



**BURY COLLEGE  
FURTHER EDUCATION CORPORATION**

**MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING**

**HELD ON WEDNESDAY 21<sup>st</sup> JANUARY 2026 VIA TEAMS**

**Meeting Commenced: 4.30 p.m.**

**Meeting Closed: 6.23 p.m.**

**PRESENT:**

Syed Ali	Academic Staff Member
Charlie Deane	Principal
Kamile Klumbyte	Student Member
Jane Macdonald	Independent Member
Timur Rahman	Independent Member
Dr. Naomi Sharples	Independent Member - Chair
Chris Trees	Independent Member

**IN ATTENDANCE:**

James Donnelly	Quality and Standards Manager
Michael Fordham	Assistant Principal Academic and Technical Education
William McGillivray	Clerk to the Corporation
Beanurdette Mashingaidze	Student Observer
Lisa Matthews	Assistant Principal Adult Provision & Higher Education
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality
Sarah Walton	Assistant Principal Personal Development

<b>C&amp;Q.25/26.15</b>	<b>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</b>
	Apologies for absence had been received from Rooman Fayyaz and Mark Granby.
<b>C&amp;Q.25/26.16</b>	<b>DECLARATIONS OF INTEREST (AGENDA ITEM 2)</b>
	There were no declarations of interest in relation to any of the items on the Agenda.
<b>C&amp;Q.25/26.17</b>	<b>MINUTES (AGENDA ITEM 3)</b>
	The Minutes of the meeting held on 26 <sup>th</sup> November 2025 were approved as a true and correct record.
<b>C&amp;Q.25/26.18</b>	<b>MATTERS ARISING (AGENDA ITEM 4)</b>
	The Clerk presented the Matters Arising Report and updated Members on the implementation of agreed actions.
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.25/26.19</b>	<b>MEETING LOCAL NEEDS: SPOTLIGHT ON BURY COLLEGE SKILLS STRATEGY (AGENDA ITEM 5)</b>
	The AP Adult and Higher Skills led the presentation on Bury College Skills Strategy linked to Ofsted expectations, which included: <ul style="list-style-type: none"> <li>• A summary of the new Ofsted grading system (report card), which includes a grade for contribution to meeting skills needs;</li> <li>• Members were reminded that at the 2023 inspection, the College was graded as making a reasonable contribution to meeting skills needs;</li> <li>• Under the new framework, the College is currently self-assessing as expected standard, and additional work will continue to monitor this across all provision;</li> <li>• The new inspection toolkit will evaluate how effectively leaders involve stakeholders in curriculum planning and design as well as curriculum delivery and assessment, including at individual subject-level;</li> </ul>

	<ul style="list-style-type: none"> <li>• Members were reminded that the College's Skills Strategy is mission-led, and that the curriculum is aligned to local, regional and national skills needs, utilising labour market intelligence and employer engagement;</li> <li>• Local Skills Improvement Plan (2) is currently in development, with expectations of emphasis on initiatives like Atom Valley / Northern Gateway and Level 4+ courses; and</li> <li>• The College is continuing to partner with civic and community groups, DWP, jobcentre plus, GM Chamber, voluntary organisations and public sector employers</li> </ul> <p>As a result of questions, the following points were highlighted:</p> <ul style="list-style-type: none"> <li>• Super Skills 6 model has been developed to provide a consistent mechanism to support every curriculum area engage with relevant stakeholders;</li> <li>• Examples of super skills 6 activities include employer / stakeholder set projects, stakeholder delivery, co-designed briefs, mock interviews, and workplace tours;</li> <li>• The Positive Futures framework is designed to support employability;</li> <li>• c65 events have been arranged this academic year with local stakeholders across College;</li> <li>• The College works with over 800 employers across all areas, including with Apprenticeships, T-Levels, and Work Experience;</li> <li>• Employer engagement activities are led by the Work Experience team, who are embedded across College;</li> <li>• Employer feedback to date is positive and leading to more collaborative relationships;</li> <li>• College remains an active partner on Atom Valley Skills and Innovation group;</li> <li>• While this model prescribes minimum mandatory activities, it allows curriculum autonomy and recognises the need to offer students inclusive opportunities to develop skills. This includes disadvantaged learners, those with SEND, those with high needs, care experienced learners, and those without Level 2 English/maths;</li> <li>• Members requested follow-up reports / case studies as Super Skills 6 develops.</li> </ul> <p>Members thanked Lisa for her informative and professional presentation.</p>
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.25/26.20</b>	<b>SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 6)</b>
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• The College has appointed a new Safeguarding and Prevent Manager, who will start 2<sup>nd</sup> March 2026;</li> <li>• Sarah Walton will manage the day to day safeguarding referrals until the new Manager starts;</li> <li>• Safeguarding Referrals: 661 recorded cases as of December 2025 (632 at December 2024), with ongoing improvements to categorisation systems;</li> <li>• All safeguarding concerns are recorded on CPOMS (Child Protection Online Monitoring System);</li> <li>• The College invested in an additional CPOMS module (CPOMS Insight), to enhance data analysis and support more effective allocation of caseloads;</li> <li>• Management: Weekly At Risk and twice weekly Vulnerable Student Meetings ensure comprehensive support for complex cases;</li> <li>• Training: Annual safeguarding refresher and specialised training for staff completed, with a focus on professional curiosity and policy updates;</li> <li>• Training: All subcontractor staff (catering, cleaning, security services) undergo enhanced DBS checks and receive annual refresher training;</li> <li>• Annual multi-agency safeguarding and wellbeing event delivered on 11<sup>th</sup> September 2025, which supports reinforcement of safeguarding themes;</li> <li>• Prevent: All College buildings now operating under full access control, with monthly lockdown practice in place.</li> <li>• Prevent and LADO: Prevent plans reviewed, 10 LADO referrals made (6 at December 2024),</li> <li>• Online Safety; The College has invested in the Impero Monitoring System, which enables twice daily checks on student activity; and</li> <li>• Parental Engagement; monthly newsletter going out to all parents/carers, offering practical guidance and advice on how to keep children safe online and support well-being at home.</li> </ul>

	<p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• The most common categories for concerns/referrals continue to be around mental health and emotional wellbeing, domestic abuse, child protection activity, sexual abuse, serious violence / crime and bullying, cyber and online safety;</li> <li>• Preventative safeguarding education is delivered through tutorial and skills for life programmes and core safeguarding themes are embedded within apprenticeships;</li> <li>• This is continuously reviewed, including through local safeguarding networks, to ensure relevancy with local and national safeguarding priorities and to reflect emerging issues and developments, like neglect, incel culture and misogyny;</li> <li>• All safeguarding team members have access to external supervision for added professional support;</li> <li>• Regular visits have been taking place with subcontract partner Shalsheles following recent incident, with additional support provided;</li> <li>• The College will be taking part in Internet Safer Day in February;</li> <li>• Comparative data will be included within future reports;</li> <li>• The Annual Report will include examples of resolutions applied to incidents;</li> </ul>
	It was <b>Resolved</b> that the contents of the report should be noted.
<b>C&amp;Q.25/26.21</b>	<b>LEARNER VOICE, STAKEHOLDER FEEDBACK, COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 7)</b>
	<p>The Deputy Principal and Quality and Standards Manager presented the report, which included updates since the last C&amp;Q Committee meeting;</p> <p>Do You Feel Safe – The 0.7% of students who reported that they do not feel safe in college have been provided with a link to the College’s Big Red Button, where safeguarding concerns can be reported and students can expand on their response. Student groups have also been visited to reiterate safeguarding reporting procedures.</p> <p>Zero Tolerance approach to sexual harassment – The 1.1% of students who reported that they do not agree that the College has a zero tolerance approach or are unsure who to report to if they experience or witness this have been provided with a link to the College’s Big Red Button, and further clarification has been provided via tutorials.</p> <p>Health Checks completed in Adult Provision, Building Services, Childcare, Construction, Engineering have provided students with the opportunity to feedback on aspects of the College and their course. These have identified multiple strengths across curriculum, including:</p> <ul style="list-style-type: none"> <li>• Learners consistently value practical, hands-on sessions and applied learning;</li> <li>• Supportive and approachable teaching staff are praised across all areas;</li> <li>• Assessment clarity and target-setting are effective in helping learners understand expectations; and</li> <li>• Digital platforms (Canvas, Teams) are valued for managing learning and accessing resources.</li> </ul> <p>Learners have also helped identify areas for development, including:</p> <ul style="list-style-type: none"> <li>• Theory delivery: Learners in Construction, Engineering, and Building Services highlighted the need for more applied, interactive, and bite-sized theory content;</li> <li>• Industry engagement: Guest speakers, employer links, work experience, and trips are limited in multiple areas (Construction, Childcare, Engineering, Building Services);</li> <li>• Stretch and challenge: Opportunities for competitions, challenges, and higher-level tasks would support aspiration and skill development;</li> <li>• Progression guidance: Clearer support for UCAS, apprenticeship, and employment pathways is needed in Engineering, Childcare, and Construction; and</li> <li>• Workload and wellbeing: Balancing college, placement, and assessment schedules is a concern for some learners, particularly in Childcare and Engineering.</li> </ul> <p>Apprenticeships – Apprentices and their employers remain satisfied and feel safe.</p> <p>HE – student survey feedback includes:</p> <ul style="list-style-type: none"> <li>• 100% of respondents feel safe at college;</li> </ul>

	<ul style="list-style-type: none"> <li>• 97.3% of respondents are satisfied or very satisfied with their overall HE experience;</li> <li>• 96% of respondents feel that their course is meeting their expectations; and</li> <li>• 96% of respondents are satisfied or very satisfied with the support and guidance provided by staff.</li> </ul> <p>HE feedback received through meetings and written responses also indicates that students are highly satisfied with their experience at Bury College University Centre. Small class sizes are particularly valued, contributing to strong relationships, effective engagement, and a positive sense of community.</p> <p>Complaints – 11 formal complaints were logged with the Quality Department between 1<sup>st</sup> September to 15<sup>th</sup> December 2025, with five additional concerns recorded. No patterns have arisen from complaints.</p> <p>The College Student Ambassador meeting had taken place on 8th January 2026, and the Student Governors and Student Observer provided feedback on key areas discussed, including:</p> <ul style="list-style-type: none"> <li>• Student experience of sexual harassment to support Skills for Life tutorials, including refreshing content;</li> <li>• Safeguarding, including asking/checking student knowledge on what happens when you click the big red button, contacting safeguarding by phone, plus a request to be able to contact safeguarding via Whatsapp message (being explored by IT Department); and</li> <li>• You said, We did, with regards to toilets, tutorials and College free breakfast.</li> </ul> <p>As a result of questions, the following points were highlighted:</p> <ul style="list-style-type: none"> <li>• The response rate for the FE 6-week survey had increased from 65.8% in 2024-25 to 76.9% in 2025-26, equating to over 500 additional responses (3,416 v 2,848) from a similar cohort size (4,440 v 4,327);</li> <li>• 95.9% of students either agreed or strongly agreed to all questions, which indicated high levels of satisfaction;</li> <li>• All feedback is broken down by curriculum area with Assistant Directors and Heads of Curriculum meeting the Quality and Standards Manager to analyse, with follow up meetings with Teacher and Learning Coaches to develop action plans;</li> <li>• Apprenticeship Employer feedback rate had increased since the last report;</li> <li>• Against concerns, there had been clear communication at all stages, and concerns were resolved satisfactorily and dealt with timely. Zero concerns had escalated to formal complaints;</li> <li>• Two more Student Ambassador meetings were planned for the 2025-26 academic year, and members would be welcome to attend;</li> <li>• A new Student Assistance Programme is being implemented, which will increase the range of support available to students, including employability;</li> <li>• Student Ambassadors had attended a recent Bury Council SEND meeting to represent the College and feedback on their experiences;</li> </ul> <p>Members thanked students for their contribution and feedback.</p>
	It was <b>Resolved</b> that the contents of the report should be noted.
<b>C&amp;Q.25/26.22</b>	<p><b>QUALITY IMPROVEMENT PLAN (QIP) UPDATE (AGENDA ITEM 8)</b></p> <p>The Deputy Principal introduced the report and confirmed that the College had made good progress against the key areas for improvement identified in the Quality Improvement Plan this year. Those key areas for improvement were:</p> <ul style="list-style-type: none"> <li>• Maths for Young People;</li> <li>• Attendance and Punctuality;</li> <li>• Quality of provision in underperforming teams, specifically Digital and Childcare; and</li> <li>• A Level achievement, specifically value added.</li> </ul> <p>Emerging outcomes at 15<sup>th</sup> December 2025 report favourably against the same point last year, with retention, student satisfaction, safeguarding and apprenticeships all reporting positively.</p> <p>GCSE maths - is now under new leadership with a new Head of Curriculum reporting directly to the Deputy Principal. Positive progress has been made against their quality improvement plan. Whilst</p>

	<p>attendance is marginally down on the same point last year at 79.2% (vs 80.9%), attendance at the November exam was excellent and a revised exam entry strategy was implemented. GCSE maths results from the November exam series reported 15.1% grades 9-4, (-1%). Level 1 Number and Measure has been relocated and now sits within the Foundation Studies department to ensure that these students get more suitable teaching, learning and assessment experience to support improved outcomes. Results from the January exam will be released in March 2026 and presented to C&amp;Q Committee.</p> <p>Attendance - is marginally down on the same point last year at 87.7% (vs 88.6%) (Main aim). New reports to allow more detailed analysis and help identify and isolate the issue of persistent absence are under development.</p> <p>Childcare noted as making good progress, with additional actions ongoing to support Digital provision, including with the College's pastoral team.</p> <p>A Level value added is showing promising progress towards target. Term 1 Predicted Grades (P1) report value added of +0.24 for Year 2 students significantly higher than the previous year (-0.22).</p> <p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• The maths November exam attendance rate of 98% was similar to 2024-25;</li> <li>• GCSE Maths and English 9-4 pass rates had improved following some re-marks;</li> <li>• The College is exploring a data sharing agreement that would help identify school attendance rates among students;</li> <li>• A new Head of English is being recruited for;</li> <li>• A support plan is in place for Digital;</li> <li>• The KPI table identified where performance was running above the rate at this point last year, and where it was running below the rate at this point last year;</li> <li>• Additional support measures are being implemented to assist with summer GCSE re-sit programme;</li> <li>• Latest A-Level Value Added scores show improvement compared to previous years, and members will receive further updates;</li> <li>• Attendance rates for over 50% of FE students are at 90%+ (2,229 students), rising to 79% for those with attendance at 80%+ (3,314 students); and</li> <li>• Attendance and Punctuality would be the focus of the curriculum spotlight at the next meeting;</li> </ul>
	It was <b>Resolved</b> that the report should be received and progress noted.
<b>C&amp;Q.25/26.23</b>	<b>INCLUSION UPDATE (AGENDA ITEM 9)</b>
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Bury College continues to uphold its commitment to inclusion, ensuring all learners have equal access to education, support, and opportunity, regardless of background, or need;</li> <li>• 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;</li> <li>• Bury College continues to strengthen early identification, inclusive teaching, and targeted support for SEND, High Needs, and vulnerable learners while sustaining improvements in behaviour, wellbeing, and financial inclusion;</li> <li>• At December 2025, a total of 2,351 learners have been identified with SEND / EHCP (2,324 in 2024-25), including 322 learners with an EHCP (257 in 2024-25) and 200 high-needs learners (187 in 2024-25). Of those assessed for SEND support, 1,256 learners require reasonable adjustments, with 340 requiring no support;</li> <li>• There are 66 Looked After Children and 26 Care Leavers, with additional oversight for 27 students known to Children's Social Care;</li> <li>• The College is currently supporting 13 young people who are known to the youth justice teams, which involves close working with youth offending teams, social workers, and other relevant professionals;</li> <li>• 11 Service Pupils are supported under the College's ongoing commitment to the GMCA Armed Forces Covenant;</li> </ul>

	<ul style="list-style-type: none"> <li>Financial support remains a key part of inclusion, with 2,744 bursary applications processed to date;</li> <li>The College continues to adopt the Thrive model as a key component of its trauma-informed approach to supporting students' mental health and wellbeing; and</li> <li>The College is introducing a new Student Assistance Programme in partnership with Health Assured, and which will be available to all students, including via mobile/online platform. This programme aims to increase access to confidential counselling and wellbeing support 24/7.</li> </ul> <p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> <li>433 learners are awaiting assessment with clear actions in place to ensure they are contacted, invited, and supported to complete their assessments. It was noted that some learners (and parents) have had to be reminded following missed appointments;</li> <li>1,172 learners are supported with meals at the College;</li> <li>The College will receive quarterly utilisation reports on the new Student Assistance Programme, which will be shared with Members; and</li> <li>The College has a dedicated Vulnerable Student Co-ordinator and an Inclusion and Engagement mentor who focus on supporting children and young people who are looked after by the local authority, known to children's social care or are preparing to leave care.</li> </ul>
	It was <b>Resolved</b> that the report should be received and progress noted.
<b>C&amp;Q.25/26.24</b>	<b>TEACHING LEARNING AND ASSESSMENT (INCLUDING ITE) UPDATE (AGENDA ITEM 10)</b>
	<p>The Director of Quality introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>Summary: Since November, the College has continued to strengthen the quality of teaching, learning and assessment through targeted Health Checks, meaningful professional development, and a clear, strategic approach to AI;</li> <li>Teaching, Learning and Assessment: Sustained focus on strengthening the quality of teaching, learning and assessment (TLA) across the College;</li> <li>This includes via Be Ready to Teach (BRTT) and Be Ready to Learn (BRTL) expectations being embedded across most areas; Universal strategies to support inclusive practice and consistent approaches to meeting learner need; and Do Now Activities (DNA);</li> <li>Health Checks: continue to be implemented, extending coverage to Childcare, Adult Provision, Construction, Building Services and Engineering, alongside previously reported areas;</li> <li>Professional Development: including launch of a Teaching and Research Centre; bespoke CPD following Health Checks (including for HE); launch of a Teaching and Learning Newsletter; HE Showcase;</li> <li>AI: Remains a strategic priority, with development of an AI roadmap to help articulate vision and future direction. Teaching and Learning Coaches are working with curriculum teams on departmental AI action plans, with AI champions identified in all areas to lead and sustain development. The College continues to educate students in how AI is used within workplace contexts and how it applies to the industry;</li> <li>The Director of Quality also provided some additional updates to Members as a result of evaluation feedback following the November 2025 C&amp;Q Committee meeting. This included on AI beyond teaching and learning, including examples of where AI is being used by ITE mentors and Business Support teams and that sequencing of AI implementation forms part of the AI roadmap, plus examples of how AI is being utilised with students; and</li> <li>ITE: Provision continues to operate on a part-time pathway, with Yr1 retention at 100%, and Yr2 retention at 92.9% (one withdrawal). The ITE Quality Improvement Plan, with a particular focus on consistency of mentoring, is delivering significant progress, with ongoing priorities to be addressed across the remainder of the year.</li> </ul> <p>Following discussion and questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>Key remaining priorities for ITE include embedding SEND effectively within the ITE curriculum, enhancing subject specific pedagogy and securing consistently high quality mentoring;</li> <li>Maths and Digital staff are receiving additional CPD; and</li> <li>Feedback Generator continues to be the most used AI tool;</li> </ul>

	It was <b>Resolved</b> that the contents of the report should be noted.
<b>C&amp;Q.25/26.25</b>	<b>PERFORMANCE (AGENDA ITEM 11)</b>
	<p><b>a) 16-19 Study Programmes (including English and Maths) Adult Provision and High Needs Provision</b></p> <p>The Deputy Principal introduced the report and highlighted areas for improvement and current performance and actions in 2025-26 in the following areas:</p> <ul style="list-style-type: none"> <li>● <b>16–18 Study Programme</b> retention rates are strong overall (96.8% (+0.5% on last year at this point). Attendance remains a concern, with overall attendance at 88.2% (-0.7% on last year at this point). This includes within English at 80.4% (-1.0%) and maths at 80.1% (+0.7%). Supported areas: <ul style="list-style-type: none"> <li>○ Childcare courses focus on refining guidance processes and improving retention and attendance, supported by initiatives such as ‘Super Skills 6’ and strengthened employer links;</li> <li>○ Digital programmes are undergoing quality improvements, with retention varying across levels and attendance requiring attention;</li> <li>○ Vocational Science initiatives target early intervention and support for at-risk students, maintaining high retention but facing attendance challenges;</li> <li>○ A Level programmes show significant progress in Value Added (+0.46 on last year at this point), achievement, and retention, with tailored interventions and improved parental involvement.</li> </ul> </li> <li>● <b>English and Maths Provision:</b> New resit strategy focused on ‘exam readiness’ introduced saw robust November GCSE exam attendance (98% Maths, 96% English), with English achieving a 36.4% pass rate (+9% from last year) and Maths at 15.1% (-1%);</li> <li>● <b>Adult Provision:</b> Learner retention rates remain high at 98.3% (98% at this point last year), with efforts focused on addressing achievement declines in specific Level 1 programmes via enhancing recruitment and monitoring. Activities to improve destination data collection for short courses are also being actioned;</li> <li>● <b>SEND and High Needs Provision:</b> Provision has expanded, with increased enrolments and ongoing efforts to ensure inclusive, high-quality support. Collaboration between curriculum teams, learning support, and external agencies continues to strengthen transition and progression outcomes. Negotiations with the local authority are underway to secure funding for additional high needs places. Preparations for mid-year progress reviews is also underway.</li> </ul> <p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> <li>● In-year retention for 16-18 year olds remains strong across Level 1 (97.6%), Level 2 (98.3%) and Level 3 (93.9%);</li> <li>● c40% of all adult learners have a declared LDD (981 / 2,378);</li> <li>● The number of 16-18 learners with an EHCP has increased (to 322), with over half attending mainstream programmes; and</li> <li>● Of the 433 learners still awaiting an assessment, clear actions are in place to ensure they are contacted, invited, and supported to complete their assessments.</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Higher Education</b></li> </ul> <p>The AP Adult Provision and Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>● HE SAR 2024-25: Had been presented to an internal panel and to the HE Steering Group and was presented to the Committee for consideration and approval;</li> <li>● Performance 2025-26: Current performance was positive and detailed within the report;</li> <li>● Access and Participation Plan: With a summary of Bury College targets; and</li> <li>● HE Development Plan: Including approval by the DfE for the College to deliver modular provision under the Lifelong Learning Entitlement initiative.</li> </ul> <p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> <li>● Teaching, learning and assessment quality is consistently described as strong by learners, and corroborated by external examiner / verifier feedback;</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance intervention practices remain a key focus;</li> <li>• Approval of the HE SAR is delegated to the Curriculum and Quality Committee;</li> <li>• There were no compliance issues to bring to the attention of the Committee;</li> <li>• The HE team is using the UK Quality Code for HE to support monitoring activities.</li> </ul>
	<p><b>b) Sub-Contracted Provision</b>  The Deputy Principal highlighted the following:</p> <ul style="list-style-type: none"> <li>• A total of 60 students are enrolled at Shalsheles for the 2025-26 academic year (33 in Year 1 and 27 in Year 2). Learners follow full study programmes comprising a range of A Level and vocational options designed to support their progression to higher education, training, or employment;</li> <li>• The provision continues to be regarded as high quality and low risk, supported by robust quality assurance processes;</li> <li>• The key focus of contract monitoring remains ensuring that learners receive an equivalent quality of experience to those studying directly at Bury College;</li> <li>• Safeguarding remains a central priority, with significant oversight in place;</li> <li>• Regular visits, ongoing communication, and a comprehensive audit of safeguarding arrangements, including review of the Single Central Record are undertaken;</li> <li>• There is regular and effective communication between Shalsheles and Bury College across Safeguarding, Quality, and Planning &amp; Funding, complemented by both scheduled and unannounced visits;</li> <li>• Half-termly contract management meetings are held at the College, attended by relevant Shalsheles staff. There continues to be close dialogue regarding qualification reform and its potential impact on the provision offered;</li> <li>• In light of recent events locally and globally impacting Jewish communities, extensive and ongoing communication has taken place with Shalsheles. Bury College has undertaken visits to review site security and to support any additional measures required, including the provision of loudhailers. This has involved a temporary reduction in the management fee retained by the College.</li> </ul> <p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• Visits continue to be positive and both parties highly value the partnership.</li> </ul>
	<p><b>d) Apprenticeship Provision</b>  The AP Adult and Higher Skills presented the report and highlighted the following:</p> <ul style="list-style-type: none"> <li>• 2025-26 Summary and Progress: Data on achievement rate, attendance, English and maths, day release, learner satisfaction, destinations detailed within the report;</li> <li>• Quality Improvement Plan: Update on the apprenticeship- related actions;</li> <li>• Starts to date: Data on starts against targets detailed within the report;</li> <li>• Accountability Framework: Update on the dashboard detailed within the report, including that improvements have been sustained since October 2025 return;</li> <li>• Employer and Apprentice satisfaction rates: 4 star ratings maintained;</li> <li>• Government changes: Including responsibility for Apprenticeships and Adult Skills in England being transferred from Department for Education to the Department for Work and Pensions, reviews to all apprenticeship standards and associated assessment plans to be completed by August 2026, and the potential for a new Level 2 Business Administration Apprenticeship Standard to be introduced;</li> <li>• Local Skills Needs: Including that SEND remains a GM in-demand skill, and in GM and Bury, Teaching Assistant remains an in-demand occupation</li> </ul> <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> <li>• The College had a target of no more than 10% of apprentices to become 'out of funding', currently this was 0% (0.9% at this point last year), including as a result of procedural improvements;</li> <li>• Current achievement rate was 67.6% (59.7% at this point last year);</li> <li>• The pool size of apprentices was similar to last year;</li> </ul>

	<p><b>e) Personal Development</b></p> <p>The AP Personal Development introduced the report and provided an overview of the College's Personal Development initiatives and highlights including:</p> <p>Behaviours and Attitudes:</p> <ul style="list-style-type: none"> <li>• Learners behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education;</li> <li>• After every break, students received a re-induction to the College thanking them for their continued support to the college and providing key reminders about expectations both in College and the community.</li> </ul> <p>Skills for Life (SfL):</p> <ul style="list-style-type: none"> <li>• Resources were regularly updated to reflect community needs and student feedback, and were available to tutors electronically to adapt / personalise / contextualise to their curriculum area, ensuring a tailored and relevant experience for all academic levels;</li> <li>• Pastoral Managers meet regularly to adapt resources, and pop-up stands reiterate key messages such as hate crime and white ribbon events;</li> <li>• Student representative meetings provide opportunities for students to influence future topics.</li> </ul> <p>Skills for Jobs (SfJ):</p> <ul style="list-style-type: none"> <li>• Tutors also deliver a bespoke two-year cycle calendar, which includes supporting the UCAS process. The UCAS application deadline is 14th January 2026 and there are currently 465 UCAS applications compared to 651 for the whole of 2024-25.</li> </ul> <p>Careers Development:</p> <ul style="list-style-type: none"> <li>• The College integrates career guidance into the curriculum through the Gatsby Benchmarks. Students benefit from CIAG sessions, workshops, access to up to date labour market information, industry visits, and tailored career-related activities, including UCAS statements, CV's, developing LinkedIn Profiles and interview preparation;</li> <li>• The College has also completed an evaluation against the Compass Tool, which will provide future Gatsby benchmarking data.</li> </ul> <p>Work Related Learning</p> <ul style="list-style-type: none"> <li>• Each course at the College includes a mapping document to ensure personal development is embedded within the course, and address Gatsby benchmarks;</li> <li>• Termly communications with parents/carers will also help provide signposting to labour market information on careers.</li> </ul> <p>Enrichment</p> <ul style="list-style-type: none"> <li>• Students had engaged in a broad range of activities across more than 100 sessions in the first term, including badminton, board games, gym and volleyball. Competitive sports teams and e-sports provided further opportunities for participation and representation</li> </ul> <p>Student Ambassadors and Representatives</p> <ul style="list-style-type: none"> <li>• These meetings provide opportunities for students to develop leadership, teamworking and communication skills. Student feedback is used to inform departmental and whole-College planning. Feedback from the January 2026 meeting is included in Item 7.</li> </ul> <p>Following questions and discussion, it was confirmed that</p> <ul style="list-style-type: none"> <li>• Gatsby benchmarks GB7 and GB8 are being explored further to identify approaches to improve.</li> </ul>
	<p>It was <b>Resolved</b> that:</p> <ol style="list-style-type: none"> <li><b>The performance reports should be received and noted; and</b></li> <li><b>The HE SAR 2024-25 is approved.</b></li> </ol>
<b>C&amp;Q.25/26.26</b>	<b>MEETING EVALUATION FORM (AGENDA ITEM 12)</b>
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 26 <sup>th</sup> November 2025 and the responses were noted.
	It was <b>Resolved</b> that the contents of the report should be received and noted.
<b>C&amp;Q.24/25.25</b>	<b>DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 12)</b>

4.30pm Wednesday, 4<sup>th</sup> March 2026  
4.30pm Wednesday, 24<sup>th</sup> June 2026

*There being no further business the meeting closed at 6.23 p.m.*

Signed and approved as an accurate record of the meeting

Signature: ..... Date: .....

Summary of Actions - Curriculum & Quality Committee 21 <sup>st</sup> January 2026			
Item	Action	Person Responsible	Timescale
C&Q.25/26.25 11b HE SAR	The HE SAR 2024-25, is approved	Assistant Principal Adult Provision and HE	The specific areas for development be addressed in 2025-26.