

BISHOP BURTON College

Curriculum Transformation



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Introduction

A number of drivers for change derive from legislation, policy, regulation and procedural requirements.

While the College is mindful and supportive of these drivers, the stronger imperative for change at Bishop Burton and Riseholme College is our steadfast belief in our mission and the realisation that all successful institutions need to engage in periodic renewal. Bishop Burton is a specialist land-based education provider, offering provision from level 1 to level 7, foundation to postgraduate level programmes.

“We believe in a broad and balanced curriculum, where subject specialism is valued but balanced by a wider skill set that equips students with a breadth of knowledge and skills that prepare them for employment, further study and to be a contributing member of society.”

Bishop Burton is a values driven organisation that advocates access and inclusion, curriculum design is ethical, open, respectful and responsive. **Our strategy is to become a nationally significant provider of education and training**, our curriculum will have a particular focus on the region’s employment needs and **provide a**

national response to specialist land-based education and training.

“There is a clear correlation between poor curriculum and financial performance in colleges” (AoC 2018 report on college finances). The intention of the Curriculum Transformation project is to enhance the curriculum offer, making it more responsive to local markets and needs, sustainably delivered, flexible and attuned to the skills required by a workforce in the 21st century, thereby securing the long-term health and viability of an exceptional college.

Development of the project

The project proposal had several phases, curriculum review and redesign was accepted as an institution wide change project.

The proposal was to develop a curriculum plan which articulated the curriculum intent for the next five years, 2020-2025. It was accepted that this ambitious proposal would need to take account of many complex issues and circumstances. Accordingly, the Governing body approved the project's guiding principles:

- It is inspirational, enthusing students to choose to study with us
- Ensures our educational offer reflects strengths, values and mission of the institution
- Reflects the changing landscape of education in the UK and the world beyond
- Reflects the needs of the local economy and local businesses, so that we develop strong partnerships
- Equips each student with the knowledge, skills and vision to make an impact in their lives
- Looks to reduce workload burdens and place well-being at the heart of our provision
- Helps students to thrive today and in the future, it embeds citizenship and sustainability
- Creates opportunities for students to work with professionals in developing their curriculum
- Makes the most of our resources, human and physical
- Moves away from a solely delivery and assessment focused curriculum, to enable a wider approach to learning that recognises the differing needs of students.



A shared vision: How we managed the project and involved stakeholders

The Senior Leadership Team, working with members of the governing body, defined the project scope and guiding principles.

It was decided early on in the planning process that involving stakeholders in curriculum design would introduce fresh insights into course or module design and implementation. Stakeholders were seen as key partners, steps were taken to involve as many as possible in the process. There was a recognition that different types of stakeholders would need

differing forms of interaction to gain the most value. Accordingly, students were engaged in a variety of ways that the college uses to ascertain feedback, from the Student Association to formal committee representation, focus groups, and course reps to student ambassadors. Parents and carers views were ascertained via parent's evenings and a questionnaire.

Employers, professionals, charities, government, professional bodies, community and sector representatives were invited to specific events held at each campus; followed by meetings to discuss specific sectors.

The Bishop Burton and the Riseholme sites represent the needs of very different communities and economies, so accordingly invitations reflected this. LEPs (Local Enterprise Partnerships) were asked to present their SEP and labour market intelligence at the events. The college was very pleasantly surprised at the level of interest and engagement in the events, they were very well attended by employers from all sectors covered by the college curriculum offer. The college agreed to keep attendees involved and updated in the ongoing process.

The stakeholders helped shape the plan by addressing questions such as:

What is expected of young people joining the work force?

What are graduate attributes? ... a set of achievements-skills, understandings and personal attributes- that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke and Knight, 2006).

What kind of student does the college want to attract in the next three years?

Describe the innovation in your sector?

Employers were consistent in their assertion that '**soft skills**' needed further development.

That no matter what the level of employee they were seeking, skills such as:

- **Employability skills** (e.g. interview skills; work ethic; resilience)
- **Soft skills** (e.g. communication; team work; social skills)

- **Technical skills** (e.g. basic practical skills; digital skills).

The college should also maximise opportunities for students to gain:

- Certificates of competence (e.g. Pesticide Application; Safe Use of Veterinary Medicines)
- Relevant work experience
- Improved understanding of suitable career options.

Consequently, the college decided to look at how it might package the delivery of soft skills, work experience, volunteering and additional certification.

The other area that was particularly rewarding was the insight employers provided regarding innovation in their sector.

To remain competitive, companies have to engage in research and development or keep up to date regarding new ideas and technologies, consequently this information around market intelligence proved very useful for curriculum design.

Following meetings with stakeholders the college engaged in a round of workshops with staff representatives from all aspects of college life. The approach from the leadership team was open, authentic leadership with constant communication. One of the aspects of the process was empowering middle managers to work with their teams to create and innovate. This shared purpose helped colleagues at all levels in the organisation translate the vision and mission into a new curriculum.

One of the identified strengths of the project was employer engagement. It is the college's intention to continue to review and consider how best we can continue to effect and grow relationships that are mutually beneficial and result in our students being the right person, with the right skill set, ready to contribute to local businesses and therefore empower the local economy.

Demand for skills in our region: Market analysis

College managers began an exercise of Horizon Scanning and Market Share Analysis. All the LEPs in our area (Humber, Lincolnshire and Yorkshire) had carried out SAP Analysis.

The Government mandated Skills Advisory Panels (SAPs) with the intention to lead on the 'place based' drive to support regional economic growth and thus national prosperity. The LEPs were all invited to present at our Employer events to share their data with employers. What became clear is that while there are variations in each corner of the geographic landscape the college covers, there are also similarities in the data the various LEPs produced. The college also procured access to market share data.

When you look at the data produced by the various LEPs that cover the geographic area the college works in, it becomes apparent that the skills gaps overall are bigger than the national average, there is an aging population and the need to upskill people already in employment. Qualification rates are relatively lower than national comparisons, the region finds it difficult to hold on to its graduates. Those who are economically inactive have a lower qualification profile, presenting barriers to re-joining the work force.

There are some areas of deprivation and hard to reach communities, providing 'place based' challenges often due to rurality or coastal communities, where there are high levels of deprivation, benefit dependency and poor social mobility. While there are some large levy paying employers, the majority of employers in the region are SMEs. This presents some difficulties with regards to upskilling a working community and finding sufficient suitable work experience opportunities for students.

Future projections suggest a strong demand for higher level skills within the economy. Growth sectors include, property, professional services, business administration and transport and storage. While specialist areas remain, renewable energies, agriculture, food processing and manufacturing.

Forecasts for labour demand point to high demand within wholesale/ retail, health and social work, education and construction. There is expected to be strong demand for higher skilled workers, with over 60,000 more workers qualified to Level 4+ needed by 2024 within the Humber.

What we could not have predicted was the Covid epidemic and as yet we have little insight as to how this will impact on the regional and global economy.



Our vision and intent for the curriculum plan

In line with LEP priorities Bishop Burton College will be home to world leading agri-food, supporting the needs of new skills and technologies in the work place.

We will support the drive for efficient energy resources and caring for our planet by having a **carbon reduction strategy**, acting as a **training resource for agri-technologies, land use and environmental performance**. We will extend our curriculum to cover areas aligned to this and be of value to our region, we will look to develop new programmes in areas such as water management, ecology and renewable energies.

We will continue to develop our curriculum to find new ways of training people to **support the health, care and education of**

the local population. Extending the work we have already done with hard to reach communities, and enabling people to live independently for longer, as we will educate/train our students to support health and wellbeing.

We are known for our **sporting prowess** and links to professional sports teams and governing bodies. We will continue to develop our sports curriculum but will refresh this to ensure we provide graduate appropriate destinations for our students. We see sports as an integral part to our students' wellbeing and also the wider community's.

We will continue to **develop the business and tourism curriculum** to do our part in securing a vibrant, high quality tourism offer in East Riding and Lincolnshire. We will contribute to a culturally creative community by supporting

and developing our art and design education offer.

Animal Sciences are a big part of what we do. Our exceptional animal resources and laboratories provide us with the opportunity to engage young people with science. Our application of science provides a vocationally rich experience that switches young people on to its possibilities. **We are unrepentant about looking to embed science in all we do.** Exposure to science via application switches young people onto possible careers that they may not have understood or known about. Science, Technology, Engineering and Maths (STEM) has remained an integral part of the curriculum at the college. In planning our higher education provision, we will ensure we work with employers to secure trials work and innovation, our **curriculum will be research informed**.

Our **equine curriculum** makes extensive use of the excellent equine resource and laboratories, which the college has made substantial investment in over many years. The science and technology include a range of the state-of-the-art equipment available in industry to measure various parameters on the horse and develop skill within the laboratory setting. Equipment benefits from regular updates, extensively used in delivery within Higher Education (HE) programmes to achieve industry preparedness in relation to optimising equine performance and welfare. The investment in technology has resulted in excellent student and staff research outputs, including presentations of findings at international conferences. Our intention is to continue this work and encourage an even greater connectivity to science to ensure a range of career opportunities are available to our graduates.

The college curriculum direction of food and agri-food science, health and nutrition, sports, health care and animal behaviour still retain opportunities to provide significant growth when linked to regional priorities.

Agri-food is a key sector in the Greater Lincolnshire LEP area, made up of 4,300 businesses (11 % of all business) which together employ more than 17,000 workers. The vast majority of these businesses are operating within the agricultural industry (95 %) rather than the food processing sub-sectors (4 %) and are micro in size.

The vision for the **Agri-Tech Centre Health & Nutrition at Riseholme** was that it would support all food businesses, from blue-chip organisations to business start-ups, providing technical

expertise, market research and business planning. Bishop Burton already offers a range of technical services to the food industry, including process development and instrumental analysis. We will look to expand this provision to sensory analysis, low carbon business options and product reformulation.

In addition, there is a growing realisation that research and education is needed to develop the understanding of the connection between health, well-being, nutrition and agriculture, creating sustainable diets and food systems that improve human health and nutrition. The two IOT's will provide research opportunities working in partnership with other members of the IOT's.

The college was successful in securing two Institute of Technology bids, one at each site.

Construction is a sector where there could be opportunities for growth. There is a nationally recognised skills shortage in this industry. Work with local and national employers has enabled Bishop Burton College to participate in actively promoting the industry and encouraging young people to think about a career in the construction industry. Staff are extending their expertise with accreditation to the 'Guild of Bricklayers', as part of their continual CPD. In Lincolnshire the college has created an innovative partnership with the Lindum Group, which we hope will be a ground breaking employer/college joint venture, which will benefit learners and the construction industry in Lincolnshire and the region. In previous economic down turns construction has been hard hit, we do not yet know what the impact will be on construction of the recent epidemic.

Engineering is a LEP priority and is in a similar situation to construction, in that there is a recognised skills shortage, especially in the land-based sector. This has led to great investment in the engineering areas, one of which is the Institute of Technology (IoT) at both campuses which will help deliver the higher level specialisms planned for the upcoming academic years. These specialisms will support the needs of modern industry and underpin the development of Further Education (FE) and Higher Education (HE) moving forward.

These are difficult times, overlapping LEP boundaries and priorities, BREXIT, devolution, Coronavirus pandemic and the impact on the economy, change in government policy and subsequently funding, increased focus on FE and HE funding are but a few of the on-going considerations at the time this paper and strategy were produced, future proofing the college for the benefit of the regional and national economy has never been more important or more difficult. Due to the complexity of many policy drivers the college produced separate strategies that provide more detail on specific areas, all these strategies are related to the curriculum plan, created via the curriculum transformation project, they include:

- College strategic plan
- Buildings/ resource strategy
- Digital strategy
- Higher Education Teaching and Learning plan
- Schools strategy
- HE Strategy

Curriculum Strategy Drivers

Strategic Driver 1 - National Policy and Drivers

Clearly the revision for the curriculum required the college to respond to national policy changes and national initiatives such as the Industrial Strategy, Auger Report etc.

National Changes to Curriculum Planning

Route Maps

With the introduction of Technical Levels and new standards in apprenticeships the government is keen to introduce the concept of route maps to careers. The problem that specialist colleges like Bishop Burton are encountering is the scope of the Agriculture, Environmental and Animal Care Route. The proposed route embraces a wide range of industries, each with multiple occupations grouping them within a single route is problematic. At one end of the spectrum lies Land-Based Engineering, which could conceivably fit into the 'Engineering and Manufacturing' route and at the other extreme Floristry which might fall within 'Sales, Marketing etc' or 'Creative and Design' routes. This breadth of occupations makes it particularly difficult to produce a comprehensive and consistent map of occupations. We are

also grappling with the apparent illogical and random separation of the Clusters and Occupations.

The Animal Care and Management Cluster embraces a wide range of species including equines and fish, whilst the Agriculture, Land Management and Production cluster includes poultry, farm livestock, fisherman and fisheries inspector. Animal Health Inspector and Veterinary Surgeon appear under Animal Care and Management and yet they are equally relevant to the Agriculture, Land Management and Production cluster. By comparison Animal Nutritionists appear in both clusters. The only option for the college is to continue to be proactive in influencing future national curriculum design by responding to government consultation and ensuring we get a 'seat at the table' to influence policy wherever possible. Whatever the outcome the college will endeavour to support the unique requirements of each industry sector we serve.

The post-16 skills plan, regarding Level 3 provision and below, is currently in stage 2 of consultation. There are some long-term threats with regards to the college being able to attract and retain highly skilled staff, while further education funding is disadvantaged compared to universities and schools. The tension for all FE providers is that several government reports Auger,

the industrial strategy etc point to the need for higher level technical skills to service the needs of the economy. Attracting the right staff with high level skill and education will be key to planning future skills provision. While acknowledging the difficulty of attracting staff from some key sectors, such as engineering, maths, agriculture. The college will continue to explore ways to secure a suitable and **sustainable work force.**

The aim of the Curriculum Transformation project is to position the college to manage shifts that technology and policy changes will create, such as disruptive technologies, while maintaining a focus on the student learning experience at all times.

We aim to transform our campus while continuing to provide the fantastic education for our students. Our priorities will be refreshed as we learn from our successes, and respond to the challenges and opportunities.

We need to continue to demonstrate our continued commitment to the widening participation and access agenda, through further development of inclusive, accessible and engaging teaching, ensuring that our learning and teaching routes are accessible to diverse 'local' markets and contexts.

Strategic Driver 2 - Economic Partnership

Challenges the Region Faces

The skills level of the regional workforce is relatively low, 25 % degree educated compared to a national level of 35 %, this is reflected in wages with 13 % jobs in the Humber being below the national minimum wage. Members of the community who are economically inactive have a lower qualification profile, which contributes to barriers regarding re-joining the work force. In addition, there are low levels of population growth and a reduction in the working age population. Productivity challenges are also a feature of the region, the Humber is 17 % below national average with high levels of economic inactivity. This provides the college with an **opportunity to upskill/reskill** people for work before they reach retirement and reengage the economically inactive. So, refocusing on Adults as a specific client group is a priority. The **education of adults** has reached an all-time low with a national decade of decline for adult learners. It is likely that the recent Covid

epidemic will adversely impact the economy, resulting in increased unemployment. In previous economic down turns there has been a need for FE colleges to upskill and retrain adults.

The geography is often rural with hard to reach communities, including coastal communities. There are areas of urban and rural deprivation.

Future demand projections look to be high in the following areas:

- Wholesale/retail
- Health, social care & education
- Construction
- Digital
- Engineering and manufacturing
- Ports and logistics
- Renewable energy
- Visitor economy
- Agri-food
- Defence

Employability skills continue to be an issue within the region and employers would like to see improvements in the **preparedness, communication skills** and **customer service skills** of new recruits. A changing sectoral profile, with fewer workers

required in traditional disciplines, is highlighting a problem with the employment of older workers. Some of these workers lack basic skills and struggle to find employment following redundancy. Others require retraining to access employment opportunities in sectors they have not worked before. Employment and Skills Strategy 2014 – 2020 (Humber LEP, 2014). The college will offer suitable **personal development and retraining opportunities for the unemployed**, accessing the new UK Shared Prosperity Fund that will replace EU structural funding.

UK Agricultural productivity lags behind other countries and the lack of the right skills has been widely identified as a key factor. Whilst the agricultural industry is highly skilled, the level of qualifications is low by comparison with other sectors, there is poor uptake of continuing professional development (CPD) and less than 35 % of farmers have any formal management training.

The impact of Brexit and the policy changes associated with the Agriculture Bill will make greater professionalism within the industry an urgent priority. Agri-Food Industry Workforce Skills and Development Strategy (J D Swadling, 2018).



Strategic Driver 3 – Environment

Bishop Burton and Riseholme College are established **centres of excellence for land-based education and training**. Moving forward we will ensure alignment with national policy, we will review the Agriculture Bill once it has been finalised and align our practice accordingly. As Britain withdraws from the EU, we will look at innovation in agri-food production, activities to protect and improve the land, soil health, water and environment, look to support a thriving ecosystem, reduce and protect the environment from hazards, adapt to climate change and look to improve the health and welfare of our stock.

Globally we need to produce 50% more food by 2050 to feed 9 billion people and the UK has an important role to play in improving food security. The UK has some of the best soil and climatic conditions for food production, and is **a world-leader in agricultural research and precision technologies**, it has an equally **important role to play in improving food security**.

We will work with our local water services providers (Anglian and Yorkshire Water) to develop **innovative catchment sensitive farming methods and cultivation techniques** that determine soil quality and promote plant health.

The college's curriculum will be responsive to the Humber LEP's ambition to decarbonise the Humber into a **net-carbon zero economy by 2040**. The college farms will become a testbed for new precision technologies and process designed to capture carbon and improve agricultural efficiency. Building on from this

the curriculum will be in line with Greater Lincolnshire LEP priority for the **growth of agri-food focusing on agri technology and robotics**.

In the UK energy demand will grow by 20% by 2030. People's health is declining with obesity being the main issue. Ecosystems are degrading and natural resources are increasingly scarce. By law the UK has to reduce its carbon emissions by at least 80% from 1990 levels by 2050. Seems status quo isn't an option. Yorkshire & Humber has 17% of the UK cereal area, 36% of the pig herd, and 18% of the cattle herd. There were 8,916 farms in the area covering 841,404 hectares (12% of UK farmland). The Bio Economy, What's it all about Dr Gesa Reiss. York/North Yorks/ East Riding Enterprise Partnership April 2017.

The college's curriculum will support the region's carbon neutral circular economy by:

- **Improving farming's productive efficiency to reduce greenhouse gas emissions, enabling farmers to produce more food with fewer inputs**
- **Developing carbon storage in soils and vegetation through improved land management, and**
- **Promoting renewable energy and the bio-economy to displace greenhouse gas emissions.**

The college farms will provide an excellent practical resource for **green skills training** and for **environmental research and technology** transfer to the farming industry. The development of precision farming and food production programmes will be enhanced by investment derived from the college's two **Institutes of Technology** - both of which

are focussed on higher-level skills. The skills development will include the utilising Global Satellite Systems technology to enhance modern farming and in turn increase efficiency and reduce environmental impacts.

This opportunity gives the college a sound platform for **innovative and research informed teaching**, though working with local and national partners in the implementation of new technologies. Key areas will be soil, plant management and livestock enterprises capturing and analysing real data that can be shared and benchmarked.

The agricultural curriculum will reflect the fundamental role of the industry in producing high quality food with high standards of animal welfare, biosecurity and environmental protection. Sustainable farming systems will be emphasised as a means of achieving UK food security, thereby supporting the rural economy and its social fabric.

Lockdown associated with the Covid pandemic saw a lowering of pollution rates and an apparent increase in wildlife populations. We need to consider how we might learn from this, to maintain some of the gain made over this period. This might be encouraging lift sharing or cycling to work. Perhaps designating some corners of the college estate as wildlife zones?

Strategic Driver 4 - Enterprise and Innovation /Work Force development

Discover innovative ways to change our world for the better

As a member of two Institutes of Technology we will provide a structure which enables technology transfer and share best practice. The aim is to provide a world-class service for both academic innovators and industrial partners, which will improve the quantity and quality of technologies being commercialised.

We will deepen our connections with industries, health and education partners in our region, to fill specific regional skills gaps – upskilling and reskilling those already in work. We will build partnerships with local enterprises, and community organisations, while equipping all of our students with the ability to thrive. We hope to attract more students and grow our student numbers and that ultimately more will stay to work in the area, increasing the skills and prosperity in the region.

Our **employer partnerships** are already strong and much valued by the college, maintaining and developing these relationships are key to our strategy. We will look to build relationships with

organisations who want to develop their '**corporate social responsibility**'. We will also look to invest in research that is relevant to the sectors we serve. Enabling knowledge transfer and applied research to the benefit of our employer partners.

An initiative that was inspired and supported by such an employer partnership is the concept of **Centre Based Work Academies** to support re-integration into employment, training students in specific industry skills but also supporting the development of soft skills that employers want. Examples of these Academies are the **JSR Pig Academy** and the **Morrions British Egg Academy**.

Strategic Driver 5 - Higher Education and Research

In a more competitive market means students will be seeking learning and support experiences that meet their specific and individual requirements. Learners' expectations of what constitutes a quality experience are also changing. Student engagement becomes increasingly important within this landscape and this presents a variety of new potential benefits as well as bringing challenges. Student satisfaction is a key area of development in higher education and the college must support all students to achieve successful academic and professional outcomes.

The introduction of the Teaching Excellence and student outcomes Framework (TEF) has provided a

data benchmark set which covers student experience, performance and graduate destinations, resulting in the college identifying a range of measures in need of improvement if we are to improve from the current awarded bronze standard rating.

We must improve the continuation rates of students from Level 4 to Level 5 and ensure that students achieve at the first level of higher education study is a focus, therefore the delivery model of teaching and learning and both academic and pastoral support for students will be a reconfigured.

Technologies have a fundamental role to play in education in relation to enhancing the learning experience, transforming pedagogic practices and improving efficiency for staff and students. However, technology should not be the principle driver, rather it should be an enabler. There is a tension

between working in an increasing online world that utilises a range of tools to support learning and teaching, and enabling access for all students. This presents some challenges, many of our students come from communities that are economically disadvantaged, so ensuring all students have the opportunity to learn effectively in a digital world through online and blended formats by using tools and learning methods that are appropriate and suitable for their specific contexts will require innovative thinking and investment.

We need to support students in their development as **lifelong learners**, and in effectively managing their learning. We must work to reconcile the different approaches to learning and teaching that students encounter in different contexts in their lives whilst developing learner independence and autonomy.

The success of students directly impacts on their overall satisfaction and therefore feedback as through the National Student Survey (NSS).

We will concentrate on building **Graduate attributes**, these are the skills, knowledge, attitudes and behaviours which all graduates should leave Bishop Burton, having improved their skills. Graduate attributes are a key component of developing students for employment and they will be embedded throughout the curricula. Such embedding should ensure that programme learning outcomes are developed with graduate attributes in mind and the development of such attributes in students should be assessed within a programme. The validation/ revalidation of programmes provides the opportunity for us to ensure we are mindful of developing the whole person, not just delivering a qualification.

While higher education, often measures graduate employment it is widely acknowledged that employability, in terms of the curricula and extra curricula focus, should be more about a graduate being able to function in a job rather than find a graduate role within a given timescale (Linke, 1991). Dacre Pool and Sewell (2007) describe how employability encompasses employability assets e.g. knowledge, skills and other attributes, deployment career management skills and presentation or job getting skills. As such the promoting employability element is linked to graduate attributes and discipline specific outcomes from programmes all of which should aim to develop a graduate's employability.

Our experience in delivering blended learning solutions which utilise technology will provide

opportunities to further develop delivery models which utilise technology and provide wider accessibility than traditional delivery routes.

Whilst the college is successful in attracting mature learners, as evidenced in our access agreement performance, the regional and national reduction in part-time HE students has seen a reduction in opportunities for those who wish to upskill or change direction whilst continuing to work. An expansion of the part-time offer providing different modes of attendance and delivery such as evening and block weekends will support inclusivity and innovative delivery.

The HE curriculum will reflect progression routes from level 3 programmes and will embed the current developments in the industries we serve as evidenced in this document. This new curriculum offer will also be aligned to the LEP priorities of health and social care and travel and tourism which are not currently offered at higher level study. It will also expand on the newly re-introduced HNC provision which provides a range of qualifications without the need to develop a programme through writing bespoke modules.

We must better prepare students for progression routes from higher education by improving their employability skills through embedding an employability framework. Development of meaningful opportunities for work experience alongside their study will improve their knowledge of suitable graduate opportunities and cross college working with the work-based learning team will support this.

All existing validated provision will be revalidated with University

partners within a three year cycle to meet the college transformation agenda and ensure currency. Within the revalidation there will be a focus on current graduate opportunities and career destinations. Programme design will remain of an extremely applied nature and continue to use the extensive practical resources available on campus.

Students will benefit from working within the commercial environments available at the college and with the College's Centre for Agricultural Innovation (CAI). The CAI will support identifying solutions to some of the current challenges facing agriculture such as research into carbon neutral farming solutions through a combination of land-based research, practical experience and its engagement with industry partners.

Whilst, recognising that a curriculum should promote employability it is important to acknowledge that single interventions within a curriculum may not be sufficient to develop the social, cognitive and practical skills necessary for work. Therefore, **employability must be embedded through the curriculum** with linked stages and activities designed to build the core and **transferable skills** necessary for future work.



Strategic Driver 6 - Digital Skills - the Fourth Industrial Age

Technology has transformed society, changing the way we live and work. While new technologies have brought benefit, they will undoubtedly also bring technological disruption as new technology replaces jobs. To ensure the best possible solutions for individuals and the region's economy, we must ensure we embrace these wider challenges in our planning. **Technology has the potential to make learning more flexible and enhance provision.**

The college has several years of managing distance learning provision. This process has been informative and is an ongoing area of development. The unanimous feedback from stakeholder events was that digital technologies needed to play an increasing and relevant part in curriculum design. The college needs to be supple enough to support all forms of distance learning and teaching and, to this end, disaggregation of content, assessment and services may become an increasing priority. This is a significant concept that feeds into a number of areas and will require a co-ordinated approach. While the college already has a learning platform this was judged to need further development to critically engage students with online learning. To ensure iLearn is interactive it must have an immediacy and 'real life' relevance that positively influences students and enables them to have an engagement and awareness of wider issues, as well as developing their subject specific expertise.

Digital Lessons from Covid

We could not have foreseen the Covid epidemic and subsequent lockdown. This necessitated we moved the curriculum to on-line learning in a matter of weeks. Virtual meetings became the norm. One of the things we have learnt from this experience is that in some ways we have made significant gains in our use of technology, that even in the 'new normal' we would want to retain. From a learning perspective there was a noted improvement of **better communication** with students who previously struggled with language and communication. Technology enabled them to become more articulate and productive when communicating via text, emoji and gif. There was much improved academic work from some of these learners, when they could work at their own pace. They also had more confidence in asking questions and ensuring they understood work. We will continue to utilise this style of delivery and communication both in the classroom and in continued distance and online delivery as differentiation. Use of Slack also has a great use in classroom management, in that every **conversation is evidenced**. If a student claims to have not been told something or remember something, it is easy to remind them exactly when this information was imparted to them. In some cases, messages and conversations can be easily added to Promonitor and followed up directly and quickly by teachers.

We also found that AI (Artificial Intelligence) or machine learning can be advantageous to learning as we trailed new products like **Century** for Maths and English. This

individualises session for learners by finding out what they don't know or understand and providing students with specific bite size learning to help them master a particular concept. We will be proposing we purchase this product.

Staff and students also used many other digital tools that we had never engaged with before and what became clear is that we need to enable both staff and students to become proficient and comfortable with creating and using digital products if we want to secure this advantage.

There are also been some less positive learning from the experience that we need to be mindful of going forward. Where on-line delivery was successful, staff believed this was because of the relationships staff had already established with students from face-to-face sessions. Even HE students found sessions without human interaction very difficult. So, going forward we anticipate a blended delivery style will be the most successful. We also discovered a **technology underclass**, where households did not have internet connectivity or perhaps only had one laptop or PC for an entire household. Disadvantaging many students who were already disadvantaged and creating greater social disparity and poorer attainment.

Technology plays an increasingly prominent role in the world of learning, work and leisure and ensuring learners are capable critical and digital citizens is imperative. Retention, progression, employability, internationalisation, digital literacy, widening participation, access, sustainability and student engagement are each

becoming increasingly important. A key issue that can hinder responsiveness is the time lags between presentation of innovation, student experience and reaction to it, and our ability to modify the student experience. The college will therefore look to appoint staff whose role will be to act as a conduit between technical, academic staff and innovation; always keeping the students' needs in sight.

Planning and accountability processes need to support the delivery of defined outcomes, we need to be able to effectively use data to evaluate our performance. We need to consider what data we currently collect, why we do this and how we could better use it to

provide insights into our customers and practices. Learner analytics have been embraced by the higher education sector, we need to learn from available good practice.

Change management is focused on people. After all, people must change in order for change to work. It is the employees who learn new skills, adapt to new work processes, and engage in new activities. The bottom line is that digital is the lifeblood of the **new digital economy** – without it, we will not succeed. Embracing digital includes not just **tools**, but also **culture**. We must embrace new ideas that arose with technology, such as: Digital work methods, asynchronous workflows, online collaboration/ delivery and a strong customer

focus or-centrism. Without staff support, transformation will not succeed. Today's economy is clearly driven by digital technology and as we move forward into the 21st century, technology will only play a bigger role but to be successful we must take our staff with us, by upskilling them and providing suitable technologies. We must also ensure we prepare our students; digital technologies must be central to our curriculum transformation. We have an opportunity to make a huge move forward in digital education with online delivery, but this will depend on our willingness to embrace change. A digital strategy will be developed that will capture these concepts in more detail.

Strategic Driver 7 - Literacy and Numeracy

Understanding an individual student's literacy and numeracy skills at entry to the organisation, regardless of programme level is essential. College systems will enable a deeper understanding of individual student capability and needs in literacy and numeracy via initial advice and guidance and assessment at entry. Literacy and numeracy skills are no longer just about reading and writing and use of numbers. To develop all learners' literacy and numeracy skills, regardless of their prior achievement, all will be given a diagnostic assessment to ascertain and create an individual learning plan of their 'development areas' (FE and Apprentices) which hold the expectation of the learners' engagement.

Their progress will be monitored closely throughout the year as part

of their Programme of Study and course manager role. By doing this we should see development in their ability to:

- Communicate effectively using spoken language and not only traditional writing and print but also digital media
- Use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings
- Think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences using logical skills
- Recognise situations where mathematical reasoning can be applied to solve problems
- Read, understand and critically appreciate various forms of communication including spoken language, printed text (Fiction and non-fiction), broadcast media, and digital media.

As part of the Literacy and Numeracy strategy across college, we shall be implementing:

- CPD focussed sessions on recapping how to embed these shared skills into vocational schemes of learning and sharing the assessment objectives/ skills of functional skills and GCSE English and maths will be available so that vocational areas can parallel TLA activities and topics that we use to teach these skills so they can embed them into their teaching and planning documents for the year
- A common marking SPAG code across HE/FE and Vocational areas and English/Maths for the marking of classwork and homework so that there is standardised practice across the college
- Shared key weekly topics ready for Scheme of Learning planning so that vocational areas can utilise these in planning for the year and have a weekly focus to exploit opportunities and

integrate Literacy and Numeracy into their lessons as they arise

- 4) Increased shared planning across vocational and English/Maths through narrowed/allocated timetabling so that they can spend time with their allocated area through summer to get a greater idea of what the area does so this can inform

English/Maths contextual links allowing engagement and applied Literacy and Numeracy in curriculum planning.

We must also ensure we develop the literacy and numeracy skills of those who arrive with GCSE 4+ to suitably challenge them to continue to develop their literacy and numeracy skills. We know that

literacy and numeracy skills can be a cause of concern at Level 4 for undergraduate students, particularly if they are taking a bioscience or programme with STEM content, where they need to apply both Maths and English skills. We must also continue to give staff the opportunity to further develop these important life skills.

Strategic Driver 8 - Adult Upskilling and Engagement

The college currently has a very small percentage of the market share of adult provision in the region. However, adult engagement in learning has been falling for the last decade, largely due to a change in government funding. If we are to help fill recruitment gaps and meet the emerging needs of the local economy, this will involve upskilling adults, as there is not sufficient growth in the population to meet all these demands with training young people alone. With an aging population there is also a

requirement to keep people active and in work as long as possible. The college recognises learning theory related to how adults learn as opposed to young people and would seek to apply this understanding and research to curriculum design for programmes specifically aimed at adults. Provision for adult learners' falls into several categories:

- To raise achievement - basic skills in Maths and English or digital
- Targeting the transition to the labour market to encourage hard to reach adults back to the labour market
- Liberal/community education- none accredited, while not of

strategic importance to the government and therefore not subsidised, these programmes are often first steps back to learning, confidence builders and provide a link to local communities. Partnership with local communities is important for and reciprocal to long term wellbeing of both

- Upskilling-Part time, flexible, accredited provision such as P/T HE or Access course. This type of provision helps secure social mobility and the needs of the labour market.

Our approach will be to create learning spaces that create a closer relationship with the community.

Strategic Driver 9 - Schools Engagement

Bishop Burton and Riseholme Colleges are keen to develop links with schools across East Yorkshire and Lincolnshire in line with our schools' strategy, which aims to raise awareness of the curriculum offer that is available to school leavers as well as foster and establish relationships with feeder

schools and schools' groups to engage with the college.

Recent legislative changes (Baker Clause) have meant that schools have to allow colleges and training providers to access years 8-13 to discuss non-academic routes. The Gatsby Benchmarks put careers advice and guidance at the centre of the Careers Strategy.

School-College partnerships introduce credible vocational

experience to complement academic studies, whilst providing expertise which encourages and promotes the value and career opportunities that vocational education offers. The college has produced a schools' engagement strategy that supports the curriculum transformation project. It is the college's intention to proactively engage with schools, securing partnerships, to enable a smooth transition for students from school to college and to encourage

participation in higher education. As a part of this work the college will also seek to engage with younger learners to enrich the school's curriculum by allowing access to our facilities. We will also provide placements for school age students to take qualifications with us.

One of the key benefits of this is pupils are able to access not just the resources but also the expertise and methodologies which engages, promotes and supports vocational parity whilst gaining recognised qualifications. To raise aspirations, professionals working with young people need to be knowledgeable about the pathways and choices that the college has to offer. The college has a role to play in assisting schools with careers and progression information.

Employers also have a key role to play to help young people understand and value vocational routes to success. Working with some of our strategic employer partnerships, we will seek to support advice and guidance around industry sectors where we have expertise and specialist knowledge.

Our intention is to co-design with school leaders a suite of services that are both beneficial to the student and the school. The Schools Engagement strategy describes the College-wide approach to school's engagement for Bishop Burton and Riseholme. The aims are to:

- Act as a point of contact and provide careers advice for schools
- Better understand schools' needs

- Engage with schools in areas of low participation to further access to higher education
- Secure opportunities that further the college's and partner schools' strategic aims
- Offer placement opportunities or learning opportunities for school age pupils
- Support the school's curriculum, particularly around STEM subjects
- Enhance the brand of Bishop Burton College and Riseholme College
- Engage strategically with local authorities, LEP's and employers to secure joined up career's advice.

Strategic Driver 10 - Staff and Student Well Being

We must rethink how we lead, how we engage teams and how we inspire individuals. How do we build greater sponsorship, influence, desire and commitment to change, as well as greater resilience, within our organisation? The ability to successfully change - both as leaders and as organisations - is quickly becoming a source of competitive advantage.

Promoting **student wellbeing** helps create a better overall experience for students, which ultimately benefits everyone. "If students are able to find support, advice and information and to develop coping skills for life, they are more likely to continue with and be successful in their academic studies, enjoy their

student experience and contribute more positively to student life."

Struggling with mental health and dropping out of study are closely connected. "Research from the US (especially a study conducted over several years by the University of Michigan) shows students reporting high levels of depression and anxiety are twice as likely to leave university without graduating as their counterparts. This translates into a very strong economic case for wellbeing support in addition to the social and human benefits."

But as well as keeping students happier and in learning, promoting wellbeing can also help students to develop and improve concentration, motivation and energy levels, all of which can be beneficial not only for personal wellbeing but also to studies. These strategies can be built on and used throughout life.

The college also intends developing skills such as: finding information; report writing; critical thinking; literature reviews; reading and note-making; preparing for exams as these skills can make a real difference to a student's academic career.

Ofsted research 'Teacher well-being at work in schools and further education providers' Published: July 2019 Reference no: 190034 deals with the problems the sector has experienced and the impact on teaching staff. The college has already done much to address this with initiatives such as, Staff Fest, mentoring schemes, reduced gym membership fees, telephone counselling support and work place mental health first aid trained staff.

Other than Curriculum Transformation what else have we got out of the process?

We now have a deeper understanding of the driving forces, policy or strategy affecting our future.

We have identified gaps in understanding and brought into focus new areas for development.

We have gone a long way to build consensus amongst a

range of stakeholders about issues and how to tackle them.

We have identified and make explicit some of the difficult choices and trade-offs that may need to be made in the future.

We have created a new strategy that is resilient

because it is adaptable to changing external conditions.

We have mobilised stakeholders to action, we are extremely grateful for the time and consideration our employers and other stakeholders have given to the process.

Actions taken

Summary of new programmes for development and planned changes to existing curriculum.

Engagement with stakeholders has encouraged us to review our current provision, dropping some areas of focus and creating new modules that reflect our changing world. It has also promoted a completely new way of providing enrichment and development of softer skills.

Changes to existing provision

- Moving to latest qualifications including Technical levels as they become available
- Rewriting modules at HE to better reflect our changing world, such as Natural Flood Mitigation, Precision Farming, Wildlife Rehabilitation
- Further developing employer links
- Creating an Equine Academy that follows the formula already developed in Rugby and Football

- Reviewing and further enhancing our enrichment programme, the Bishop Burton and Riseholme Get Ahead schemes
- Review HE timetabling- increasing time at college for level 4 students to teach students how to learn effectively and to promote wider skill development, making students work ready, with graduate skills.

Potential areas for development

- Reintroducing Garden Design and Landscape Management
- Reintroducing Horticulture Programmes
- Reintroducing Arboriculture
- Creating a range of short courses aimed at Adults, for both upskilling and leisure
- Laboratory Technicians
- Plant and Street Work Apprenticeships'
- Renewables-Power and Energy/ Mechanical Engineering
- HE Engineering

- Electrical Engineering
- Tourism
- Water Management
- Digital
- Infrastructure and Rail Engineering
- Bakery and Patisserie
- Food Manufacturing
- Agri Food Marketing with Business
- Events Management
- Social Science
- Sports Rehabilitation
- Construction and Built Environment
- Health and Social Care
- Child Care
- Textile Design
- Product and Furniture Design

Linked Objectives

1	Link National policy and drivers to curriculum planning to our Curriculum Intent
	<ul style="list-style-type: none"> • Develop a curriculum plan that is inspirational, enthusing students to choose to study with us, describe our curriculum transformation in a document that reflects the strengths, values and mission of the institution • Create document to clearly communicate our intentions to our stakeholders • Our curriculum principles will reflect the college's values, context, pedagogy and needs • Details of the specific subject intent, implementation and impact will be articulated and the purpose of their curriculum principles in each departments plan.
2	Economic Partnership - Support the regional economy's development
	<ul style="list-style-type: none"> • Be proactive and responsive to the changing needs of skills development and education in the region - supporting the needs of the local economy and local businesses, so that we secure strong partnerships • Link curriculum plan to local skill priorities • Continue to proactively develop employer partnerships • Create the Bishop Burton Bonus/Riseholme Response to help students develop softer skills.
3	Environment - Continue to develop our expertise in land based subjects to support and manage the environment, to be both an agent for change a catalyst and supporter of the industries we serve.
	<ul style="list-style-type: none"> • Ensure relevant staff CPD • Participation and representation at a national level • Carbon neutral farm by 2030 • Knowledge transfer to farmers and landowners via the IoTs • Insure innovation and reflection regarding practice • Targets for college green initiatives • Consider how continue to support the gains made to the environment post Covid lockdown.
4	Enterprise and Innovation /Work Force development - discover innovative ways to change our world for the better
	<ul style="list-style-type: none"> • Meet Gatsby bench marks • Ensure students are ready for the world of work, graduates exhibit appropriate skills and attributes, `soft skills` are developed for all students • Our curriculum equips each student with the knowledge, skills and vision to launch their careers • Enterprise, Innovation and creativity is encouraged by all staff and students • Ensure all students get the opportunity to undertake high quality work experience • We continue to develop meaningful relationships with employers, stakeholders and communities • New ways of supporting employers post Covid.
5	Higher Education and Research
	<ul style="list-style-type: none"> • The curriculum expanded and graduate attributes made a priority to ensure students are prepared for work • Timetables reviewed especially for level 4 students • Continued development of the faculty • Timeline for new programme development • Careers and work experience developed for undergraduates • Research and Knowledge transfer projects developed.

6 Digital skills- the fourth industrial age

- Ensure an expanded use of digital technology
- E-Learning is developed across all programmes, so that by 2022 30% of the curriculum is delivered this way
- Deliver one day a week on line for learners in 2020/21
- We maintain the momentum made during the Covid epidemic
- Invest in CPD for staff to make them digitally competent and innovative
- Produce a digital strategy - commit to weave this through all we do
- Invest in technology
- Maximise data management
- Find ways for technology to improve quality, save money, save time and secure new opportunities
- Find ways to address digital inequality
- Reintroduce Digital as a skill for students to improve.

7 Literacy and numeracy skills are developed across all programmes.

- Maths and English GCSE and functional skill outcomes are improved
- Literacy and numeracy skill development is available for all students and staff
- Invest in Century tool to aid delivery and enable us to focus on individual student needs.

8 Adult programmes are developed

- Programmes to upskill adults are developed, that are more flexible and reach out to local communities
- Respond to labour market trends
- Produce programmes that help get adults back to work.

9 Links with schools are strengthened

- To support transition and progression
- To promote careers that school children might not be aware of
- Share our specialisms and expertise, such as food production, environmental and STEM with schools
- To encourage participation in higher education (NCOP).

10 The curriculum looks to reduce workload burdens for staff and places wellbeing for staff and students at the heart of our provision

- Staff wellbeing is promoted
- Digital means are used to reduce workloads
- We explore how digital technologies can promote staff and student well being.