increase in referrals
- Members noted the continuing work taking place with partners, and the emphasis on Covid 19 recovery planning

A discussion took place and a member asked if there was additional funding available from either GM or government sources to support the rising number of students requiring support. In reply RH advised the AoC have recently advised there will be funding for colleges to bid for relating to transitioning students and those that are NEET.

It was **RESOLVED** that members noted the report and the progress being achieved.

#### **4.10pm Rebecca Hirst retired from the meeting.**

#### **80/19 Statement on Issues of Race and Racism and Oldham College's Response (Item 7.1)**

The Principal had circulated prior to the meeting a statement that reflected on the appalling death of George Floyd in Minneapolis in May and informed members of the commitment it makes to improve opportunities, particularly for black and minority ethnic individuals and communities, who make up over 50% of the learners studying at the college.

The Principal advised the College has a zero tolerance policy in relation to racism, but acknowledged that it can do more to address issues of inequality adding that as an educational organisation, it is always the colleges responsibility to encourage open discussion and promote common understanding, and to ensure that different views and approaches are heard and respected so that the college can arrive at the best solutions. He reported there are national and local Commissions being established, and there may well be further work within education as a whole and further education in particular, advising the College will collaborate with all of these initiative in seeking better solutions. In addition he proposed the college sets up its own approach by re-establishing the governor led forum, which addresses community cohesion suggesting that the remit of this be extended to address issues or race and racism and to include a wider range of staff and learners in this work.

Members considered the proposal and agreed the Community Cohesion group be re-established. Membership of the group was considered and it was agreed that governors and SLT be included. SM agreed to Chair the group and AG agreed to be a member. It was **RESOLVED** that the Community Cohesion Group be re-established

#### **81/19 FE and Apprenticeships - Quality Update Report (Item 8)**

The Vice Principal had previously circulated a report to members to update on the current 2019/20 Curriculum and Quality position in the context of COVID 19 and the developing plans for 2020/21 for Study Programme and Apprenticeship. In summary:-

##### **(i) Assessment Guidance, and implementation**

All deadlines for submitting calculated grades to the awarding organisations have been met with the remaining qualifications on target to be met also, noting the majority of the qualifications remaining were for ESOL and Functional Skills.

It was reported students are currently undertaking adapted assessments in Construction and Hairdressing and Beauty for both classroom and work-based learning and some of these qualifications will be extended for completion in September 2020. A member observed there had been a drop in in 25+ H&SC outcomes compared 18/19 and the VP reported that this was in the main due to retention numbers, however it was still 12% above national rate.

##### **(ii) Predicted Achievement**

Reported the predicted achievement data had been updated, however it was noted a further update would be provided on 29 June to include additional achievement

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information adding that it was difficult to predict the final outturn due to engagement in outstanding adapted assessments, entry level Functional Skills results, the impact of learners not completing short qualifications and apprentices access to normal work. Members noted the predictions as presented.

### **(iii) Engagement in online learning**

The Vice Principal reported that from an average of 72% engagement in the submission of online work this has dropped to 66%. She added this figure was in line with reported national figures for engagement in schools and the decline had been expected with the end of the planned GCSE exams in English and maths and for students on level 3 programmes. It was reported the practical subjects and lower level learners had the lowest engagement at an average of 55% and curriculum areas were now focussing on progressing students and preparation for their progression through assignments, research briefs.

A member asked if all staff had been training in delivering online and in reply the VP reported a four week CPD programme was underway for staff in the development of online learning resources for the 2020/21 curriculum.

### **(iv) Ofsted Feedback**

Members were updated on the recent 2 day review by Ofsted whereby they had reviewed the college's approach to blended learning. The areas of focus had been; music, hair and beauty and pathways, interviewing managers, staff and learners and reviewed on line resources and learner work.

The VP provided a summary of the outcome of the visit which had been positive, noting the intention had been on target with some technical requirements for CPD.

A member asked if other colleges had received a similar visit and was informed 37 colleges had been visited and Oldham College had volunteered for the study.

### **(v) Blended Learning plan**

The Vice Principal updated members in detail of the blended learning plans that have been implemented advising college champions have been identified to work with APs and faculties to support a summer CPD programme with a focus on; incorporating blended learning within curriculum sequencing, platforms and techniques, resources and assessment. The plan also includes prioritising practical skills development and learners who are likely to benefit most from face to face delivery.

### **(vi) Apprenticeship update**

It was reported that Apprenticeship volumes continue to be affected by the current situation with 37% (235) currently furloughed and 3 had been made redundant with further Apprentices on furlough also at risk of being made redundant once employers are expected to contribute. It was reported that calculated grades and adaptations results will not be expected until August and this will impact on framework progression starts for apprenticeships without standard replacements, noting the Frameworks closes July 31<sup>st</sup>. It was noted the number of carry-in numbers will be 70 lower than last year, 11% decrease and starts are likely to be delayed following slow return to business and low productivity in some sectors; other sectors will be very busy (Hair & Beauty) and may not have the time initially to support apprentices.

A member asked if there were a higher number of apprentices furloughed of a particularly age to which the VP replied there did not appear to be any difference.

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#### **(vii) Arrangements for Recruitment and Enrolment**

The Vice Principal updated members on the current arrangements for enrolment of internal progression advising that indications are positive. Open days continue virtually and the summer recruitment campaign has been signed off and the first stage involving radio adverts enacted.

With regards to Apprenticeship recruitment, a prudent approach has been taken to starts planned over the summer and some have been delayed to September due to uncertainty. Pre apprenticeship courses planned for 6 weeks from 6<sup>th</sup> July for candidates ready for an apprenticeship but have not yet secured an apprenticeship position will take place and the 'Back in Business' apprenticeship campaign on social media has begun.

#### **(viii) T Levels**

The VP reported the Implementation Plan update due from the ESFA by the end of May had been put on hold nationally and instead the College had been asked to confirm projected T Level numbers and its intention to deliver the Transition Year programme. This was completed and submitted. She added a new Communications/Marketing Strategy included a range of T Level promotional activity and work to complete the T Level Capital Tender Application which aims to enhance T Level delivery facilities for Early Years and Health & Science was progressing.

It was **RESOLVED** that members received the report as presented

### **82/19 HE and Higher Skills – Summary Update (Item 9)**

The Vice Principal HE and Higher Skills, Helen Mathers, updated members on HE activity since the previous meeting. In summary:-

#### **(i) Return to work**

The Vice Principal updated members on the plans that had been put in place to enable some students to return to UCO from 16 June 2020 to enable access to resources in order to complete assessments. It was reported that so far take up of the offer had been low.

Members were pleased to note the Student Support and Wellbeing team had maintained contact with many students since lockdown began, providing regular bulletins, engaging with students through the UCO Facebook Group and Breakfast Club.

#### **(ii) September 2020 planning**

The Vice Principal updated members on the plans for September acknowledging that UCO was using all of the guidance issued by Government, as well as by sector bodies such as the Office for Students and the QAA as well as working closely with staff and student representatives.

It was noted UCO courses include a range of differing requirements such as placements, practical activities and group sizes and therefore different approaches are being planned at course level to ensure the student experience is as good as it can be on every course

#### **(iii) Enrolment**

The Vice Principal explained the re-enrolment process for progressing students which is planned for July to ensure all existing students commit to return in September. The enrolment process will be completed by telephone and students will only come onto site to sign their learning agreement and have the final 'activation' of next year's enrolment made at that point.

#### **(iv) Applications**

The VP reported that as at 15 June 2020 HE applications were showing as -114 on this time last year. The VP explained that some variation was due to the formal processes of Institutional Approval and Validation with OU had not yet completed. This was due imminently and once the formal letter of partnership has been issued by OU the targeted marketing activities would take place to launch the new programmes.

Members noted other courses where applications were down and asked what the projected progression numbers from OC to UCO were. In response members were advised 66 applications had so far been received and 30 had been accepted.

#### **(v) Recruitment**

The Vice Principal reported that COVID19 has had a serious impact on UCAS and direct applications, with a high level of uncertainty across the country and concerns that many applicants may choose to defer their places or seek employment in preference to engaging with an online experience. She added OfS has introduced a temporary student number control for the September 2020 intake. The cap allocated to Oldham College is 211 new HE students (this does not affect our Foundation Degree students progressing on to top up courses) and UCO has planned for 189 new starts.

The VP provided details of the new recruitment strategies including online interviews and a range of keep warm messages to applicants, letters to students and applicants describing UCO's response to COVID19 challenges. Virtual open events are scheduled for July and August and a 'Home is where the Smart is' promotional campaign has been launched across press, radio and online.

#### **(vi) Teaching and Learning Symposium**

The VP was pleased to report the 4<sup>th</sup> annual UCO Teaching and Learning Symposium would be taking place online in July and would explore the experiences of online provision from a range of staff working in both academic and professional services teams. All sessions will seek to raise awareness, confidence and knowledge in effective online delivery, both in terms of use of technology but also in critically considering the pedagogy that underpins it. Members were informed the keynote speaker would be Dr Peter Shukie, winner of the Social Impact Award at the Festival of Learning 2019. Dr Shukie's academic role at Blackburn College includes the design and delivery of modules in Education Studies around the use of technology in teaching and learning. He led on the design of a series of modules listed in the JISC Exemplar Case Studies for Higher Education with a focus on TEL and student engagement.

#### **(vii) HE Quality**

The VP informed members the HE Quality and Registry Team are continuing to hold virtual Assessment and Review Boards in line with its contractual obligations to partner universities. Academic course teams are being supported and guided in the use of the newly applied 'No Detriment' policies issued by partners, along with the streamlined Extenuating Circumstances and Extension request system.

It was **RESOLVED** that members noted the report as presented.

## PART 2 – STRATEGIC DISCUSSION

### 83/19 Intent, Implementation and Impact (Item 10)

A detailed report that focussed member's attention on the impact, intent and purpose of the curriculum had previously been circulated to members for their consideration prior to the meeting. The Principal guided members through the report advising the curriculum is at the centre of the new approach to inspection, but is also central to the College's own commitment to delivering work related education and training which genuinely prepares learners for work. Members considered the report which was split into the following sections; OfSted and the curriculum – the evidence base, specific further education issues – jobs v careers, skills v knowledge, The Oldham College approach, the College Improvement Priorities for 2020/21, Curriculum questions, Occupational maps (case study).

Members considered and reflected on the report and a detailed discussion took place. In summary:-

- Curriculum is a consciously designed framework and approach to learning, which leads to the choice of qualifications, and into which qualifications should fit
- And, according to this argument, "The curriculum lies at the heart of education. It determines what learners will know and be able to go on to do by the time they have finished that stage of their education
- Members considered the wider debate of jobs vs careers and employers vs learners
- Agreed that there needs to be differences in learning for different students e.g.
  - Transition learners with low previous achievement in English and maths
  - Construction learners studying trades where they can work with a Level 2 qualification
  - A learner starting in construction at Level 2, who wants to become an architect?
  - An adult learner, retraining, who wants to learn coding to begin a new career in digital?
- Noted the Oldham College approach is based on the commitment to specialist work related education and training, and captures both the dichotomies in vocational learning – jobs/careers; and skills/knowledge
- Agreed that whilst progress has been achieved in starting the process to embed the priorities within the Strategic Plan the focus for 2020/21 will be on:-
  - More coaching, less surveillance
  - Subject specific pedagogy
  - The curriculum vision will emphasise the dual expertise of staff and the combination of knowledge and skills
  - Improving the practical competence of learners and create more time and space in crowded study programmes to achieve this
- Members reflected on the methodology outlined in the report and agreed that a different approach when it comes to specific courses, programmes or subjects, would be needed as there is no "one size fits all" scenario, where these all apply in equal measure all of the time.

The Chair thanked the Principal for his report and it was **RESOLVED** that:-

(i) Governors with senior leaders work on a more detailed and substantial piece of work, examining the real curriculum delivery across the College, through occupational maps and other means, and testing it out by subject area and programme area, against the following criteria :-

- The rationale for provision in terms of progression to work;
- The choice and mix of qualifications;
- The “escalator” principles of progression from one qualification another – the nature of the route shaped by industry;
- The pedagogical approaches to developing knowledge, skills and behaviours;
- The role of employers and real work place experience to improve the knowledge, skills and behaviours of both staff and learners.

(ii) Agreed, the proposal is that this piece of work is undertaken by Governors and senior leaders, with an interim report back in September and a final report before Christmas – so that the findings can influence curriculum planning for 2021-2.

**84/19 Workplan 2019/20 and Commentary on Changes (Item 11)**

A copy of the Workplan for 2019/20 was presented to members for consideration. It was **RESOLVED** that members noted the report as presented.

**85/19 Any other business**

None reported

**86/19 Dates of the next meetings**

To be confirmed

**Meeting closed at 7.00pm**

Minutes Approved: Signed \_\_\_\_\_

Chair

Date \_\_\_\_\_

**Rolling Action List - C&Q Committee 23 June 2020**

<b>Meeting Date &amp; Item No.</b>	<b>Rolling Action List</b> <i>(Outstanding actions from previous meeting(s) to be carried forward, listed below, and not removed until completed/closed.)</i>	<b>Actionee</b>	<b>Reported as Completed at meeting of</b>
10 March 2020 Min 51/19 12 May 2020 Min 67/19.1 23 June 2020 Min 78/19	<b>CIP Presentation</b> Governors and SLT to consider the questions presented by MG at a future meeting to aid awareness and understanding of the OfSTED framework, and as a means for members to gain relevant information	DP	
10 March 2020 Min 53/19 12 May 2020 Min 67/19.223 June 2020 Min 78/19	<b>ALPS Report</b> further report on ALPs to be delivered to a further meeting.	DP	
12 May 2020 Min 68/1923 June 2020 Min 78/19	<b>Safeguarding and Wellbeing Report</b> Comparison report with other colleges to be made available that compares the number of referrals, faculties and gender	RH	
12 May 2020 Min 69/19	<b>Quality Report</b> The Strategic Planning day consider online learning, the use of technology and the associated risks, outcomes and costs in greater detail	AF	23 June 2020 Min 78/19