BURY COLLEGE
FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 25th JUNE 2025 VIA TEAMS

Meeting Commenced: 4.30 p.m.
Meeting Closed: 6.07 p.m.

PRESENT:

Syed Ali	Academic Staff Member
Charlie Deane	Principal
Mark Granby	Independent Member
Jane Macdonald	Independent Member
Isaac Mesike	Student Member
Naomi Sharples	Independent Member - Chair
Chris Trees	Independent Member

IN ATTENDANCE:

Michael Fordham	Assistant Principal Academic and Technical Education
William Mcgillivray	Clerk to the Corporation Designate
Lisa Matthews	Assistant Principal Adult Provision & Higher Education
Peter Ryan	Clerk to the Corporation
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality
Sarah Walton	Assistant Principal Personal Development

C&Q.24/25.39	**APOLOGIES FOR ABSENCE (AGENDA ITEM 1)**
	Apologies for absence were received from Timur Rahman and Rooman Fayyaz.
C&Q.24/25.40	**DECLARATIONS OF INTEREST (AGENDA ITEM 2)**
	There were no declarations of interest in relation to any of the items on the agenda.
C&Q.24/25.41	**MINUTES (AGENDA ITEM 3)**
	The Minutes of the meeting held on 5th March 2025 were approved as a true and correct record and to be electronically signed.
C&Q.24/25.42	**MATTERS ARISING (AGENDA ITEM 4)**
	The Clerk presented the Matters Arising Report and updated Members on the implementation of any agreed actions.
	It was **Resolved** that the contents of the report should be received and noted.
C&Q.24/25.43	**CURRICULUM SPOTLIGHT: INITIAL TEACHER EDUCATION (AGENDA ITEM 5)**
	The Director of Quality made a presentation which focused on the Ofsted ITE Thematic Monitoring Visit 13th to 15th May 2025. Key Feedback included: • Strengths were identified in recruitment, IAG, and pastoral support for trainees; • Some inconsistencies identified in delivery quality and feedback across the programme; • Some SEND content present but not embedded in practice or mentoring; • Need for improved triangulation, consistency impact in trainee target setting; • Some mentors not fully aware of trainee progress or ITE curriculum content, limiting subject-specific dialogue; • Lack of triangulation between mentoring, ITE delivery, and observations; and • Some observation reports lacked rigour, specificity, and developmental follow-up.

Areas for development included:

- Strengthen integration of SEND across curriculum, mentoring, and practical delivery
- Improve consistency and rigour in delivery, observation, and feedback practices
- Embed triangulation across ITE delivery, mentoring, and assessment points
- Reinforce application of educational theory to support trainee development
- Improve mentor knowledge of trainee progress and curriculum coverage
- Provide clearer guidance and training on subject-specific mentoring
- Enhance quality assurance across external placements

Next Steps included:

- From 2025/26, both in-service and pre-service routes would be offered part time only;
- The part time model would strengthen in-practice learning and reflection;
- Fully funded teacher training would be available for college staff (The CPD policy including payback clause would apply; and
- It would support recruitment, development and retention priorities.

Following questions, it was confirmed that:

- Feedback from the visit would be shared with the validating body – The University of Huddersfield – including to identify any additional support;
- In 2025/26 updates on the areas for development would be reported to and monitored by the Committee via the Teaching, Learning and Assessment report;
- The reinforced focus on and application of educational theory to support trainee development was particularly welcomed.

It was **Resolved** that:
  i. **The contents of the report should be received and noted; and**
  ii. **Updates on the areas for development would be reported to and monitored by the Committee via the Teaching, Learning and Assessment report.**

C&Q.24/25.44 — QUALITY IMPROVEMENT PLAN (QIP) (AGENDA ITEM 6)

The Deputy Principal introduced the report and confirmed that the College had made secure progress against the key areas for improvement identified in the Quality Improvement Plan this year. Those key areas for improvement were:

- Attendance and Punctuality
- Quality of Education in underperforming vocational teams, specifically Science and Construction
- A Level Achievement, specifically grades A*-C.

Less progress had been made in relation to Maths for Young People

Emerging outcomes as at 27th May were broadly in line with the same point last year in relation to retention. Student satisfaction, safeguarding and apprenticeships reporting positively against the same point last year, albeit marginally in some cases. Retention for High Needs had declined from what was an exceptionally high point last year.

Attendance had improved on the same point last year, though not yet meeting target. The significant majority of teams had made good progress, with some teams making excellent progress.

Improvements made in Maths had not yet shown evidence of impact. Whilst attendance at the Level 1 exam was significantly up on previous year, the impact could not be measured until the release of results on 21st August 2025. The quality of teaching, learning and assessment was not yet good enough and there remained considerable focus on performance in this area and intervention would be in place in 2025/26.

Year 2 A Level retention was up on the same point last year. Year 1 retention was up. Forecast results for those year 2 students due to complete this year were improved on last year and attendance was up on the previous year.

The quality of education in Science and Construction was discussed at the last meeting and progress was highlighted within the report.

	Following questions, it was confirmed that: • Members were pleased with the progress made in apprenticeship achievement which would be reported later on the agenda; and • Overall T-level delivery, including for placements, remained strong and the concerns within T-level Science were being addressed.
	It was **Resolved** that the report should be received and progress noted.
C&Q.24/25.45	**SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 7)**
	The AP Personal Development introduced the report which provided an overview of the College's current safeguarding and wellbeing provision and highlighted the following: • There was a particular focus on mental health support, responses to national and local safeguarding concerns, Prevent Duty compliance, and oversight of subcontracted provision; • Key developments included the expansion of targeted mental health services, the introduction of EMDR therapy, and strengthened Prevent procedures; • The tutorial programme remained responsive to emerging risks, with updates addressing themes such as online safety, misogyny, and radicalisation; • All statutory requirements, including the Single Central Record and LADO referrals, were being met; Subcontracted provision at Shalsheles had been reviewed and met safeguarding expectations; • The report confirmed the College's commitment to continuous improvement and full compliance with statutory guidance, ahead of the anticipated updates to Keeping Children Safe in Education (KCSIE) 2025; • There had been 1,085 Safeguarding referrals to date; and • 10 referrals have been made to the Local Authority Designated Officer (LADO). Following discussions, the following points were highlighted: • Mark Granby confirmed that he had attended the College Safeguarding Committee on 19th June, in his capacity as lead Governor for Safeguarding. The meeting had been well attended with staff from key areas. Issues were discussed at an appropriate level of detail and there was clear evidence that actions agreed were followed up and implemented; • Although it was recognised that the student cohort would change it would be helpful to receive year on year safeguarding comparisons; • It was expected that updates to KCSIE 2025 would be minimal and include issues around filtering and monitoring, AI and the Children's Wellbeing and Schools Bill; and • The College was near the end of the National Network for the Education of Care Leavers (NNECL) application process to gain a kite mark in relation to the support it provided to Care experienced students in college from transition to progression; • The College filtering and monitoring systems had been reviewed and were compliant with South West Grid For Learning recommendations. The College did not currently allow students to use AI tools to generate dynamic content, which helped mitigate associated risks; and • College Lock Down processes were effective and were continually reviewed and evaluated in order to ensure continuous improvements.
	It was **Resolved** that: i. **The contents of the report should be received and noted; and** ii. **Year on year comparisons on safeguarding would be provided in future reports.**
C&Q.24/25.46	**EDI POLICY AND UPDATE (AGENDA ITEM 8)**
	The AP Personal Development confirmed that the EDI Policy had been updated to be clear that sexual harassment was a form of discrimination under the Equality Act 2010 and it was unlawful. In addition, the College proposed to sign up to the AoC's Equity, Diversity and Inclusion Charter for further education sector organisations. The signatories to this charter were committed to equity, diversity and inclusion (EDI) within the further education sector. Including the following commitment "We have come together to share publicly what we are doing to make progress and to use our collective efforts to amplify what can be achieved. Our leadership and resources will be focused on creating an inclusive and equitable environment for all learners across further education."

Following a question, it was confirmed that College policy reviews included Equality Impact Assessments. Also, the Clerk Designate reminded members that the AoC ran termly EDI network meeting and the future dates for meetings would be shared.

It was **Resolved** that:
  i. **The contents of the report should be noted;**
  ii. **The EDI Policy is approved; and**
  iii. **The College should sign up to the AoC's Equity, Diversity and Inclusion Charter.**

C&Q.24/25.47	**TEACHING LEARNING AND ASSESSMENT AND THE COLLEGE QUALITY PLAN (AGENDA ITEM 9)**

The Director of Quality introduced the report and highlighted the following:

- All 2024/25 health checks were now complete, with priority given to higher-risk areas;
- In HE, the health check had taken a different approach, placing greater emphasis on professional dialogue and collaboration;
- A recent Initial Teacher Education TMV (Thematic Monitoring Visit) offered valuable external insight. The feedback recognised strengths in aspects of recruitment, IAG, and trainee support, while also identifying key areas for further focus;
- The previously identified key strengths and areas for development from lesson walkthroughs, as detailed within the report, remain unchanged;
- In July, CPD would focus on the following priorities:
  - WAVE Training for all staff to strengthen SEND knowledge, adaptive teaching and inclusive practice;
  - The launch of BRTT (Be Ready to Teach): Aligning with the existing BRTL framework, this initiative would clarify staff expectations for entry protocols and lesson readiness;
  - TeacherMatic Workshops: With a specific focus on marking and feedback; and
  - Retrieval Practice & Stretch & Challenge; and
- AI in Teaching and Learning - The Quality Team continued to work closely with departments to implement and review progress against AI action plans and teams were engaging with practical strategies to enhance feedback and reduce workload.

Following questions, it was confirmed that:
- The Governor Development Session at the Corporation meeting on 8th July would focus on the development and implementation of AI;
- Members welcomed and encouraged collaborative working and development between teams;
- The implementation of AI was not mandatory but would evolve with staff being encouraged to understand the positive impact on work/life balance and the benefits in relation to staff time and improvements for students;
- Feedback was the top tool utilised on TeacherMatics. Lecturers were still accountable for accurate and timely feedback and would need to continue to meet the requirements of awarding bodies;
- Although there were 88 active users of TeacherMatics, it was recognised that staff also used other AI tools;
- Anecdotal information was that the College was well placed in respect of the implementation of AI;
- Staff had received a Thursday Takeaway development session on the new AI Policy for staff and students together with assistance available to support AI uptake/use.

It was **Resolved** that the contents of the report should be noted.

C&Q.24/25.48	**PERFORMANCE (AGENDA ITEM 10)**

a) 16-19 Study Programmes (including English and Maths) Adult Provision and High Needs Provision

The AP Academic and Technical Education introduced the report and highlighted areas for improvement and current performance and actions in 2024/25 in the following areas:

- **16–18 Study Programme** - Retention on 16-18 study programmes remained strong at 91.5%, though slightly lower than last year, with Level 3 showing continued improvement, while Level 1 and Level 2 had declined. A Level retention had risen marginally, but T Level retention had fallen. Overall attendance had improved compared to the previous year, though it remained below target; notable increases in attendance for Maths and English had been sustained, with GCSE exam attendance above 92% and A Level exam attendance at 99.6%;

- **Supported Courses** – Details of current performance in Construction, Science and A Levels were highlighted;
- **Maths and English** – Maths and English GCSE exams had entries of 1014 in English and 1203 in Maths, with attendance rates above 92% for all 5 papers. L1 Maths exam attendance 89%; The Maths L1 pass rate was 1% behind where it was last year. Entry L3 English pass rate was at 87%. Entry L3 maths pass rate was at 60%. Functional Skills L1 English Pass rate was at 52%. These courses continued until the summer break. Mock exams demonstrated improved performance in both Maths and English and were well-attended, as were two face-to-face Parents' Evenings.
- **Adult Provision** - Starts have risen to 3,025, with a retention rate of 94.5% and an achievement target of 89%. 2024/25 enrolment was in line with the plan with a continuing focus on the priority task of reaching 110% of the College's Adult Skills Fund allocation. The retention gap between those adult learners with LDD and those without is minimal; and
- **SEND and High Needs -** There were 1989 SEND students currently enrolled and still on programme. There were currently 257 EHCP students enrolled. Developments for 2025/26 were highlighted within the report.

Following questions, it was confirmed that it was expected that applications from students with SEND and EHCP would increase for 2025/26.

b) *Higher Education*

The AP Adult Provision and Higher Education introduced the report and highlighted the following:
- Performance - Current performance 2024/25 was detailed within the report;
- Initial Teacher Education (ITE) – The 3-year trend in ITE enrolment and retention was highlighted and detailed feedback of the recent Initial Teacher Education Thematic Monitoring Visit had been provided at item 5;
- Greater Manchester Institute of Technology – It was noted that following a government review of Institutes of Technology (IoTs), the Director of the GMIoT had provided reassurance that IoTs would continue. Also, the DfE Minister had confirmed that Skills England would work with the IoTs. The Minister for Education had publicly confirmed the following:
  "Skills England will work with Technical Excellence Colleges (TECs) and Institutes of Technology (IoTs) to ensure they are supported in delivering the skills that local employers need, as aligned to the needs of national priority sectors".
- Student Protection Plan – The approved updated Student Protection Plan for the period 2025/26 to 2028/29 was now live and sat within the Legal area of the University Centre section of the College website;
- Access and Participation Plan 2025/26 to 2028/29 - Progress against targets within the plan would be reported in 2025/26; and
- HE Development Plan – A summary of developments was detailed within the report.

Following questions, it was confirmed that:
- There were no compliance issues to bring to the attention of the Committee;
- Due to a year-on-year decline in overall applications, the University of Salford had terminated its off-campus agreement with the College;
- The T level health care cadets provided early career entry points and progression;
- A report on the HE (Freedom of Speech) Act requirements would be submitted to the Committee in November 2025.

c) **Sub-Contracted Provision**

The Deputy Principal highlighted the following:
- The provision continued to be well managed as 'high quality' and 'low risk', with robust quality assurance processes in place;
- Monitoring activity was regular and well-documented. Positive visits took place in November, February, April/May and June. These included observations of teaching and learning, work scrutiny and student focus groups. Termly contract management meetings were held at the College, with appropriate representation from Shalsheles in attendance;
- There was strong oversight of safeguarding, including regular audits of arrangements and the single central record. The college maintains consistent communication with Shalsheles and provides active support through the sharing of resources, updates, and examples of best practice;
- Shalsheles staff were invited to participate in College CPD days. Additionally, resources, materials, updates and best practices were regularly shared; and

	• Two students had now completed their GCSE English examinations, which they sat at the College. The College also supported the invigilator to access the related training. Following a question, it was confirmed that the provision had strong retention.
	d) Apprenticeship Provision The AP Adult and Higher Skills introduced the report and confirmed the following: • The Government had recently implemented significant reforms to the apprenticeship system to address skill shortages and enhance workforce development. Key changes were detailed within the letter dated 27th March 2025, appended to the report from the Minister for Skills ; • The overarching target for this provision was an achievement rate of 67% (DfE set target for 2025) with <10% of 'out of time' apprentices; • At the time of reporting, the achievement rate was 72.1% (56.5% same point last year) and the current best case was 76.3% (69.3% same point last year); • Progress towards the key areas of improvement were highlighted within the report; • The Apprenticeship Health Check had now been completed and key strengths and areas for improvement were highlighted within the report; • Learner Feedback - Apprentices had shared highly positive feedback, highlighting strong support, clear communication, and effective teaching throughout their programmes; and • Employer Feedback - Employer feedback had been overwhelmingly positive, highlighting strong satisfaction with the College's apprenticeship provision. Following a question, it was confirmed open and timely discussions were held with employers regarding Maths and English provision.
	e) Personal Development The AP Personal Development introduced the report and highlighted the following: • Disciplinary Trends • 21% reduction in disciplinaries and exclusions had reduced compared to 2023/24; • 2 exclusion appeals were held with the decision to exclude upheld; and • Decrease in sexual harassment cases; one final written warning issued. • Personal Development • Skills for Life (SFL) to include practical topics like mortgages, credit scores, and AI in 2025/26; • Skills for Jobs (SFJ) calendar under review to improve UCAS support; • Student feedback driving facility improvements, including water access and lift usage; and • Student Governor recruitment to be implemented in September. • Enrichment & Engagement • 6,740 attendances across 327 enrichment sessions from January to May 2025; • Highlights included Inclusive Football team success, Duke of Edinburgh expeditions, and Active Travel project; and • Annual Sports Awards celebrated student achievements across all teams. Following discussions, Governors noted the work being done by the College with regards to behaviour and discipline. It was also highlighted that the Student Ambassador meetings in 2025/26 would be sequenced to meet 2 weeks prior to the Committee in order facilitate learner voice feedback to the Committee and the recruitment a Student Governor would take place in September.
	It was **Resolved** that: i. **The performance reports should be received and noted; and** ii. **A report on the HE (Freedom of Speech) Act requirements would be submitted to the Committee in November 2025.**
C&Q.24/25.49	STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 11)
	The Deputy Principal confirmed that between September 2024 and May 2025, the College had gathered student voice feedback through multiple channels, including complaints, surveys, and targeted engagement activities. A summary of the issues/outcome was as follows:

	• A total of 24 formal complaints were logged with the Quality Department. 3 of these escalated to appeal, at which the original decision was upheld. Additionally, 15 concerns were raised and recorded, of which two escalated to formal complaints and 13 were resolved satisfactorily through informal processes; • Survey participation increased by 4% compared to February 2024, with 2,795 FE students completing the survey. A further 50 Higher Education students responded to the HE internal student survey; • Survey results indicated high satisfaction levels, with 95.55% (FE) and 94.71% (HE) of respondents agreeing or strongly agreeing with all key statements. Students reported feeling safe (98.3%), supported (94.2%), and well-informed (94%), with positive views on teaching quality (97%), support systems, and progression opportunities. Areas for development included greater consistency in feedback (91%) and more tailored progression advice in specific curriculum areas; • Further insight was gained through the "Stop and Ask" survey (143 responses) and revised feedback processes for apprentices and employers. All feedback was analysed at curriculum level and has informed targeted follow-up actions, including learner voice meetings and visible "You Said – We Did" initiatives; • Feedback continued to shape enhancements to curriculum delivery, pastoral support, and quality assurance processes across the College; • Guidance had been given to staff regarding 3rd party harassment. This included what was and what was not acceptable and how staff would be supported. Members considered that the overview demonstrated that complaints were managed effectively, with resolutions achieved within deadlines with a low escalation rate. The outcome of the mid-year student survey would be shared at the next meeting.
	It was **Resolved** that the contents of the report should be received and noted.
C&Q.24/25.50	MEETING EVALUATION FORM (AGENDA ITEM 12)
	The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 5th March 2025 and the responses were noted.
	It was **Resolved** that the contents of the report should be received and noted.
C&Q.24/25.51	DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 13)
	To be agreed at the Corporation on 8th July 2025

There being no further business the meeting closed at 6.07 p.m.

Signed and approved as an accurate record of the meeting

Signature: _____   **Date:** _____

Summary of Actions - Curriculum & Quality Committee 25th June 2025			
Item	**Action**	**Person Responsible**	**Timescale**
C&Q.24/25.43 Spotlight on Initial Teacher Education	Updates on the areas for development would be reported to and monitored by the Committee via the Teaching, Learning and Assessment report.	Director of Quality	C&Q November 2025 and throughout 2025/26.
C&Q.24/25.45 **Safeguarding and Prevent Update**	Year on year comparisons on Safeguarding would be provided in future reports.	AP Personal Development	C&Q November 2025 and throughout 2025/26.
C&Q.24/25.46 EDI Policy and Update	The EDI Policy is approved; and The College should sign up to the AoC's Equity, Diversity and Inclusion Charter.	AP Personal Development	30th June 2025.
C&Q.24/25.48 **Performance b Higher Education**	A report on the HE (Freedom of Speech) Act requirements would be submitted to the Committee in November 2025.	AP Adult and HE	C&Q November 2025