



**BURY COLLEGE
FURTHER EDUCATION CORPORATION**

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 4th March 2026 VIA TEAMS

Meeting Commenced: 4.30 p.m.

Meeting Closed: 18.42pm

PRESENT:

Syed Ali	Academic Staff Member
Charlie Deane	Principal
Jane Macdonald	Independent Member (left 18:08)
Timur Rahman	Independent Member (joined 17.07)
Dr. Naomi Sharples	Independent Member - Chair
Chris Trees	Independent Member
Mark Granby	Independent Member

IN ATTENDANCE:

James Donnelly	Quality and Standards Manager
Michael Fordham	Assistant Principal Academic and Technical Education
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
Joanne Greenhalgh	Executive Assistant to the Principal

C&Q.25/26.27	APOLOGIES FOR ABSENCE (AGENDA ITEM 1)
	Apologies for absence had been received from William McGillivray, Rooman Fayyaz
C&Q.25/26.28	DECLARATIONS OF INTEREST (AGENDA ITEM 2)
	There were no declarations of interest in relation to any of the items on the Agenda.
C&Q.25/26.29	MINUTES (AGENDA ITEM 3)
	The Minutes of the meeting held on 21 st January 2026 were approved as a true and correct record.
C&Q.25/26.30	MATTERS ARISING (AGENDA ITEM 4)
	The Chair presented the Matters Arising Report and updated Members on the implementation of agreed actions and noted there was one action relating to the HE SAR which would be ongoing for the duration of this academic year.
	It was Resolved that the contents of the report should be received and noted.
C&Q.25/26.31	MEETING LOCAL NEEDS: CURRICULUM SPOTLIGHT ON ITE (AGENDA ITEM 5)
	The AP Quality and Standards led the presentation on ITE, which included: <ul style="list-style-type: none"> • Emerging strengths as of March 2026, Key areas for Improvement; and Next Steps. Strengths: <ul style="list-style-type: none"> • Strong partnership with the University of Huddersfield and active consortium engagement ensuring academic rigour and external challenge • Mentoring is structured and improvement-focused, building trainees' confidence and strengthening their classroom practice over time (novice to expert) • Inclusion embedded as a golden thread across curriculum, mentoring and placement, Trainees develop the ability to adapt to learner needs • Positive trainee feedback demonstrating growing confidence, professional maturity and readiness for the FE sector

	<ul style="list-style-type: none"> • Effective use of our bespoke TeacherMatic generator to support mentor workload, streamline documentation, enhance professional dialogue and support succinct target setting <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensuring consistency of Mentoring practice across the provision • Embedding of SEND consistently across all taught sessions • Improve outcomes for our own trainees with ALS needs • Strengthening Subject-specific pedagogy • Broaden and systematically record wider-hours experience, cross-curriculum shadowing and SEND exposure. • Improve consistency in target-setting and progress tracking to support trainee outcomes <p>Next Steps:</p> <ul style="list-style-type: none"> • Refining the Quality Assurance Cycle to make in year adjustments where necessary • All trainees have 20 hours exposure to other curriculum areas to ensure breadth and depth of professional experience • Exploring the possibility of delivering an alternative L5 Teaching qualification <p>In response to questions, it was confirmed that</p> <ul style="list-style-type: none"> • The L5 Qualification being explored is geared to teaching in the FE sector to strengthen internal progression pathways and support our workforce initiative • Proportion of the trainee cohort with SEND/ALS - AS confirmed there was one 1st year trainee 1 2nd year trainee in year 2 who has now withdrawn due to complex mental health issues and was supported through the Fitness to Study process • Feedback opportunities for ITE trainees follows the same cycle as HE e.g. mid-year surveys a with focus group to drill down further – following one such focus group trainees had requested an overview of scheme of works and a road map for schemes of work was implemented straight away demonstrating the Colleges commitment to 'You Said - We Did. • ITE provision is a key area for the College as a significant number may go on to become Staff <p>Members thanked Amanda for her informative and professional presentation.</p>
	It was Resolved that the contents of the report should be received and noted.
C&Q.25/26.32	SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 6)
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • The College's new Safeguarding and Prevent Manager has now taken up post as of 2nd March 2026; • KCSIE: KCSIE 2026 is out for draft consultation. The college will provide input but is also starting to prepare for any changes necessary. Key proposed changes are around Gender Questioning Children and Facilities, Online Safety and AI, Early Help & Community, DSL Roles, Contextual Safeguarding and Information sharing • Safeguarding Referrals: 661 recorded cases as of February 2026 (632 at February 2025), with ongoing improvements to categorisation systems; • All safeguarding concerns are recorded on CPOMS (Child Protection Online Monitoring System); • The College invested in an additional CPOMS module (CPOMS Insight), to enhance data analysis and support more effective allocation of caseloads; • Management: Weekly At Risk and twice weekly Vulnerable Student Meetings ensure comprehensive support for complex cases; • Training: Annual safeguarding refresher and specialised training for staff completed, with a focus on professional curiosity and policy updates; • Training: All subcontractor staff (catering, cleaning, security services) undergo enhanced DBS checks and receive annual refresher training; • Prevent: All College buildings now operating under full access control, with monthly lockdown practice in place. The Pastoral Mangers have recently undertaken Local Authority Prevent training • Prevent and LADO: Prevent plans reviewed, 14 LADO referrals made so far this academic year (7 at February 2025); • Online Safety; The college continues to use effective filtering, monitoring and reporting systems to manage online safety risks and regularly reviews these to ensure they remain robust and

	<p>compliant with current guidance;</p> <ul style="list-style-type: none"> • 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; • Wellbeing Advisor Impact - The Wellbeing Advisor has supported 36 individuals to date alongside the new App Counselling Service App was highlighted; and • A meeting was held today with Shalsheles who gave update on the enhanced security measures now in place <p>The Chair noted it would be useful to have a year on year comparisons were available and Sarah Walton will include with the next report.</p> <p>In response to a question, it was confirmed that the filtering and monitoring software applies to College employees as well as learners.</p> <p>A member noted that Wellbeing Advisor uptake is to be commended along with the Subcontracting oversight.</p> <p>Mark Granby gave an update from the perspective of his governor link Safeguarding role on the recent Safeguarding meeting:</p> <ul style="list-style-type: none"> • Governors can be assured that Safeguarding measures are robust and there is ongoing reflective practice; • 84 students are LAC; coming from different Las, this is a complex area which is being well managed by the College's Vulnerable Student Mentor. • There is good partnership working to support children from armed services families and those known to the Youth Offending Team. • The Safeguarding Committee receives detailed CPOMS update • Lockdown processes have been reviewed in light of the current global situation; Duty Mangers receive comprehensive training to support them to deal with any incidences • An audit of the Single Central Record with HR team has taken place and governors can be assured there are robust processes in place with regards to DBS and safer recruitment. It was also noted that the Director of HR has Quality Assurance oversight of the Single Central Record for the Subcontract Partner Shalsheles • Sarah Walton added that the Prevent Action Plan had also been reviewed
	It was Resolved that the contents of the report should be noted.
C&Q.25/26.33	<p>LEARNER VOICE, STAKEHOLDER FEEDBACK, COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 7)</p> <p>The Quality and Standards Manager presented the report, which included updates since the last C&Q Committee meeting;</p> <p>Student satisfaction remains high and participation in the mid-year survey has gone up (66.3% to 80.5% response rate). The approach has been changed in a couple of areas where feedback was underrepresented i.e. Foundation Studies and Adults. The online survey was found not to be accessible for some Foundation learners and a paper based feedback form has been introduced. This had led to a significant increase in response rate from this area (196 vs 94 responses last year. Similarly with Adults a more dynamic system has been introduced to better fit with their pattern of learning and the response rate saw an increase from 56 to 170</p> <p>Do You Feel Safe – The February student satisfaction survey found that 99.1% of learners felt safe in college, while 0.9% of students reported that they do not feel safe. These students were immediately provided with a link to the College's Big Red Button, allowing them to report safeguarding concerns and provide additional details about their responses. Student groups will be visited to reiterate safeguarding reporting procedures.</p> <p>A small number of learners reported safety concerns outside of college, with 0.3% indicating issues when traveling to and from college, and one student reporting not feeling safe at home. This case was followed up immediately and is being managed by the area Assistant Director for Health and Social Care, in conjunction with the Pastoral team.</p>

Zero Tolerance approach to sexual harassment – less than 1% of participants indicated that they either do not agree that the college has a zero-tolerance approach to sexual harassment or were unsure who to report to if they experience or witness such behaviour. These students were also provided with a link to the Big Red Button

Complaints:

A total of 18 formal complaints were logged with the Quality Department, and 7 additional concerns were recorded no escalated to formal complaints. No patterns have arisen from complaints. All were responded to timely

Health Check Learner Voice – based on feedback from Health Checks since January 2026; Sport, Business, Travel and Public Services and Vocational Science:

Strengths identified across curriculum areas

- Learners enjoy their lessons and find them engaging
- High levels of teacher support and approachability are consistently valued
- Learners understand targets, assessment requirements, and how to improve
- Timely and constructive feedback is appreciated, though some inconsistency exists between teachers/subjects
- Practical, hands-on activities, trips, guest speakers, and enrichment opportunities are highly valued
- Learners feel their courses build confidence, develop skills, and prepare them for future employment or higher education
- Collaboration and group work are positively received and contribute to learner confidence

Areas for Development learners have helped to Identify

- Increase variety in teaching and learning strategies (e.g., more interactive, practical, and “fun” activities)
- Expand hands-on, real-world applications, trips, work experience, and industry exposure
- Improve opportunities for competitions, stretch activities, and employer-linked experiences to enhance employability skills (enrichment activities)
- Enhance use of digital platforms (e.g., Canvas) to support learning and resources

Apprenticeships – Apprentices and their employers remain satisfied and feel safe.

- Engagement with employers has grown significantly, survey response rates have been historically low, however following a move to a central point of circulation there were 43 responses(+22 on the last quarter) of which 100% would recommend the college to other employers. Strong praise for the Learning and Skills coaches was a recurring feature of the feedback
- Sarah Walton highlighted a case where an Apprentice had been locked in a workplace and called the safeguarding phone which was dealt with quickly and effectively by the new Safeguarding Manager and will be followed up with the setting.
- In response to a question regarding the % of apprentices who said they strongly disagree or disagree (12.9%) that they receiving the off the job training entitlement ; Lisa Matthew reassured governors this is partly how the question was phrased and has been triangulated and followed up with Curriculum.

As a result of discussion and questions, the following points were highlighted:

Following questions and discussion it was confirmed that:

- A member noted the positive student feedback is reassuring
- The Chair suggested a year on year complaints comparison once or twice a year – The Quality Manager will pick up.
- WIFI and Laptop reliability which had been raised in feedback by some apprentices - The Quality Manager confirmed the issues is in hand with IT to ensure apprentices are reminded to bring their laptops in regularly so updates are received. It was further noted that whilst there are pockets of spotty WI-FI, the issue is primarily on apprentices own devices, however there are Wi-Fi hotspots in the Learning Resource Centres and College provided devices have good connection.

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

C&Q.25/26.34	QUALITY IMPROVEMENT PLAN (QIP) UPDATE (AGENDA ITEM 8)
	<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"> • 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>Emerging outcomes at 4th February 2026 report marginally favourably against the same point last year, with retention, student satisfaction, safeguarding and apprenticeships all reporting positively. Exception to this is Awards which is reporting a decline in retention; however on investigation this was found to be an admin error and an improvement will be seen for future reports.</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 with a strong focus on teaching, learning and assessment. Attendance is slightly (1.5%) up on same point last year and, attendance at the November exam was excellent. Results marginally up on same series last year. Level 1 Number and Measure qualification continues to be under close review. Attendance at the January exam was very good. Results from the January exam will be released in March 26.</p> <p>Attendance - Overall attendance is the same as last year with 16-18 main aim and 16-18 GCSE maths marginally up on same point last year (+1.5%). New reports to allow more detailed analysis and to identify and isolate the issue of persistent absence are under development</p> <p>Good progress in Childcare and Science was reported whilst Digital provision continues to face performance challenges which are being supported by the 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 and are significantly higher than the previous year (-0.22).</p> <p>Retention remains very strong for Year 2 students at 89.2% (+3.5%). Results from Mock Exams due in March 26.</p> <p>Following questions and discussion, it was confirmed that:</p> <p>Apprenticeships</p> <ul style="list-style-type: none"> • Current achievement (70.5%) and current best case (84.5%) is indicative of sustained high standard in this provision <p>Maths and English</p> <ul style="list-style-type: none"> • The Government has shared progress measures for M&E and comparison against other GM Colleges shows the College has the best English progress by some considerable way. Maths is also the best when compared with GM Colleges and continues to perform above similar colleges nationally, • The Head of Maths has settled in to the role well and is focusing the Teams attention on areas that will have the most impact, • Some performance issues with L1 Number & Measure in maths were acknowledge. It was noted that this qualification is mostly taken by disadvantaged students, the latest set of exam results are out today (embargoed until tomorrow), and <p>Underperforming Courses -Digital</p> <ul style="list-style-type: none"> • The Deputy Principal outlined the continuing challenge of recruiting and retaining skilled Digital staff and the College is looking at the implications for delivery in September 2026. • There are also Issues in relation to recruitment of students and IAG, the impact has been some very poor student behaviours - of the 18 exclusions this academic year 12 were from the Digital curriculum area. • The complex challenges were acknowledged by the chair. The Assistant Principal, Personal Development confirmed that Digital staff are supported by the pastoral team to manage behaviour .
	It was Resolved that the report should be received and progress noted.

C&Q.25/26.35	INCLUSION (AGENDA ITEM 9)
	<p>9a) Inclusion Update (including EDI, SEND, High Needs, EHCP, LAC) The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Overall, the College continues to embed equality into strategic decision-making, ensuring timely identification, inclusive provision, and coordinated support so that all learners, regardless of background or need, are enabled to succeed. • Bury College continues to embed equality, diversity and inclusion across all provision, supported by mandatory EDI training for all staff and a strong culture of inclusive practice. • There are currently 2,360 learners identified as SEND (2324 in 24/250, including 310 with EHCPs) 256 in 24/25 and 200 High Needs students (187 in 24/25 and 225 in 2026-27). A further 1,285 learners have been assessed as requiring additional support this year, with 333 awaiting assessment and clear follow-up processes in place. Specialist pathways and 9 Supported Internships promote positive progression and preparation for employment. • Mental health and wellbeing support has expanded significantly, with 309 registrations to the new Student Assistance Programme to date. Further detail will follow via a quarterly report • The College provides dedicated oversight for 49 Looked After Children, 35 Care Leavers, and students known to Children’s Social Care (CP: 6; CIN: 23; Early Help: 6), as well as 10 learners supported in partnership with Youth Offending Teams. • Financial inclusion remains a priority, with 2,865 bursary applications processed and 64 students receiving the Vulnerable Young Persons Bursary, alongside hardship funding and an expanded Free Breakfast offer. • Overall, the data evidences a strong, proactive commitment to inclusive practice, equitable access, and positive learner outcomes. <p>Following questions and discussion it was confirmed that:</p> <ul style="list-style-type: none"> • There are 9 students on the Supported Internship programme who need support to allow them to access the work place. The provision is tailored specifically to the young person’s interests. There is also a Pre-Supported Internship programme to help prepare students to progress on to the Supported Internship with an external employer. The work with students on the Supported Internship programmes was commended by the Chair.
	<p>9b) Equality , Diversity and Inclusion Policy Review 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, and</p> <p>In addition, members were asked to approve the College signing up to the AoC’s Equity, Diversity and Inclusion Pledge 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 recognise that equality, diversity and inclusion are the shared responsibility of the entire college community. Governors and senior leaders provide oversight and accountability, managers ensure inclusive practices are implemented, staff model inclusive behaviour and challenge discrimination, and students, employers and partners are expected to uphold these values”.</p>
	<p>It was Resolved that:</p> <ul style="list-style-type: none"> i The report should be received and progress noted; and ii The EDI Policy is approved, iii The AOC Inclusion Pledge is approved to be signed
C&Q.25/26.36	TEACHING LEARNING AND ASSESSMENT (INCLUDING ITE) UPDATE (AGENDA ITEM 10)
	<p>The Assistant Principal Quality and Standards introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Summary: Since January, the College has continued to strengthen the quality and consistency of teaching, learning and assessment. Health Checks demonstrate secure foundations with increasingly refined next steps. The implementation of AI Champions supports the practical application of AI within curriculum contexts. CPD remains tightly aligned to curriculum need through the TLA rolling programme and bespoke curriculum training, ensuring dissemination and sustained impact. Inclusive practice, underpinned by the WAVES framework and strong Wave 1 universal strategies implementation, remains central to college-wide expectations as

	<p>the academic year progresses.</p> <ul style="list-style-type: none"> • Teaching, Learning and Assessment: Sustained focus on strengthening the quality of teaching, learning and assessment (TLA) across the College; • This includes via Be Ready to Teach (BRTT) and Be Ready to Learn (BRTL) routines which are securely embedded across the majority of areas, contributing to calm, purposeful learning environments with established entry / exit routines. Do Now Activities (DNA) which remain a priority along with Universal Strategies and the Waves Framework as detailed within the report; • Health Checks: continue to be implemented, extending coverage to Public Services, Travel & Tourism, Business, Sport and Apprenticeships, alongside previously reported areas; • Professional Development: CPD continues to centre around bespoke curriculum training and the Teaching, Learning and Assessment (TLA) rolling programme • AI: The use of TeacherMatic remains strong, supported by Teaching and Learning Coaches who facilitate effective utilisation of the platform. Additionally, cross-college updates on new generators and enhancements continue to keep staff informed and engaged. AI usage for February 2026 is included at Appendix A. AI Champions are now active across all curriculum areas, and areas of focus are detailed with the report; • ITE: This month sees the Curriculum Spotlight on ITE. See agenda item 5 for detailed updated. <p>Following discussion and questions, it was confirmed that:</p> <ul style="list-style-type: none"> • There had been a deep dive across the entire Apprenticeship journey, • The Digital Team had all accessed sessions from within TLA Rolling programme • TeacherMatic – Feedback was the most utilised generator – it was confirmed usage is backed up with professional judgement and new generators are shared monthly. The Chair noted their thanks to the College for hosting the Chinese visitors in February and feedback that they were particularly impressed with the TeacherMatic resources. • Staff and students had received training regarding AI hallucinations. It was highlighted that TeacherMatic is a specific platform for education and has been approved for use by the College. Staff are prohibited from introducing any AI platform that has not been reviewed and approved by the College’s AI panel . Usage is also backed by a specific AI policy, an AI Guidance Document and support from TLCs
	It was Resolved that the contents of the report should be noted.
C&Q.25/26.37	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 areas for improvement and current performance and actions in 2025-26 in the following areas:</p> <ul style="list-style-type: none"> • 16–18 Study Programme retention rates for 16–18 study programmes are strong at 94.6%, showing a 0.3% increase from last year, with Level 1 at 93.6% (-0.8%), Level 2 at 95.9% (-0.7%), and Level 3 at 93.2% (+2.1%). A Level Year 2 retention has improved significantly to 89.2% (+3.5%). T Level retention is slightly above the same point last year at 81.7% (+0.2%). Attendance remains a concern with overall attendance at 86.2%. Supported areas Update: <ul style="list-style-type: none"> ○ Childcare overall retention is above agreed target of 85% at 89.5% (although -0.5% on previous update). Retention for two T Level programmes expected to complete in 26/27 whilst relatively strong at 90.3% has reduced by 6.5% since previous report (56 / 62). EYE specialism having greatest negative impact. A full review of the 26/26 Childcare curriculum with the Head, with specific consideration of the proportional balance between AT and EYE places, including review of destinations for 23/24 and 24/25 will be completed; ○ Digital programmes: The new Level 2 course is now almost fully developed and feedback from team delivering has been positive. The first exam results have come though and progress can be seen for Digital Unit 1 passes. ○ A comprehensive revision scheme is in place; and attendance, including a English & Maths, continues to be a challenge;

	<ul style="list-style-type: none"> ○ Vocational Science: Continued close monitoring and interventions of at risk learners (attendance, engagement, work completion) All learners received progression talks prior to Feb HT, with progression explained and targets/expectations set with extra support discussed and to be put in place for SEND learners to support completion and progression; ○ A Level programmes: Intervention conversation held with 49 students/parents identified as U grade or <1.5 Value Added . Art/Photography course are 2 months ahead in comparison to same point 24/25; and A Level Team have been involved in a collaborative visit with Tameside and Riverside Colleges to support cross college curriculum (subject level) and study programme development ● English and Maths Provision: Number and Measure exam January 26 – strong attendance (87%). Results due March 26. Final November GCSE results: 16.4% (all age), 15.9% (16-18). Attendance 78.2% (+1.5% on same point last year). GCSE English Attendance (16-18) 76.0% (-0.2% on same point last year); ● Adult Provision: To date, a total of 2561 19+ starts is recorded across college, 1072 of which have a declared LDD. Overall 19+ Retention is 95.7%, down -1.1% compared with this point last year. Retention of LLDD is 94.9%, without LLDD is 96.3% ● SEND and High Needs Provision: The college has 200 students who are high needs and the College receives additional funding for these learners. For 26/27 the college will receive funding for 225 students <p>Following questions and discussion, it was confirmed that:</p> <ul style="list-style-type: none"> ● P4 data awaited and will be in the next report update
	<ul style="list-style-type: none"> ● Higher Education <p>The AP Adult Provision and Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> ● Performance 2025-26: Current performance was positive; the Continuation rate of 123 new and continuing students was currently 89.9% (82.1% at this point last year) with an average attendance at 85.4% (+1.2% on previous reporting point). Members were asked to note that attendance is a cross cutting area for development. ● Changes to the Teaching Excellence Framework (TEF) as detailed within the report; if plans go ahead the College will be back into the framework, awaiting final decision anticipated in the Spring. ● Office for Students (OfS) proposed changes to streamline its regulation of further education colleges in England as detailed within the report; ● Access and Participation Plan: With a summary of Bury College priorities targets 2025-26; and ● HE Development Plan 2023-2-25 summary as at March 2026 <p>In response to a question regarding the Access and Participation Plan priorities, specifically increasing the access, continuation and completion rate of male learners, the AP Adult Provision and Higher Education confirmed that:</p> <ul style="list-style-type: none"> ● Proportionality issues are partly responsible as this provision tends to have a smaller number of male learners. ● The HE curriculum footprint is currently aligned to what could be termed more traditionally 'female' occupations e.g. Health & Social Care, Nursing etc and less traditionally 'male' focused occupations e.g. Engineering and Digital.. It was confirmed that provision and internal progression are reviewed annually. ● The Principal noted that HE is a much smaller provision than the College's core 16-19 cohort which is the majority of funded learners and choices have to be made. The Chair also commented that this reflects the national trend of difficulties encouraging males into Teaching, Healthcare & Nursing occupations ● The AP Adult Provision and Higher Education highlighted that the College is registered to deliver the LLE model and could look at bite size provision to address the issues discussed.
	<p>c) Sub-Contracted Provision The Deputy Principal highlighted the following:</p>

- 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;
- The provision continues to be regarded as high quality and low risk, supported by robust quality assurance processes;
- The key focus of contract monitoring remains ensuring that learners receive an equivalent quality of experience to those studying directly at Bury College;
- Safeguarding remains a central priority, with significant oversight in place. Regular visits, ongoing communication, and a comprehensive audit of safeguarding arrangements including review of the Single Central Record are undertaken;
- Shalsheles are currently conducting a mid-year learner survey to gain deeper insight into all aspects of the study programme. The findings will be analysed and incorporated into the next report.
- Three students are scheduled to resit their English GCSE during the summer examination series.
- 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;
- There is regular and effective communication between Shalsheles and Bury College across Safeguarding, Quality, and Planning & Funding, complemented by both scheduled and unannounced visits; and
- 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..

Following questions and discussion, it was confirmed that:

- There are no concerns with the Subcontracting arrangements which are congruent with the College's mission of serving the community through education and training rather than for financial / funding reasons; and
- Visits to Shalsheles continue to be positive and both parties highly value the partnership.

d) Apprenticeship Provision

The AP Adult and Higher Skills presented the report and highlighted the following:

- 2025-26 Summary and Progress: Data on achievement rate, attendance, English and maths, day release, learner satisfaction, destinations detailed within the report;
- Quality Improvement Plan: Update on the apprenticeship- related actions;
- Starts to date: Data on starts against targets detailed within the report;
- Accountability Framework: the dashboard detailed within the report and expected changes to the Accountability Framework in light of Ofsted's revised inspection framework where highlighted
- Employer and Apprentice satisfaction rates: 4 star ratings maintained noting that the response rate reset following transfer from the Institute for Apprentices to Skills England in May 25. 25/26 Data not yet available;
- Government changes: Including the new Level 2 Business Administration Apprenticeship Standard remains at the proposal stage at the time of reporting; and End Point Assessment, All 700+ apprenticeship standards and associated assessment plans are set to be reviewed and updated to the new format by August 2026; and
- Local Skills Needs: In-demand skills for GM include Special Educational Needs and Disabilities (SEND) awareness and support. In GM and Bury Teaching Assistant remains an in-demand occupation (GM Labour Market Insights, Spring 2025). The College has successfully launched the new Level 5 Specialist Teaching Assistant Standard, securing a Bury Council tender resulting in 6 referrals. To date a total of 12 Apprentices successfully enrolled on the first cohort and all progressing well.

Following questions, it was confirmed that:

- Current achievement rate was 70.5% (64.7% at this point last year);

	<ul style="list-style-type: none"> • The current pool size of apprentices (148) was similar to last year at this time (152) and the total pool size was up from 202 this time last year to 230 currently • The 3% of apprentices beyond their expected gateway are being managed and supported to complete • There is strong engagement in terms of attendance • A summary of 7 key QIP – the good progress made in relation to ‘stretch beyond distinction’ was highlighted
	<p>e) Personal Development The AP Personal Development introduced the report and provided an overview of the College's Personal Development initiatives and highlights including: Behaviours and Attitudes:</p> <ul style="list-style-type: none"> • Learners consistently demonstrate high levels of self-control and positive attitudes to learning, supported by regular re-induction messages that reinforce expectations across the College and in the community. • 101 Disciplinary meetings for Gross Misconduct, with 18 Exclusions <p>Skills for Life (SfL):</p> <ul style="list-style-type: none"> • Skills for Life resources are fully digitised, regularly adapted to reflect safeguarding priorities, community needs and student feedback, with differentiated provision planned for Levels 1–3 from 2025–26. <p>Skills for Jobs (SfJ):</p> <ul style="list-style-type: none"> • Level 3 students are supported through a bespoke two-year progression programme aligned to UCAS, with 698 applications submitted to date. Vs 651 last year <p>Careers Education and Guidance:</p> <ul style="list-style-type: none"> • Careers provision is embedded and quality assured across curriculum areas, with 203 CIAG meetings completed and strategic oversight of Gatsby Benchmarks led by the Assistant Principal using the Compass Tool. <p>Work Related Learning</p> <ul style="list-style-type: none"> • All courses have mapped work-related learning and personal development activity aligned to Gatsby Benchmarks 2–6, ensuring consistent preparation for employment and progression. <p>Enrichment</p> <ul style="list-style-type: none"> • Strong student engagement is evident through 128 enrichment sessions delivered between 5th January – 13th February 2026, resulting in 2009 attendances across a wide range of activities. <p>Student Voice</p> <ul style="list-style-type: none"> • The Student Ambassador and Representative Programme continues to influence college improvement through regular meetings focused on facilities, safeguarding, policy and student experience. The group met on the 12th of February and students agreed the policies the College has to keep learners and staff safe are appropriate. <p>Following discussions and questions it was confirmed that:</p> <ul style="list-style-type: none"> • The E&D spread in relation to gross misconduct meetings and the 9 exclusions for learners of Pakistani ethnicity compared with 1 exclusion for learners E/W/S/NI/B ethnicity was due to the very serious nature of offences, some of which had taken place in the community. The Assistant Principal – Personal Development also noted that all exclusion are made by a panel made up of members of the Pastoral and Safeguarding Teams for balance and measure and the decision to exclude is always a last resort . • 6280 intervention have taken place with the number of later stage warning decreasing which demonstrates the Behaviour Pastoral system is working effectively. • No exclusions are for low level behaviour issues and students and staff have consistent behaviour training expectations set. • There is a whole College approach to SEND and trauma informed awareness.
	<p>It was Resolved that:</p> <p>i. The performance reports should be received and noted.</p>
C&Q.25/26.38	MEETING EVALUATION FORM (AGENDA ITEM 12)

	The Chair presented the feedback from the Curriculum & Quality Committee Meeting held on 21 st January 2026 and the responses were noted.
	It was Resolved that the contents of the report should be received and noted.
C&Q.25/26.39	DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 13)
	4.30pm Wednesday, 24 th June 2026
	A.O.B (AGENDA ITEM 14)
	Institute of Technology <ul style="list-style-type: none"> • Agenda Item not discussed

There being no further business the meeting closed at 18.42 p.m.

Signed and approved as an accurate record of the meeting

Signature: Date:

Summary of Actions - Curriculum & Quality Committee 4 th March 2026			
Item	Action	Person Responsible	Timescale
C&Q.25/26.33 Learner Voice, Stakeholder Feedback, Complaints against the College (Agenda Item 7)	<ul style="list-style-type: none"> • The Chair suggested a year on year complaints comparison overview once or twice a year – The Quality Manager will pick up. 	The Quality Manger	June C&Q Meeting