



BURY COLLEGE FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 26th NOVEMBER 2025 VIA TEAMS

Meeting Commenced: 4.30 p.m.

Meeting Closed: 6.53 p.m.

PRESENT:

Syed Ali	Academic Staff Member
Charlie Deane	Principal
Mark Granby	Independent Member (until 6.15pm)
Kamile Klumbyte	Student Member
Jane Macdonald	Independent Member
Timur Rahman	Independent Member
Dr. Naomi Sharples	Independent Member (Chair)
Chris Trees	Independent Member (until 6.16pm)

IN ATTENDANCE:

Michael Fordham	Assistant Principal Academic and Technical Education
William McGillivray	Clerk to the Corporation
Beanurdette Mashingaidze	Student Observer
Lisa Matthews	Assistant Principal Adult and HE
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality
Sarah Walton	Assistant Principal Personal Development
David Wood	Head of Curriculum – IT (until 4.58pm)

C&Q.25/26.01	<u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u>
	Apologies for absence were received from Rooman Fayyaz.
C&Q.25/26.02	<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.25/26.03	<u>MINUTES (AGENDA ITEM 3)</u>
	The Minutes of the meeting held on 25 th June 2025 were approved as a true and correct record.
C&Q.25/26.04	<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.25/26.05	<u>MEETING LOCAL SKILLS NEEDS – CURRICULUM SPOTLIGHT ON: COMPUTING AND DIGITAL (AGENDA ITEM 5)</u>
	David Wood, Head of Curriculum for IT made a presentation which included: <ul style="list-style-type: none"> • Overview of the area, covering courses provided from Levels 1-3 and associated student numbers • Performance, covering attendance, engagement and exam challenges, and achievement rates, • Curriculum revisions at Level 2, including embedding CISCO modules to support upskilling / progression to T-Levels in a more accessible and flexible way • Curriculum revisions at Level 3, including on building learner confidence with exams and aligning teaching more closely with external assessment formats and expectations

	<ul style="list-style-type: none"> Attendance and engagement strategies, including improved escalation process for early intervention, targeting of lower-attendance cohorts, reinforcing professional behaviour expectations consistently across all groups <p>Following discussion, it was confirmed that the priority areas for development would include:</p> <ul style="list-style-type: none"> Attendance and behaviour; Revision sessions and exam support; Aligning provision to local skills needs; Staff: student relationships; Provision inconsistencies; Additional support; and Monitoring curriculum and assessment review. <p>Members thanked David for his presentation, and noted their appreciation for the level of engagement and involvement with the improvement process by the department.</p>
	<i>David Wood withdrew from the meeting at 4.58pm</i>
C&Q.25/26.06	SAFEGUARDING/PREVENT UPDATE (AGENDA ITEM 6)
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> Safeguarding reports increased from 972 in 2023-24 to 1,085 in 2024-25, reflecting improved awareness and vigilance; There had been 355 safeguarding reports at 3rd November 2025; Key concerns within safeguarding reports were mental health and domestic abuse; Mark Granby remains the link Governors for Safeguarding, providing oversight and challenge through regular liaison with the designated safeguarding lead (DSL); Recent liaison work had included reviewing the Skills for Life tutorial curriculum to ensure AI, misinformation and online safety themes are effectively embedded; Updated Prevent action plans, mandatory training and lockdown drill ensured continued compliance and preparedness; All College buildings now operate under full access control; There had been 3 referrals to the LADO to date; The College is taking proactive steps to address emerging risks associated with Generative AI, including strengthening safeguarding and quality processes and providing regular guidance and training to staff on the safe and ethical use of AI technologies; A new monthly parental newsletter is being sent to parents and carers, offering practical guidance and advice on how to keep children safe online and how to support their well-being at home; The College's DSL had visited Shalshelles in October and November following a local terrorist incident to help review site security and provide support; and The Designated Safeguarding Lead and Link Governor continued to work closely, including recently on the Single Central Record, Safeguarding Policy, and Skills for Life tutorials. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> Mark Granby confirmed that, as the lead Governor for safeguarding, he had also attended the College Safeguarding Committee on 21st October 2025. He confirmed that safeguarding places the student at the centre of support and was recognised as everybody's responsibility. The Committee went into a lot of detail, was very effective and reflected a very good culture. Leadership had carried out a visit to Shalshelles on 24th November and had agreed to implement a temporary reduction to the retained fee to support the school to improve security and safeguarding Members noted their thanks to Leadership for their increased communication and support with Shalshelles Members also noted their thanks to Marc McMahon for his professional work as Safeguarding and Prevent Manager over the past six years.
	It was Resolved that the report should be received and noted.

C&Q.25/26.07	LEARNER VOICE, STAKEHOLDER FEEDBACK, COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 7)
	<p>The Deputy Principal presented the report, confirming that between September and October 2025, the College had gathered student voice feedback. This included through surveys, targeted engagement activities such as focus groups, and complaints.</p> <p>Results of the 2025 six-week survey with FE learners included:</p> <ul style="list-style-type: none"> • Increase in student response rate (3,416 responses v 2,848 in 2024-25) • Increase in students reporting that they feel safe (99.3% v 98% in 2024-25) • Broadly similar rate of student satisfaction (96% v 96.9% in 2024-25) • 95.6% of respondents agreed that their course was meeting their expectations (95% of replies at this point in 2024); • 95.7% of respondents agreed that they were confident that they were on the right course, which will enable them to progress onto their next steps; • 98.6% of respondents confirmed that they know how to report a safeguarding concern; • 94.4% of respondents agreed that their programme helped them to improve their essential skills for study and work; and • The survey response rate of 76.9% had improved and work was ongoing to increase participation in all surveys (65.8% response rate in 2024). <p>Results of Apprenticeship Employer Feedback included:</p> <ul style="list-style-type: none"> • 100% of employers agreed or strongly agreed that their apprentice was acquiring the knowledge, skills and behaviours that they need for their job role; • 100% of employers agreed or strongly agreed that the College delivers training that is up to date, relevant and meets industry standards; and • 100% of employers would recommend the College to other employers. <p>Results of Apprenticeship Feedback included:</p> <ul style="list-style-type: none"> • 100% of apprentices agreed or strongly agreed that their apprenticeship met their needs and helped them to develop new skills and knowledge; • 100% of apprentices agreed or strongly agreed that they were satisfied with the development of their English and maths skills; and • 100% of apprentices felt safe in College and in the workplace (100% at this point in 2024). <p>The Deputy Principal confirmed that follow up activities have been taking place during the first half term of 2025-26, with a focus on areas under review, to ensure that learner voice is captured and contributes towards action planning for improvements. Overall, feedback was that learners are positive about their courses and the support they receive from teachers, and each team had prepared a visual You Said, We Did for their department.</p> <p>The Deputy Principal also updated members on complaints, where 4 formal complaints had been received to date this academic year (7 at this point last year). All complaints had been investigated and there were no particular themes. 3 concerns had been received to date this academic year, with no escalations to complaints; (10 at this point last year)</p> <p>The College Student Ambassador meeting had taken place on 13th November, and the Student Observer provided feedback on the key areas discussed, including:</p> <ul style="list-style-type: none"> • Increased attendance from across majority of curriculum areas • Positive Futures and Bury College Values understanding • Skills for Life sequencing • Campus food consistency • Toilet improvements <p>Three more meetings were planned for the rest of the 2025-26 academic year, and members would be welcome to attend.</p> <p>The Student Governor had also attended a student governor event at Parrenthorn High School on Hate Crime and Fundamental British Values</p> <p>As a result of questions, the following points were highlighted:</p>

	<ul style="list-style-type: none"> The 0.7% of FE students who reported that they did not feel safe and the 1.1% of respondents who reported that they do not agree that the College has a zero-tolerance approach to sexual harassment, or are unsure who to report to if they experience or witness this were immediately provided with a link to the College's Big Red Button, where safeguarding concerns can be reported, plus these responses were forwarded to the Pastoral team for analysis; Survey feedback had been broken down by curriculum department to allow respective teams to analyse data for their area; Plans were underway to increase apprenticeship employer responses; and Members thanked students for their contribution and feedback
	It was Resolved that the contents of the report should be received and noted.
C&Q.25/26.08	SELF-ASSESSMENT REPORT (AGENDA ITEM 8)
	<p>The Deputy Principal introduced the report and confirmed that the SAR had been scrutinised at Curriculum validation panels which had been attended by a number of Governors and had been reviewed at the final validation panel held on 21st November 2025 which had been attended by Chris Trees and Mark Granby.</p> <p>The Self-Assessment had been carried out under the new OfSTED framework, which will be implemented from 10th November 2025.</p> <p>The College had determined that key aspects currently meet the 'expected standard' with the exception of Apprenticeships, which is graded 'strong standard', reflecting the College commitment to accuracy, integrity and continuous improvement.</p> <p>These judgements will be reviewed as further clarity and sector-wide insights are issued. This will include through undertaking a mid-year self-assessment exercise from which progress will be measured against areas for improvement.</p> <p>Once approved by the Corporation in December the SAR would be submitted to Ofsted before the January 2026 deadline.</p> <p>The report highlighted key strengths in the following areas:</p> <ul style="list-style-type: none"> Key areas for Development / Focus included: <ul style="list-style-type: none"> Maths for Young People; Attendance and Punctuality; Quality of provision in underperforming teams, specifically Digital and Childcare; and A Level achievement, specifically value added. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> This year's report was presented in a different format, with new aspects for consideration. This included 'context and inclusion', which will provide an important basis on which the College will be judged by OfSTED. Governors will receive an update to this section with 2025-26 data, and on actions within the Quality Improvement Plan at future C&Q meetings. In total, 27 areas for improvement will be actioned and monitored by the Curriculum Leadership Team; This includes underperforming teams from 2024-25 that were key areas for improvement (Construction, Engineering, Hair and Beauty and Vocational Science) will remain under close observation throughout 2025-26; The key areas for development would be presented to C&Q Committee across 2025-26 for scrutiny; An executive summary of the SAR will be shared with all staff; Governance contribution would be included within the Leadership and Governance section; and Members appreciated the application of the new Ofsted grading within this year's SAR;
	<p>It was Resolved that:</p> <ol style="list-style-type: none"> The report should be received and noted; and The SAR 2024-25 is recommended to the Corporation for approval.

C&Q.25/26.09	INCLUSION UPDATE (AGENDA ITEM 9)
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Bury College continues to uphold its commitment to inclusion, ensuring all learners have equal access to education, support, and opportunity; • The College's inclusive approach underpins its mission to serve the community through education and training and is reflected in improved outcomes, behaviour, and engagement across all areas; • At 21st October 2025, a total of 1,871 learners have declared a learning difficulty or disability (LDD) or been referred through At Risk processes, compared with 2,067 in 2024-25; • Of those assessed, 1,014 require support, 249 do not, and c200 are currently awaiting assessment; • 335 learners had an Education, Health and Care Plan compared to 257 in 2024-25; • These learners are mostly attending mainstream programmes, and Foundation/Prospects programmes; • There were 200 learners with High Needs (those with SEND for whom the local authority has agreed additional funding) attending the College, compared to 187 in 2024-25; • There are 66 Looked After Children and 26 Care Leavers, with additional oversight for 25 students known to Children's Social Care; • Funding negotiations for high needs learners are ongoing with local authorities, and resources continue to be managed effectively to sustain high-quality provision; • Financial support remains a key part of inclusion, with 2,375 bursary applications processed to date; • The College is currently supporting 13 young people who are known to the youth justice teams, which involved close working with youth offending teams, social workers, and other relevant professionals; • 11 Service Pupils are supported under the College's ongoing commitment to the GMCA Armed Forces Covenant; • The College continues to adopt the Thrive model as a key component of its trauma-informed approach to supporting students' mental health and wellbeing; • Bury College continues to deliver a strong, inclusive environment where every learner — regardless of background or need — is supported to succeed; and • The increase in EHCP learners, improvement in behaviour, and growing engagement with support services demonstrate the positive impact of the College's inclusive strategy and leadership. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • Achievement rates for those learners with additional needs is above national rates; • Additional tracking for those learners with additional needs is being implemented in 2025-26 and will be shared with members; • CPOMS is a useful resource to support the transition of learners to College; • Mechanisms are in place to support those learners whose parents may be absent for extended periods; and • Student Governor/Observer provided feedback on their experiences of support provided to vulnerable learners, including that students felt safe to raise concerns/issues with teaching staff and that they trust staff to support them.
	It was Resolved that the contents of the report should be noted
C&Q.25/26.10	TEACHING LEARNING AND ASSESSMENT AND THE COLLEGE QUALITY STRATEGY 2025-26 (AGENDA ITEM 10)
	<p>The Assistant Principal Quality and Standards introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Be Ready to Teach (BRTT) and Be Ready to Learn (BRTL) walkthroughs have been undertaken to support consistency • Curriculum Health Checks for 2025-26 are underway, with Digital, English, Maths and Hair and Beauty completed to date, ensuring a focus on higher risk areas;

	<ul style="list-style-type: none"> • Specific actions for those in receipt of targeted support (Digital, Maths and English, Hair and Beauty); • Use of Artificial Intelligence in Teaching and Learning, where this year's focus will be on AI usage, guidance and effective practice sharing. Results of an AI survey conducted in November 2025 was also shared; • Continuing Professional Development delivered this year to date, including Be Ready To Teach (BRTT), SEND/Universal Strategies, Visible Learning and ITE Mentor Training; • Key priorities for Initial Teacher Education for 2025-26, following self-assessment as 'needs attention' under the new ITE Ofsted Framework. 2024-25 achievement 81.8% was similar to 2023-24; and • The Quality Strategy 2025-26 had been updated to reflect current priorities. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • 100 staff had completed the Teachermatic and AI survey; • Benefits of AI to date included resource creation and time savings; • The College is supporting take up of generative AI to business support staff as well as teaching staff; • Members continue to be supportive of generative AI take-up at the College and would welcome further updates; • Members will be invited to Mid-Year SARs; and • The C&Q Committee are authorised to approve the Quality Strategy as per the College's Scheme of Delegation.
	<p>It was Resolved that:</p> <p>i. The contents of the report should be noted; and</p> <p>ii. The Quality Strategy 2025-26 is approved.</p>
	<i>Mark Granby withdrew from the meeting at 6.15pm</i>
	<i>Chris Trees withdrew from the meeting at 6.16pm</i>
C&Q.25/26.11	PERFORMANCE (AGENDA ITEM 11)
	<p>a) 16-19 Study Programmes (including English and Maths) Adult Provision and High Needs Provision</p> <p>The Deputy Principal introduced the report and highlighted a summary of performance 2024-25, areas for improvement and current performance and actions in 2025-26 in the following areas:</p> <ul style="list-style-type: none"> • 16–19 Study Programmes; <ul style="list-style-type: none"> • Summary of performance for 2024-25, which included strong overall achievement rates at 85%, exceeding the provider group rate, with notable improvements in Level 1 and Level 3 qualifications; • While above national/provider groups rates, slight decline in Level 2 achievements, with interventions required in childcare, science and digital; • Areas for improvement for 2025-26 will be AI, Digital (L2), Science (L2) and Childcare (L3), A-Level value added, and T-Level Distinction achievement; • The range of actions implemented this year to improve performance, including change of L2 qualification in Digital where the assessment is more in line with the skills of the cohort; provided additional resources for Science (L2) and improved timetabling; greater focus on IAG and pre-enrolment activity within Childcare. • English and maths (16-19); <ul style="list-style-type: none"> • Summary of performance for 2024-25, which included GCSE English achievement significantly outperforming national averages and Maths GCSE achievement now above national provider rate following improvements; • Areas for improvement for 2025-26 will be young people entering College with English / maths at entry level / level 1, attendance at Level 1 English lessons, and delivery of GCSE maths; • The range of actions implemented this year to improve performance, including moving entry level and level 1 maths to Foundation studies. • Adults;

	<ul style="list-style-type: none"> • Summary of performance for 2024-25, which included a strong focus on lower-level learning (Entry Level / Level 1), reflecting significant local demand for foundational skills and progression pathways; • Level 2, 3 and 4 courses all outperform achievement rates in similar colleges nationally, however achievement rates on level 1 adult courses have declined and are now below the provider group rate; • Basic Skills Maths and English qualifications make up the largest proportion of regulated qualifications studied by adults at the College, with achievement above the provider group and national rates; • Adults students achieve strong positive destinations, with 93% progressing successfully to further study, employment or higher education; • Areas for improvement for 2025-26 to focus on achievement rates on some level 1 adult courses, a small number of diploma qualifications and a small number of unregulated learning courses. • SEND / High Needs <ul style="list-style-type: none"> • Summary of performance for 2024-25, which included the overall achievement rate for High Needs students at 80.4% (377 students), below the target of 82%. While most areas performed in line with expectations, achievement in Maths and Construction remains below target; • Areas for improvement for 2025-26 to focus on underperforming areas – Maths and Construction; • The range of actions implemented this year to improve performance, including reviewing content and sequencing in Maths, plus targeted staff support; a dedicated SEND advisor in Construction to enhance transition and support; and improved reviews of EHCPs to more accurately reflect student needs <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • November GCSE resits analysis showed 98% attendance for Maths and 96% for English; • New criteria to identify students deemed 'ready' for the November resit had been introduced; and • Recruitment for Head of Curriculum in English – Young People and Head of Curriculum in Maths – Young People was underway following the Director of Maths/English leaving.
	<p>b) Higher Education</p> <p>The AP Adult Provision and Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Performance 2024-25 and current performance 2025-26; • Office for Students Freedom of Speech Act 2023; • Office of the Independent Judicator; • Office for Students Access and Participation Plan; • Greater Manchester Institute of Technology; • HE Development Plan 2025-26; • Letter from Rt Hon Baroness Smith of Malvern, Minister for Skills • Post 16 Education Skills White Paper <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • A more detailed HE performance report would be presented to members at January's meeting
	<p>c) Sub-Contracted Provision</p> <p>The Deputy Principal presented the report, and highlighted the following:</p> <ul style="list-style-type: none"> • The small amount of activity which was subcontracted by the College was very well considered to ensure strategic relevance and a congruence with the College Mission. Learners who attend the Shalshelles School accessed a bespoke and well sequenced curriculum which met their individual needs and aspirations and they achieved well; • The provision continued to be well managed as 'high quality' and 'low risk', with robust quality assurance processes in place. The key focus of contract monitoring was to ensure that

	<p>learners received at least the same quality of experience as those in attendance at Bury College;</p> <ul style="list-style-type: none"> Ensuring that learners studying on subcontracted provision were safeguarded remained a priority. Significant attention and oversight of this was in place. Visits and regular communications were undertaken and a full audit of safeguarding arrangements takes place regularly including review of the single central record; Half-termly contract management meetings continued with relevant staff attending from Shalsheles; Shalsheles staff continued to receive support by the quality team, and engage with College CPD and the College regularly shared relevant resources, materials and updates; The report highlighted the 2024-25 pass and achievement rates (97.7% and 91.4%); The report highlighted the 2024-25 destination data, showing that most leavers had progressed into employment (92.5%), with the remaining 7.5% progressed to higher education. This confirmed 100% progressed to positive destinations (95% in 2023-24). <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> The College's DSL had visited Shalsheles in October and November following a local terrorist incident to help review site security and provide support; Leadership had carried out a visit to Shalsheles on 24th November and had agreed to implement a temporary reduction to the retained fee to support the school to improve security and safeguarding
	<p>d) Apprenticeship Provision</p> <p>The AP Adult and Higher Skills introduced the report and confirmed that as highlighted within the 2024-25 SAR, Apprenticeship provision had been judged as 'Strong Standard'. Progress against the following areas for improvement were highlighted within the report:</p> <ul style="list-style-type: none"> Achievement rates 2024-25; Functional Skills; Achievement rates for Apprentices with SEND; 2025-26 Targets and QIP – summary and progress; Starts 2025-26; Accountability Framework; Machinery of Government Changes; Local Skills Needs and Growth; <p>Following discussion, the following points were highlighted:</p> <ul style="list-style-type: none"> Apprenticeship achievement rates are showing a three-year rising trend; The College has introduced a L5 Teaching Assistant in SEND Apprenticeship to support local and GM skill needs, working with local primary schools; English and maths attendance remained strong; Employer and Apprentice satisfaction rates had maintained their 4 star rating; 98% of apprentices reported that they felt safe; and 96% of apprentices reported a positive destination
	<p>e) Personal Development and Careers Strategy 2025-26</p> <p>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"> There had been no student disciplinary cases relating to sexual harassment in the current year; Learners behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.; After every break, students receive 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"> Skills for Life - Resources from 2025-26 will be differentiated for Levels 1-3 to tailor learning experiences to student needs;

	<ul style="list-style-type: none"> • Skills for Jobs – Level 3 students benefit from a bespoke two-year calendar aligned to UCAS timelines, ensuring structured support for higher education and career progression; • Personal Development Mapping Document - Each course had a personal development mapping document that detailed further how all aspects of Personal Development were embedded within the course; • Careers - In order to meet the updated Gatsby Benchmarks, the College Careers Strategy for 2025-26 had been reviewed and was presented for approval and would be published on the College web site. Under the College's Scheme of Delegation, the C&Q Committee are authorised to approve this Strategy; • Enrichment and Work-Related Learning – 1,689 student attendances across a diverse range of enrichment activities to date, and 215 students engaged in sports trials this term. Key highlights include: <ul style="list-style-type: none"> ○ Active participation in the Safe Drive Stay Alive road safety initiative. ○ Attendance at the UK University and Apprenticeship Search Event, providing direct exposure to higher education and employment pathways. ○ Ongoing pop-up campaigns promoting key community messages such as Hate Crime Awareness and the White Ribbon campaign. • Student Ambassadors – 26 Student Ambassadors have been appointed this year; • Student Representatives – 52 students have submitted applications to serve as student representatives, and together these will help ensure the student voice is more actively incorporated into the College's quality improvement processes • The first Student representatives meeting had been held on 13th November. 4 Meetings had been planned for the academic year with the following key focus at each meeting: <ul style="list-style-type: none"> • College facilities and learning environment • College policies and procedures • Safeguarding and welfare • Student support and engagement <p>Following discussion, it was confirmed that:</p> <ul style="list-style-type: none"> • Enrichment activities are developed based on student feedback
	<p>f) Learner Destinations</p> <p>The Deputy Principal introduced the report and highlighted the destination data in the following areas:</p> <ul style="list-style-type: none"> • Destinations for Young people <ul style="list-style-type: none"> • As of 6th November 2025, there were 4.1% (131) overall unknown destinations for Young People (3% in 2024, 10% in 2023 and 22% in 2022). This was indicative of a more robust approach to collecting this information; and • The College, progression rates (actual destinations) into higher-level study, further training and employment continued to be high. The significant majority of full-time students who complete their course successfully progress to positive destinations. • Destinations for Adult learners <ul style="list-style-type: none"> • Improvements had been made into the capture of adult student progression and destinations in 2024-25, with 93% of adults progressing positively. In 2025-26 there will be a greater focus on capturing the destinations of adult learners who study on 'short' courses. • Destinations for Apprentices <ul style="list-style-type: none"> • 99.1% of Apprentices (for whom destinations were captured) progressed positively <p>Following discussion, the following points were highlighted:</p> <ul style="list-style-type: none"> • Student progression rates from Level 1 to Level 2, and Level 2 to Level 3 programmes are ahead of national rates; and • Student progression from Level 1 to Level 2, and Level 2 to Level 3 are to separate programmes.
	<p>It was Resolved that:</p> <ol style="list-style-type: none"> The performance reports should be received and noted; and The College Careers Strategy for 2025-26, is approved.

C&Q.25/26.12	MEETING EVALUATION FORM (AGENDA ITEM 12)
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 25 th June 2025 and the responses were noted.
	It was Resolved that the contents of the report should be noted.
C&Q.25/26.13	SUMMARY OF MEETING EVALUATIONS 2024-25 (AGENDA ITEM 13)
	The Clerk presented the summary report of member evaluation of Curriculum and Quality meetings held in 2024-25 and the response were noted.
	It was Resolved that the contents of the report should be noted.
C&Q.25/26.14	DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 14)
	4.30pm Wednesday, 21 st January 2026 via MS Teams 4.30pm Wednesday, 4 th March 2026 via MS Teams 4.30pm Wednesday, 24 th June 2026 via MS Teams

There being no further business the meeting closed at 6.53 p.m.

Signed and approved as an accurate record of the meeting

Signature: **Date:**

Summary of Actions - Curriculum & Quality Committee 26 th November 2025			
Item	Action	Person Responsible	Timescale
C&Q 25/26.08 Self-Assessment Report 2024-25	The Self-Assessment Report 2024-25 is recommended to the Corporation for approval.	Deputy Principal	9 th December 2025