

SOLIHULL COLLEGE AND UNIVERSITY CENTRE

MINUTES OF THE CORPORATION MEETING HELD ON 30TH MARCH 2020 ONLINE BY TEAMS, (BUT SCHEDULED TO MEET AT THE BLOSSOMFIELD CAMPUS), starting at 17.30pm

- PRESENT: Barbara Hughes (Chair)
Paul Assinder
Stan Baldwin
John Callaghan (Principal)
Badri Gargeshnari,
Mark Hayes (Staff Governor)
Tony Lucas
Sukhdeep Nijjar
Geraldine Swanton
Sally Tomlinson
Stuart Lyons (Student Governor)
- IN ATTENDANCE: Lindsey Stewart (Deputy Principal and Stratford Chief Operating Officer)
Rebecca Gater (Vice Principal Quality and Curriculum)
Pete Haynes (Vice Principal HR and Student Services)
Theresa Lynch (Clerk)
- Sur McGregor (Dean of HE and Curriculum Innovation)

The Chair welcomed all and thanked Governors for attending via Teams. She explained the agreed protocols for the meeting and confirmed attendees.

1. Apologies for Absence

Apologies for absence were received from Paul Large, Lucy Lee and Heather Evans, Vice Principal Finance. All three were unwell.

2. Declarations of Interest

There were no new declarations of interest in relation to the agenda.

3. Minutes of Previous Meetings

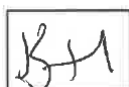
The minutes of the meeting held on 3rd March 2020 were **agreed** as a true and accurate record.

Q. Have we received any response to the ESFA IFMC submission?

A. No response had been received. *[post-meeting]*.

3.1 Matters Arising: Institute of Technology Update

The Principal provided an update and confirmed that approval had been received from the DfE and a letter of comfort had had been provided by the DfE with regard to the potential delay of the building of the Hub. He explained that the IOT would be submitting an expression of interest to the DfE regarding the future of the National College of Advanced Transport and Infrastructure (NCATI), which could result in the IoT being situated in the NCATI building, rather than in a new-build.



Now that the Greater Birmingham and Solihull IoT was officially approved, publicity would be launched, however, this was subject to current restrictions under lockdown arrangements.

4. **COVID-19 – Coronavirus Pandemic Update – Current and Long-term Impact on the College**

The Principal gave a verbal update on events leading up to closure and the response by students following closure. He explained that only 2 students had attended Blossomfield site following closure. Senior staff had contacted parents of the 2 students and agreed they could work from home. It had subsequently been decided to close the College to students and arrange support for distance learning.

Q. How is the welfare of the staff and students being maintained?

A. The Director of Student Services had put in place structures to support EHCP [Education, Health & Care Plan] and vulnerable learners, through regular contact, which was in line with Government guidance, to check on their welfare and ensure they could access study resources.

It was noted that there was still a small number of staff in College each day to manage facilities, care for the animals and ensure the site was secure.

Remote teaching was being set up and resources were being placed on Moodle to ensure students could continue to study and complete assessments. Use of IT/Moodle was being monitored and currently connectivity and engagement was good.

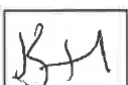
The Principal explained the position regarding apprenticeships and noted that some employers had made redundancies or 'furloughed' their apprentices. The potential impact on timely completion and success rates was yet to be assessed, but the situation would continue to be monitored. Guidance was awaited, regarding break of service.

It was noted that for higher level apprentices and adult students it was possible to continue to study online, with some moving along at speed and likely to complete before the minimum period of 13 months.

The Principal clarified that staff were being supported by their managers. Most staff were able to access the College systems and were working well. Any staff that are unable to work effectively from home were being encouraged to volunteer for the NHS, if appropriate. The Care First Package (employee assistance) had been highlighted for all staff to support them in the new working environment.

Guidance regarding exams was being published regularly, although it was clear that there would be no on-site exams. Students were being encouraged to continue to work hard and complete assessments, so that information was all in place, should the College be asked for predicted outcomes. It was more difficult for vocational and skills-based programmes and plans for these programmes would be developed in the coming weeks.

In terms of quality and inspection, it was anticipated that all recording and evidence would continue to be collated. Measuring and evidencing progress may be more difficult, however, inspectors will be fully aware of the issues for the 2019/20



academic year. The College will continue to prepare and ensure the best possible progress and outcomes for students, given the current issues.

The Principal explained that, although student recruitment would be difficult during the summer term, applicants were being contacted by phone/video and it was hoped they could be invited into the College before September. Telephone interviewing was continuing for HE.

The financial impact was not yet fully known, although the Government had provided assurances that the College would continue to receive funding. Student fees had been suspended and May recruitment would not now take place. The situation would continue to be monitored carefully.

Q. The Government has asked that public bodies play an important role in maintaining economic stability by paying suppliers more promptly – is this taking place?

A. Yes, all outstanding invoices were paid on 19th March 2020 and the Finance Department will continue to function making payments, with regular pay-runs. They fully recognise the importance of maintaining the finance function to support suppliers and stakeholders.

Q. Have contractors been paid?

A. Yes, contractors have been paid. The IoT building at Woodlands started on 30th March 2020 and was going to continue for the foreseeable future. The building work was outside of the main College buildings and would take 4-5 weeks. Facilities are being made available to the contractor, but very limited use of the actual campus buildings.

Q. Is it likely that grades for students will be based on the College's predictions? Are any students anxious about that?

A. Yes, for A level and GCSEs it will be on predicted grades. Other subjects/qualifications may be more difficult to predict because they assess actual vocational skills. It is anticipated that guidance from Pearson will be received soon and it is likely that they will base outcomes on predictions too.

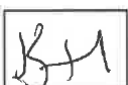
Students are inevitably anxious, but they are being supported and kept informed. All staff working with them to help ensure they keep on track and work towards the best possible outcome. It is likely that the number of challenges and appeals to grades will increase.

Q. It would seem that COVID-19 has initiated a range of new phishing emails which has changed the targets and approaches – is the College aware and dealing with this?

A. Yes, the College is aware of some of the different scams being used and continues to monitor and manage any cyber threats. Staff are being encouraged to use this time to update their mandatory training, which includes cyber security training.

Q. Some universities are letting first year HE students automatically progress to the second year. Will College first years have some assessment at the end of the year?

A. Yes, for College HE students there will be an element of assessment to support progression. The HE students have really embraced online working and many are writing up and completing dissertations. For franchise students it will depend on what the individual university's approach is, for example Oxford Brookes has cancelled all exams and asked the College to re-write assessment criteria to allow end-of-year assignments to be completed. Pearson HND students will also have



written assignments to complete. In terms of Foundation Degrees this will be based on university requirements and will ensure that students only progress if their record demonstrates good attendance, engagement ability etc.

Q. Given that there is no end date to the current crisis is the College looking at bringing forward (next few months) rolling out digital 2021 for viable courses?

A. The use of digital technology has been accelerated hugely and there will be an ongoing review as to how it can be used more for curriculum, particularly if the lockdown persists. This situation is demonstrating the advantage of blended learning and it will really be embraced even further by all staff. It has highlighted the range of useful functions within Office 365, using One Drive and cloud technology.

It was noted that a new Art ESFA project that was due to begin would be delayed. A member of staff to manage the project had been recruited. This project would be rolled into 2020/21.

5. Higher Education Update

The Dean of HE and Curriculum Innovation joined the meeting and provided an update report regarding HE provision and developments.

She explained that there was still a lot of development and that periodic reviews were underway. Universities were keen to continue with business as usual during the current pandemic lockdown period. The OfS was being supportive of institutions and was monitoring the impact of this period. The requirements under the Access and Participation Plan were changing rapidly given the current situation and the College was supporting students to achieve and complete programmes of studies in a range of ways, including through providing IT equipment.

Q. How will the government's proposed introduction of student-number controls affect the College's HE provision?

Although not confirmed it was possible that student-number controls would be applied in due course. The College would continue to manage HE provision within the new arrangements, balancing numbers between franchise and validated provision to ensure income levels are maintained and the students have a positive experience.

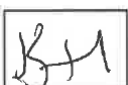
If number controls are put in place it may make it more difficult to determine what will be developed over the next few years. Oxford Brookes had confirmed a commitment to maintain the College's HE numbers. Partnerships would continue to be important and would continue to be nurtured.

Q. How are the degree courses that we wish to offer selected and how do we choose which HE establishments? *[post-meeting reply]*.

A. The College selects partners based on their expertise and willingness to support a particular curriculum development. Most HEIs that work with the College only support areas that they offer themselves. However, Oxford Brookes supported our veterinary nurse developments and they have not got this specialism themselves. Sometimes HEI partners will not support a development as they are concerned about competition.

Q: What is the difference between franchise and validated provision? What are the implications? *[post-meeting reply]*.

A. Franchise students belong to the University and their fees are paid to the HEI. The College has a contract with the HEI, who pays us a percentage of the fee to the



College. Sometimes this is referred to as indirect funding. Validated courses are courses approved by a university but the College collects the fees and pay registration costs for their validation to the HEI. We have been developing validated courses to help redress the Degree Awarding Power requirements of 50% at level 6. Direct funding provision contributes to other funding received, including HE capital grant and some support for widening participation. If student number controls are introduced having franchise and validated arrangements will give us more flexibility to grow. Only validated provision counts in the College's student number count.

Q: What is the OfS issue with non-prescribed numbers and how does this impact the QAA review (what is this review please)? *[post-meeting reply]*.

A. OfS included all qualifications from level 4 in their student number calculation. This increased the OFS registration fees which are set based on this count. OfS do not regulate non-prescribed qualifications such as AAT ILM, CIPD. These are regulated by professional bodies and Ofqual. At the moment Ofsted and QAA do not inspect or review these qualifications. It appears that this may change. A recent review was tasked with inspections of non-prescribed ILM qualifications. Implications for colleges are that pass rates are regulated by the professional bodies and the qualifications are not on the framework for higher education - FHEQ - that sets the levels 4,5 or 6. QAA are tasked by the OfS to review higher education in England. This can be as a result of a breach in regulations or registration, a deterioration in performance, or a decline in performance measured by the Access and Participation Plan. QAA will also review colleges and universities on a rolling 5-year schedule. This schedule has been postponed due to Coronavirus.

Q. What else can the College be doing to improve the situation regarding DAP? Are there opportunities created by the current CV-19 situation that can be used to our advantage? What are other colleges doing? *[post-meeting reply]*.

A. DAP: The College cannot do much more in terms of making a case regarding the level 6 percentage. It is too early to say what we can do regarding 2020 recruitment. The Mixed Economy Group of College-based HE; AOC HE and Guild UK are involved in lobbying in support of colleges. The Dean of HE and Curriculum Innovation had attended a conference regarding arrangements during Coronavirus regarding clearing and 2020/21 start dates. The College was continuing to offer online delivery, telephone interviewing and conducting targeted online marketing, as appropriate.

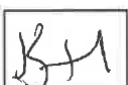
Q: Where can a simple summary of the HE strategy be found and a statement of how we are doing against it? What does the OfS Dashboard show?

A: The College HE strategy can be found on the College website link below and has previously been approved by the Corporation:

<https://www.solihull.ac.uk/wp-content/uploads/2019/09/Higher-Education-Strategy-2019.pdf>. The OfS dashboard has been created by College so that the College can respond to the OfS requirements for colleges to work to close gaps in participation. This is the College Access and Participation Plan that has to be monitored over the next 3 years.

Q. In light of the recruitment issues resulting in uncertain student numbers until very late in the day where do you think the key potential areas of risk are and what can be done to further mitigate these? Is there any evidence that the fees are putting students off coming to the College?

A. Under-recruitment is a massive risk now. There has been some discussion about universities starting the year in January 2021, rather than September. This is a large risk for the College – with up to 3 months without teaching or income. It is uncertain at the moment, but it is hoped that the College will be able to start the year in the



Autumn term. The Principal explained that there could be some flexibility, but it was important for the College to start as early as possible in the Autumn. This was all dependent on how the pandemic lockdown develops. Staff were continuing to interview students and applications were continuing to come in. The College is good at late recruitment, so this could be helpful.

Q. Higher Education dashboard – when will this be available for Governors?

A. The HE Dashboard was complete, although capturing progress and results for 2019/20 was currently being developed. The information was relatively detailed and allowed access to individual student data. It was noted that this level of detail was not required at a governance level. It was confirmed that governance access requirements be identified and agreed and that this would be made available early in the new academic year, starting with a briefing for all governors. **ACTION.**

Q. What will be the pattern of HE in 4 to 5 years time?

A. It is very difficult to identify with any accuracy. Some provision across the sector will not survive. The current crisis was having an impact on all provision and how that pans out will remain to be seen in time. The Principal noted that the Government tended to suggest that colleges would work at levels 4 and 5, whilst the universities would focus on levels 6 and above. It may be that technical levels 4 and 5 may become niche elements for FE.

6. **Quality Improvement Plan 2019/20 Update**

The Vice Principal Quality and Curriculum presented the 2019/20 QIP and provided an update on progress. She confirmed that programmes in intensive care were progressing well. A number had moved into green rating, with just 2 still identifying on-going issues relating to retention and staff sickness.

Attendance for maths and English continued to be an issue and a number of strategies had been introduced, but due to the current lockdown these had been curtailed. In the new academic year, further work would take place reduce to timetabling issues.

Q: It would be helpful to understand the major improvement in Service Industries (69% to 91%) and how this success can be replicated elsewhere?

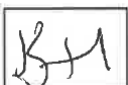
A: This related to changes in staffing in the Business L1 programme. The L1 students tend to need a high level of nurturing and more support, which has meant that students respond well to staff with these skills.

Q: Are there any common patterns with the Apprenticeships in Intensive Care?

A: The pattern tends to be that apprenticeships of a longer duration are more likely to be in intensive care. This tends to be an issue for the College in keeping the employer's commitment, as well as, keeping the student on track, when they remain on a lower salary than their peers for a longer period. This has particularly been the case in Hairdressing and Electro-technical.

Q. Maths seems to always be an area for concern. Are there other colleges that are delivering it better and how can the College learn from them? How does the curriculum embedding improve this?

A. Maths is a sector-wide area of concern and tends to have lower achievement than English. There are colleges with better achievement rates. The College is a member of the local Centre of Excellence, so networks with the leading providers to get best practice and better achievement rates in 2020 are expected. The College has tried a range of models for staffing, timetabling and attendance strategies. Currently the



College is focusing on streaming the students, with all students taking GCSE and not Functional Skills.

Q. How confident are you regarding predictions of progress for individual learners – the predictions seem very positive?

A. Accuracy of predictions is felt to be robust – an achievement indicator is used to assess real quantifiable data, based on actual completed work and grades achieved to date. The data provided is up to mid-March.

The Chair asked that the QIP on Governors' Dashboard be updated. **ACTION.**

Q. Have the issues regarding staff sickness been resolved in the programme that remains in intensive care?

A. Yes, there was a long-term staff sickness at Stratford upon Avon campus. There was only one tutor in that area. The staff member is now back, but also Blossomfield staff have been going over to support. The Head of School will now directly manage the area for planning for 2020/21,

The Chair noted that the UK National Achievement Rate Tables had now been published. The link would be circulated to governors and the data would be reviewed at the next meeting of the Corporation. The tables allow Governors to compare and contrast performance with other colleges. **ACTION.**

7. **Destinations 2018/19 and Student Progression within the College**

The Deputy Principal presented the destinations report and noted that internal progression rates had declined. She explained that destinations for 16-18 students were positive. The J2 Research Project was taking place with other West Midlands colleges to produce benchmarking information, as there was no other benchmarking data in the sector for destinations and progression.

The Deputy Principal confirmed that apprenticeship destinations data was positive, although the full impact of the Coronavirus crisis was yet unknown.

Q. What impact with the decrease in internal progression have on the College in terms of student enrolment?

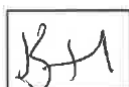
A. The decline in internal progression is an area for concern. During curriculum planning a lot of work has taken place to work with staff to address this issue creatively, for example, if the Level 2 programme is large, consider an alternative offer. What is important and a core element of curriculum intent is to offer meaningful programmes and progression routes for students.

Q. What is the situation relating to FT students moving into apprenticeships?

A. This is an area that is being encouraged – some students move in-year, so it may be that some of this data is not being captured. The Deputy Principal confirmed that how this data could be captured accurately would be reviewed. The Chair explained that she had undertaken a learning visit to Construction and confirmed that the progression from FT to apprenticeships was a common positive occurrence.

8. **Dashboard - General**

The Chair explained that there was a new user guide on the Dashboard, in response to feedback from governors. Screen views had been updated. It provided a guide for governors to facilitate understanding and to identify information contained therein.



She requested that governors test the guidance and provide feedback, as appropriate. **ACTION.**

8.1 Evaluation of Teaching, Learning and Assessment

The Vice Principal Curriculum and Quality presented the Evaluation of Teaching, Learning and Assessment section of the Dashboard and noted that the checking of learning and assessment of learning remained both a strength and an area for improvement. Staff were being teamed up to share best practice and training sessions identifying different methods through technology.

Q. Attendance levels in English and maths remain a concern. It was noted that attendance at Stratford upon Avon College for 2018/19 was lower and yet results were better than the rest of the College. How can these attendance levels be improved or are there other ways in which the learners can be supported to achieve (mindful of Coronavirus impact & College closure)? This issue is of course subject to the wider sector debate.

A. At the current time the maths and English Hubs are still supporting students – students can book sessions and they can be referred by staff. For those students unlikely to achieve a grade 4 this year, they have been encouraged to maintain the impetus of study as they will continue to study next year, working towards the grade 4.

Q: Certain programmes in Service Industries (Health & Social Care) and STEAM (Computing, Motor Vehicles & Science) appear worse in percentage and absolute numbers for attendance. What steps will be taken to improve these mindful of Coronavirus impact & College closure. [*post-meeting reply*]

A: The College continues to monitor student engagement with assessments and online learning activities, ensuring that students make the progress as expected. Student support officers and support tutors are working to engage the disengaged students, making contact with parents, where appropriate.

In our MOTs (Monitoring of targets) where areas have particularly low metrics, for instance with learner attendance, we add actions for improvement to the area's QIP (Quality Improvement Plan), monitoring progress against the area for improvement throughout our quality improvement processes.

Q. The Dashboard suggests that there were a lower number of learning walks in term 2. Was this due to Coronavirus?

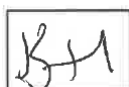
A. Learning walks included as term 2 start at half term in February and go through to Whitsun, so there were only 3 weeks during this period, hence the lower number of learning walks compared to term 1.

8.2 PMR January 2020

This item would be deferred to the next meeting, as the Vice Principal Finance had sent apologies due to illness.

9. Property Report

The Chair explained that there was an item relating to Sanctuary Housing and with the agreement of the Corporation she would stay in the meeting, as this related to arrangements during the Coronavirus crisis, rather than the relationship between Sanctuary and the College.



The Principal explained that Stratford Campus Redevelopment was continuing at the moment and was not causing any issues. It was hoped that the work would be completed for new academic year. The Deputy Principal confirmed that work was moving faster than anticipated as the contractor did not have to work around a live site. The only risk was that the Government could decide to closedown construction work as part of the lockdown.

The Principal explained that the Managing Director of Sanctuary had requested that the accommodation be offered for use by NHS staff, if required. The Cabinet Office were currently collecting information and would confirm in due course. The Principal also noted that the College car parks would be made available for testing purposes, if required.

The Heads of Terms for the sale of the car park at Stratford upon Avon College were noted and it was confirmed that Warwickshire County Council had been given 16 weeks as the exclusivity period, rather than 12 due to the current crisis.

The Principal noted that planning permission arrangements for Tudor Grange House were currently unknown. The proposal was at final planning stage with Solihull MBC. Whether the permission was received before July 2020 would determine whether the College received an instalment from The Macc Group, as anticipated.

10. Tuition Fee Policies

The Deputy Principal presented the report and explained that minor changes were proposed. She explained the new Student Services Co-ordinator had refreshed the policies, but the changes did not alter their intent. There was currently no plan to increase fees.

Clarity was sought regarding the terms and conditions that went alongside the HE policy and whether this included a clause regarding 'force majeure'. It was noted that this would be clarified in due course. **ACTION.**

Q. If students pay by instalments, are they charged interest or a premium to reflect later cashflow to the College?

A. No, students are not charged interest or a premium. The College wants to encourage students to participate. It is more valuable to support them and ensure they can afford their programme. Many do not wish to get a loan, so important to support them to succeed.

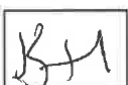
Q. Is it possible to gain an idea, from the Dashboard of numbers of students (exc HE) that pay tuition fees?

A, No, the numbers of students that pay tuition fees are not clearly identifiable on the dashboard. Numbers are within a number of categories including Adult loan PT and FT, full cost and PT adults.

Q: How do fees for Non-HE students compare with other colleges?

A: A lot of benchmarking is done to understand competitor fees. The fees are built around the AEB funding rate and benchmarked against similar courses at other colleges.

It was noted that fees can be a determinant for whether students apply for university. The College's lower fees can be attractive.



RESOLVED that the Tuition Fee Policies be approved.

11. **Curriculum Management Contract**

The Staff Governor left during consideration of this item.

The Vice Principal HR and Student Services presented the proposed management contract for curriculum managers, which had not been reviewed for a number of years. In the light of the approval of harmonised contracts for lecturing staff and business support staff, managers had requested that the contract be reviewed.

Q. Clarity was sought regarding leave entitlement of 47 days compared to other colleges?

A. The Vice Principal HR and Student Services explained that a benchmarking exercise had been undertaken and the amount of leave for managers varied from college to college. The proposed entitlement was towards the higher end for colleges, but within the benchmark parameters. It was important for the College to be able to offer attractive terms and conditions for recruitment and retention purposes.

Q. Had the Union been consulted?

A. All managers had been consulted and asked if they wished for UCU to represent them. UCU was advised of this approach. The management group chose to negotiate the new contract without direct involvement of UCU.

RESOLVED that the Curriculum Management Contract be approved.

12. **West Midlands Pension Fund (WMPF) Report**

The Principal presented the report and noted that a staggered rate had been negotiated that had not been offered to other colleges. The lump sum requirement was less than anticipated and provided a potential saving of £55k.

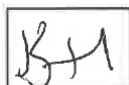
Q: Given plummeting stock markets, is the underlying assumption that these will 'come back' and that we will not be asked for further contributions short term and until the next valuation?

A: With the current pandemic crisis and the impact on stock markets it was a potential risk, but at the current time this was a good saving for the College. The Pension Fund has rights to re-visit the arrangement, but it was not possible to forecast the likelihood at the current time.

RESOLVED to agree to make a one-off lump sum deficit payment in April 2020 of £785k, which covers the 3-year period to March 2023.

13. **Boardpack – Governance Portal**

The Clerk presented the report and explained that the current company, Diligent Boardpack Ltd, had taken over E-Share during 2019 and it would be necessary to migrate from Boardpacks to BoardEffect. Prior to committing to Diligent for a further period the opportunity was taken to complete a value for money exercise. The Governance Team viewed four online one-hour demonstrations of alternative



providers and portals. The outcome had indicated that the current portal offered reasonable value for money and good functionality, compared to those of other providers. There were 2 providers that offered better value, one had limited functionality and the other had recently been taken over by Diligent Boardpack Ltd, so it was felt that it was appropriate to stay with current provider and migrate to BoardEffects over the summer period.

It was suggested that if the College committed to a 3-year contract that Diligent Boardpacks Ltd be asked to hold the price for 3 years. **ACTION.**

RESOLVED to agree to continue to purchase Boardpacks/Effects from Diligent Boardpacks Ltd for a further 3 years, with annual review of the contract by the Chair and Clerk of the Corporation.

14. **Minutes of the Meeting of the Audit Committee meeting held on 16th March 2020**

The Chair of the Corporation presented the minutes of the Audit Committee meeting held on 16th March 2020. She explained that she had met with the Chair of the Audit Committee. It was suggested that the item be deferred to the next meeting to allow a wider discussion about how the Corporation could ensure there is an opportunity to challenge the business of the Audit Committee adequately. The feedback from the Audit Committee Chair and minutes had been very positive. **ACTION.**

14.1 Financial Regulations

The Chair of the Corporation presented the Financial Regulations for approval.

RESOLVED to approve the Financial Regulations.

14.2 Health and Safety Termly Report and Policy Review

The Chair of the Corporation presented the Health and Safety Policy for approval.

RESOLVED to approve the Health and Safety Policy.

14.3 ESF Audit Report

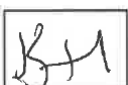
The Chair of the Corporation presented the Article 125 – On the Spot Verification Report that provided the very positive results of the recent ESF audit.

15. **Notes of the meeting of the Compliance, Value for Money and Risk Special Interest Group held on 16th March 2020**

The Clerk to the Corporation presented the notes of the Compliance, Value for Money and Risk Special Interest Group meeting held on 16th March 2020.

It was noted that the next meeting of the SIG would include a review of value for money and risk.

It was noted that a review of the current governance structure would take place in 2021, following implementation of the actions identified via the SIG and the internal audit of financial oversight. **ACTION.**



15.1 Code of Good Governance Compliance Review

The Clerk explained that a review of the Code of Good Governance for English Colleges had taken place and that overall compliance was good. She highlighted actions that would be taken to strength governance procedures further, including production of a Policy for Conflicts of Interest, an annual report for the Search and Governance Committee and review of policy monitoring.

15.2 Standing Orders – Financial Oversight

The Clerk presented the recommended amendments to the Standing Orders regarding financial oversight. She explained that this was in response to the FE Commissioners comment regarding the expectation that colleges would have a Finance Committee. She noted that this was the first step in providing assurance that the College's approach to financial oversight was robust and acceptable. As part of the SIG discussion it has been suggested that the Internal Auditors be commissioned to undertake an audit to provide external assurance regarding the College's approach to financial oversight.

RESOLVED to approve the recommended amendments to the Standing Orders regarding Financial Oversight.

16. Notes of the meeting of the Quality and Progress Special Interest Group held on 23rd March 2020

The Chair of the Group presented the notes of the Quality and Progress Special Interest Group and noted that the Group had considered:

- Differences in terms of performance between schools;
- Concern regarding the low levels of achievement nationally for maths;
- Stretch and challenge in apprenticeships;
- A really useful presentation regarding the Quality Sharepoint Site; and
- The Ofsted Preparation Plan.

16.1 Maths and English Progress

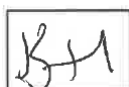
The Vice Principal Curriculum and Quality presented the Maths and English data that had been reviewed by the Quality and Progress Special Interest Group. She confirmed that improved outcomes were expected for both English and maths for 2019/20.

16.2 RQF Results Analysis

The Vice Principal Curriculum and Quality presented the RQF Results Analysis that had been reviewed by the Quality and Progress Special Interest Group.

Q: Have re-sit opportunities or alternative assessments advice been received from Pearsons?

A: It was noted that advice from Pearsons had not been finalised. Awaiting clarification regarding students that would be entered for re-sits and which would be offered alternative assessments.



The Vice Principal Curriculum and Quality confirmed that the Pearson Regional WM Managers kept College staff informed of developments and guidance.

17. **Minutes of the Remuneration Committee meeting held on 16th March 2020**

These items were deemed confidential.

18. **Regular Update Reports**

18.1 Use of the College Seal and Use of the Chair's Electronic Signature

The contents of the Use of the College Seal Report were received for information.

18.2 Tender Update Report

The contents of the Tender Update Report were noted for information.

18.3 Bids and Projects Report

The contents of the Bids and Projects Report were noted for information.

19. **Date of Future Meetings**

The date of the next meeting was confirmed as Wednesday 22nd April 2020 by Teams.

Signed



Date

22 April 2020

Chair's electronic signature and initials applied with approval during College Covid-19 closure.

