

Minutes of the Corporation Meeting held on 23 February 2021 online by Teams, starting at 5.00 pm

Present	Barbara Hughes (Chair) Paul Assinder Stan Baldwin Scott Beasley John Callaghan (Principal) Tasleem Chaudary Carol Harvey-Barnes (Staff Governor) Sarah Horton-Walsh Raees Iqbal (Student Governor) (<i>left at 6pm</i>) Lisa Jones Neil Ladwa (External Member) Paul Large Lucy Lee Tony Lucas Geraldine Swanton Sally Tomlinson
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In Attendance	Lindsey Stewart (Deputy Principal and Stratford Chief Operating Officer) Heather Evans (Vice Principal Finance) Rebecca Gater (Vice Principal Quality and Curriculum) Pete Haynes (Vice Principal HR and Student Services) Theresa Lynch (Clerk) Sean Howitt (Head of Marketing and Communications) - <i>presentation</i> Sam Bromwich (Director of Risk, Control and Compliance) – <i>Item 4</i> Maddie Booth (Sustainability Officer – ESF) – <i>Item 4</i> Mary Younan (Dean of HE and Research) – <i>Item 6</i>
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The meeting was recorded.

Introduction

The Chair welcomed all members and welcomed Sean Howitt, Maddie Booth and Sam Bromwich who would be presenting to the Corporation on marketing and sustainability, respectively.

The top 3 key risks were noted.

Marketing Presentation

The Chair welcomed the Head of Marketing and Communications to the meeting and he provided a presentation regarding marketing strategies for the College.

Q. Seem to be doing so much, what more can you do and what is the most difficult issue?

A. Always look for new ideas. Reflect a lot on what is working and ensuring good impact and outcomes. Strategies are sector informed and provide shared ideas for new developments.

HE has been difficult recently due to competition with universities. Always a battle in FE to show that vocational routes are as good as the A Level route and to convince parents and others.

Q. Are schools more open now?

A. The legal requirement for schools to be more open about their careers advice for pupils in 2018 has really had an impact on strengthening links. Schools liaison is one of the most important elements of the Marketing strategy.

Q. Has the pandemic changed your approach to targeting new students?

A. Yes, the Team has had to adapt very quickly to do a lot more events virtually. Open evenings, school assemblies and a range of other activities have continued and have actually worked really well. Virtual events are continuing this academic year, but hopefully by the autumn term it will be possible to welcome potential students and their families to the College campuses.

Governors confirmed that there was a very strong brand that was clear in the presentation and that activities are far reaching and very positive.

The Head of Marketing and Communications was thanked for his presentation and he left the meeting.

1. Apologies for Absence

Apologies for absence were received from Stuart Lyons (Student Governor).

2. Declarations of Interest in Relation to this Agenda

There were no new declarations of interest.

3. Minutes of previous Meeting and Matters Arising

The minutes of the meeting held on 27th January 2021 were **agreed** as a true and accurate record and signed with the Chair's e-signature. The contents of the actions report were noted and updates were provided:

- Appointment of External member of Remuneration Committee – deadline changed to March 2021, so that the appointment process could take place in time for the next Corporation meeting.
- The Deputy Principal confirmed that the action relating to sub-contracting data being available on the dashboard had been completed.

Q. Risk relating to IT systems – how fit for purpose has the IT system proved in relation to the demands of online teaching?

A. The Principal confirmed that there had been very little negative feedback regarding access. The issues seemed to be more related to individual issues in students' homes, eg, devices and WIFI. The systems seems to have proved remarkably robust. Security is the ongoing issue in trying to maintain an open system, without opening up to cyber criminals and this continues to be the focus for the College. Where students have experienced issues the College has been very proactive in providing devices, dongles etc to overcome barriers to remote learning. There don't seem to have been any system/network issues and feedback from students has been positive.

The notes of the Governors' Strategy meeting held on 6th February 2021 were noted.

4. Sustainability and Climate Change

The Director of Risk, Control and Compliance and the Sustainability Officer – ESF presented the College's sustainability strategies and the amended and updated Policy. It was noted that the Sustainability Officer had been funded via the ESF project, as this was a key objective of the ESF project.

The Sustainability Officer presented information about the key risks to the sector resulting from the climate crisis and how the College aims to make improvements to address this agenda.

Q. How does the plan relate to the AoC linked national roadmap as promoted by Steve Frampton? How does the plan link to the local authority goals and targets for sustainability?

A. The SCUC Roadmap is based on the same principles and values as the AOC national roadmap. SCUC used this as the basis of its roadmap. We have included all the core principles in our roadmap e.g. SDG

Accord, Teach In campaign. We worked with SMBC on the roadmap to ensure it is in collaboration with Local Authority sustainability goals. Since having our own roadmap we are working with Solihull Climate Change Commission on SMBC climate change goals.

Q. On the map it says we sign the SDG Accord twice - is this correct? What is the timescale of the map?

A. Yes. The first reference to SDG Accord relates specifically to our agreed policy within the College (in process of signing the SDG Accord as a College we need to decide what our target date is when we want to become net zero). The second reference is when this is actually put into practice and we go onto the SDG website and therefore will be held accountable. The map is based on 24 months, but is continually evolving.

Q. How is the student rep Green and Sustainability Officer involved?

A. The Student Green and Sustainability Rep meets the College Sustainability Officer once a month to review the road map and action plan and identify specific target actions to work on such as Fairtrade fortnight. The role is also a key role in the Green Champion group.

Q. The College Objectives are: "Embed sustainable values into the culture of the college both formally through the curriculum and informally through extra-curricular activities". Do we run any specific courses on this subject matter?

A. We do not currently run specific courses on sustainability, but it is naturally embedded in some programmes, such as Built Environment and Sustainable Technologies. In our other programmes, we cover sustainability as part of our PPD (tutorial) programme. We have introduced a role 'Green and Sustainability Repr' in our Student Exec group. There has been lots of enrichment activity, which I will email separately via Theresa. Finally, Maddie and Sam have delivered a session at CMT to all managers, and a session is planned for our next CPD day in March for all support and curriculum staff.

Q. Important that sustainability is on the Corporation agenda going forward. The Vice Principal Finance is responsible for sustainability and this is useful given the potential need for investment in this area.

A. The Vice Principal Finance confirmed that sustainability was a key priority for the College and had been incorporated into financial planning going forward. She confirmed that there were a number of initiatives planned – some were funded initiatives and some were cost-saving initiatives.

Comment: It is a good idea to engage with the College's university partners on this, as they had to engage in sustainability in the 1990s as part of eligibility for capital funding and will therefore have quite sophisticated plans relating to environmental sustainability and social responsibility. The agenda starts to pervade everything and once embraced by the organisation it is necessary to apply it to procurement and contractual arrangements and also for investment projects. The agenda becomes fundamental to all operations. It was very important for Governors to be engaged with the sustainability agenda and how it features within the curriculum.

Q. Is a timeplan being developed against the roadmap?

A. Continuously updating and reference to the action plan. The roadmap itself expected to be 2 years and making progress – new initiatives and opportunities all the time.

Q. Are employers involved? Are we encouraging/influencing greater employer involvement?

A. The Sustainability Officer explained that having worked in the private sector previously she had access to a range of employer networks, as well as working with the Solihull Sustainability Visioning Group and they work with every company in the Midlands. Meetings take place monthly and employers are engaging with the College in a range of ways.

Discussion took place about how Governors would wish to be involved in the sustainability agenda and it was noted that some Governors worked with organisations that were addressing this agenda too who could be put in touch with the Sustainability Officer to develop information and resources for students and take the agenda forward.

The Sustainability Officer explained that an event was being planned, "Thinking Further – Sustainable Futures", that would provide an opportunity to show how sustainability translated into a career, with case studies from employers and to highlight courses that provided progression routes into these careers. It would take place over 3 days, with lunchtime panellist discussions with interviewees. It was noted that Governors would be welcome to join the sessions.

The Chair explained that there were a range of roles for Governors in sustainability activities, including:

- Approve policies, strategies and plans;
- Engagement, as much as possible, within the remit;
- Promote and network and be champions of the agenda; and
- Monitor the roadmap, plan further, audit progress and evaluate impact.

The Director of Risk, Control and Compliance presented the draft Sustainability Policy and explained that it had been re-written to encompass the current agenda and to reflect the activities and plans being developed. It would further be developed in relation to the Green Travel Plan and Carbon Management Plan to demonstrate that the key values in the sustainability and climate change agenda are embedded throughout the College's practices, procedures and curriculum.

Q. The objectives are broad and general, when will they become more specific or is detail elsewhere? I appreciate we are in the emerging category on these matters and I appreciate the work that has been done so far.

A. The draft policy is broad. The action plan is more specific with the detail of the targets and progress towards these. There will also be a Carbon Management Plan to be agreed by a College focus group which will have very specific energy, electricity and waste targets. Progress towards local and national targets are monitored in the action plan which was approved at SLT. Key targets will be published on the website or a sharepoint site in due course.

Q. What impact has there been on the ESF project from Brexit?

A. The current ESF funding continues until December 2023 and any existing projects will continue to be funded. There are plans for a similar UK replacement fund to be announced to continue with projects.

Q. Can the plan be put on the dashboard please so Governors can see it and any updates? Are we working towards any national awards on this subject?

A. Yes, the proposal is that there will be a College working group to finalise the Policy. Governors will be asked to approve the final Policy. The action plan is updated regularly and monitored at SLT and can be uploaded to the dashboard if requested. **Action.**

The Chair noted that Governors could obtain more information about how universities and colleges were addressing this agenda by looking at their websites and through the AOC. A number of colleges were engaging in this and were at different stages - developing, emerging, established and excelling, so it was interesting to see the different approaches and progression across the sectors. She noted too whether there might be an award to work towards and the Sustainability Officer confirmed that there were a number of awards including Greener Schools Award. The College was working towards level 1 of this award at the moment.

The draft Sustainability and Environmental Development Policy was acknowledged as travelling in the right direction and it was noted that the final Policy would be presented for approval in due course. **Action.**

The Principal noted the importance of progressing the sustainability and climate change agenda, whilst also acknowledging the need to plan activities and changes carefully with regard to finances. The final Policy would ensure that the agenda was fully addressed, underpinned by sound planning regarding financial investment.

The Director of Risk, Control and Compliance and the Sustainability Officer were thanked for an interesting and useful presentation and they left the meeting.

5. COVID-19 Update

The Principal provided a verbal update regarding re-opening plans for the College, following confirmation that schools and colleges should re-open on 8th March 2021. He noted that the focus for colleges following the previous lockdown had been to ensure that 16-18 year old students had at least 50% of face-to-face teaching. This would be the focus for the College for the planned opening from 8th March 2021. The new guidance also allowed some adult groups to return.

Lateral flow testing – originally the guidance had identified that all staff and students should be tested twice a week. This would have been a large amount of work for the College and would potentially have impacted on time for learning. This had now changed to students having 3 tests upon return to College and then home testing. All information would be registered and positive tests would require self-isolation and a PCR test to confirm the result if tested at home. Plans were underway, but the College was also liaising with Public Health England about being able to use the local test centres in Solihull. It may be necessary to test on the College site at Stratford upon Avon. It was noted that Woodlands students would use North Solihull Leisure Centre by Warwick Manufacturing Group.

Stronger protective measures – it was noted that face coverings would be worn in classrooms until Easter.

Exams and assessment – following consultation it had been agreed nationally that exams would be awarded via centre assessed grades. Vocational education, however, was much more complex and each of the awarding bodies were publishing their own arrangements.

The Principal confirmed that enrolment would be online again, following the success in 2021. Application numbers were good and the website was being updated with 2021 information.

Concern was being expressed by the teaching unions, as they hoped that teachers and frontline education staff would have been prioritised for vaccination, however, this had not been agreed by the government.

6. Higher Education Report

The Dean of HE and Research presented the report and noted that it outlined the College's approach to quality assurance and details of the College's planned offer and strategy for 2021/22, including internal progression routes. She noted that the 5 different awarding bodies had different approaches to quality assurance, with some accepting the College's information, whilst others required adoption of their practices.

The HE quality improvement plans had set out areas for good practice and areas for improvement, whilst also adding feedback from staff and students regarding the impact of COVID-19 on their experience during 2021/22. This would ensure triangulation of the information to understand how staff had had to adapt their delivery and how students had responded. She described how the No Detriment Policy was being applied for 2021 and explained that the number of requests for mitigating circumstances was increasing.

The Dean of HE and Research highlighted the requirement by the OfS to provide assurance to the Corporation that communication provided to students continued to comply with the Competition and Markets Authority requirements. She confirmed that the College was continuing to comply with CMA guidance and highlighted some actions that had been taken to address any possible issues.

The Chair noted that the HE section had now been added to the Governors' Dashboard and that there would be a briefing for all Governors in the summer term to review the content and updated guidance.
Action.

Q. By way of example, can you tell us about the collaboration with the local police services in the delivery of the HNC and HND Policing courses?

A. In 2019/20 there were a number of visits from WM Police to deliver sessions for students, relating to a range of issues including knife crime, counter terrorism and airport security. In 2020/21 development is taking place to develop a 6 week course with WM and Warwickshire Police. The HND course leader is part of the group that is hoping to encourage recruitment of underrepresented groups into the police force. HND and HNC students will be encouraged to take the course, once it is fully up and running.

Q. The Bridging module sounds useful – what does it include and is there something similar for FE and Apps?

A. The proposed Bridging Module into Higher Education is equivalent to what we currently deliver in most courses as 'Academic Skills'. This is delivered in every transition stage between levels 4 to level 6 to prepare learners to meet the academic skills required at each stage.

Q. Transition skills to meet Higher Education requirements is seen as an excellent enabling achievement specifically for our internal progressing students and equally adult learners that have not been in an educational setting for a while.

The Academic Skills at level 4 entry include:

- Essay writing skills
- Presentation skills
- Time management
- Electronic library research skills
- Plagiarism and the use of referencing
- Level 4 Descriptors (according to the Framework of Higher Education Qualifications)
- Higher Education Professional Services offered to HE Students
- Introduction to awarding body regulations.

We do not have a bridging module for apprentices or FE students but do assess their knowledge and understanding as part of our initial assessment process and bridge any gaps they may have before moving on to new content. This forms the final stage of our '3 stages of intent' - initial assessment and addressing knowledge gaps.

Q. Have any complaints for HE been received during lockdown and of what nature?

A. We have received one in Engineering from a learner who was dissatisfied with the standard of teaching received by one teacher. This was not upheld and is currently being investigated as part of the appeals process. It is worth noting that this student achieved a First-Class degree.

Q. Focus Groups – how has the feedback that Governors have provided been used to inform the QIP and other improvements?

A. The Vice Principal explained that the feedback forms had been shared with Heads of School who are responsible for the students. Where issues were highlighted, responses will be collated and shared with Governors shortly. **Action.**

Q. Where mitigating circumstances have been raised, has additional support been provided to the student(s) in response to issues raised?

A. Yes, where issues have been raised and there is action that can be taken it is, for example, a group of adult students raised the difficulties of being able to submit by deadlines with all the issues of lockdown and caring for children/elderly parents etc. The College requested that the universities consider delaying their exam boards to provide some flexibility for students regarding deadlines and some of the universities have agreed to do this. Other support includes increased tutorial support, referral to student support and mental health services or academic skills support.

The Chair explained that it was not necessary for Governors to have the full mapping of responsibilities, but what was important was that they know any impact from these on our overall HE responsibilities or whether the existing HE quality assurance arrangements continue to meet requirements.

The existing quality assurance arrangements continue to meet the requirements. The mapping of responsibilities shows our responsibilities as a validated/franchised partner to the awarding body. It is usually one of the primary documents requested by QAA in inspection settings.

The notes of the HE Briefing that took place on 21st January 2021 were received for information.

The Dean of HE and Research was thanked and she left the meeting.

7. Termly Update on Targets

The Deputy Principal presented the report and noted that attendance had not decreased due to lockdown and in some areas the data had improved. The Chair noted that it was useful to see the targets all together and that this was a useful report for Governors to refer to, as appropriate.

8. Quality, Teaching and Learning

8.1 Student Survey Updates

The Vice Principal Quality and Curriculum presented the outcomes that had been collected from the Student Satisfaction Survey that took place early in November 2021. The first online preparation week had incorporated some of the questions. There is a link on the presentation that shows comparison with the 2019 survey. The majority of responses were more positive in 2020.

Q. There seems to be an issue around the detail and timeliness of feedback – what action is being taken to improve the consistency of approach?

A. In the Autumn student satisfaction, the poor satisfaction with timeliness of feedback can be pinpointed to two Schools – Engineering and Built Environment. Both areas were behind with their marking for a range of reasons, and both have now been rectified. The Engineering deep dive follow-up in January validated this. I am aware that some of the recent Focus Groups also share similar concerns – as a result, actions have been added to these Schools' QIPs, and will be regularly monitored. We are currently in the midst of MOTs, and timeliness of feedback is one of the measures we look at during these meetings - where there are concerns, we agree QIP actions, support staff / managers where needed and follow up two weeks later to check progress.

A further Student Satisfaction Survey will be conducted at Easter 2021, to show direction of travel for the year.

8.2 Maths and English Update

The Vice Principal Quality and Curriculum presented the maths and English update report. She explained that a further progress review was currently underway with some mock exams and this would inform the centre assessed grades.

Q. Woodlands was the lowest attendance for M/E – what action is being taken to remedy? Is it the Hair and Beauty learners? Will this be helped by catch-up funding?

A. It is Hair and Beauty, but attendance is below what we would expect in Construction and Motor Vehicle too. Interventions are put into place which include contacting parents, setting targets on Promonitor, using the disciplinary process where needed – these are all 'stick' responses. We are also trialling innovative 'carrot' responses in an attempt to motivate learners to attend – such as 'teach the teacher' where E&M tutors attend vocational sessions for students to teach them, in order to build a rapport. I'll share a presentation that the lead staff for this initiative presented to CMT recently – this is on pause until we return to College, but early indicators were positive, and attendance did improve as a result. Yes, we are using catch up funding for these students, and they also have access to the maths and English hub for additional support.

Q. Were there particular factors affecting the Nov 2020 GCSE results at different campuses?

A. The students sitting these exams achieved a grade 3 last year as a result of centre assessed grades and felt that they were worthy of a grade 4. Individual students' likelihood of success is impacted by how close they were to a grade 4 last academic year, which is quite a wide-ranging grade, so some would have been near to grade 2, whilst others were really close to grade 4. Many of these students were issued predicted grades from their Schools so we would not have that level of detail. All students had the same teaching, and opportunities to attend the Hub for revision sessions between September and the exam in November. Noted it is key how learners learn differently in response to the 'same' content of teaching.

8.3 Feedback from the Governor Student Focus Groups Feb 2021

The Chair explained that 10 Student Focus Groups had taken place to-date and the discussions had included both FE and HE students. It had been very useful to be able to triangulate the Focus Group discussions with the survey data provided. Students had discussed online learning and issues relating to working at home, but all confirmed that they would be happy to continue to study at the College.

It was noted that the online Focus Group had been a really good way of engaging with students and particularly for Governors who were generally unable to attend College during the daytime. The students had been very engaging and other Governors were encouraged to take the opportunity.

9. Curriculum Impact – Progression Report by School

The Deputy Principal presented the report and confirmed that there was positive progression within the College. Work with students online in 2020 had really helped to ensure a good recruitment in September. She noted that West Midlands Colleges had commissioned research by J2 to carry out telephone interviews with adult learners and that this report would be made available to the Corporation when available. **Action.**

The Chair confirmed that the information was adequate with regard to content of the report.

10. Equality and Diversity Annual Report 2020/21 and review of Equality Policy

The Vice Principal HR and Student Services presented the report and confirmed that this was required as part of the College's responsibility to comply with the Public Sector Equality Duty. The report sets out how the College is meeting its responsibilities and provides a useful resource about student and staff profiles, activities and data, as well as case studies demonstrating individual experiences at the College.

It was noted that Will Pullen, the Student Voice President and LGBT+ Officer was producing a video regarding the College's progress in obtaining the Rainbow Flag award and that the video would be made available to Governors when complete. **Action.**

The Vice Principal HR and Student Services explained the equality objectives and the College's progress against them in 2020/21. He described the College's online programme that had been developed for staff to undertake. He noted that work was continuing regarding identifying and addressing unconscious bias. A discussion had taken place around blind recruitment and online applications that would redact names and illuminate potential unconscious bias. Targets specifically in relation to HE and the Access and Participation Plan would be incorporated too.

Q. The highest proportion of our BAME staff are in lecturing roles. Can you say something about our Training and Development initiatives, notably middle management training, in relation to encouraging staff progression.

A. We are particularly pleased with the percentage increase of teaching staff from BAME backgrounds. We have developed an Aspiring Leaders programme for staff (5 of the 19 attendees are BAME) and the College had signed up to the Black Leadership Initiative. The Principal explained that he had attended the inaugural Black Leadership Group and described the discussion about the need to develop FE leaders from BAME backgrounds. The challenge was to ensure that the staff body and Governors were representative of the student community. It was noted that Corporation membership had changed over the last 6 years to address gender and BAME representation more equally. A toolkit had been distributed that provided self-assessment questions that would highlight strengths and areas for improvement. This would be carried out and reported back to the Corporation in the future. **Action.**

It was noted that reporting deadlines for submitting data around the gender pay gap had been pushed back to October 2021, due to the COVID-19 crisis. The College, however, had continued to produce and publish the data for March 2020 - March 2021. Discussion took place regarding national benchmarks and that it would be useful to be able to compare the College against the national data. The Vice Principal HR and Student Services explained that the national average for all employees was 17.3% and for full-time employees only was 8.9%. The overall figure for the College for all employees was 4.27% and was therefore a lot lower than the national average. It had, however, risen on the previous year from 2.94%. Analysis had taken place and it was felt that the pay difference between gender was not statistically significant. It was suggested that the national benchmark data be included in the annual report. **Action.** It is important to really address this agenda and make real change to ensure equal opportunities for all.

Q. The pay gap based on gender is monitored. Is a similar exercise completed based on race?

A. It is in our plan for this year to introduce ethnicity pay gap monitoring. This isn't a legislative requirement at the moment, but we see it is a positive step.

The Vice Principal HR and Student Services presented the Equality Policy and noted that the College's Equality and Diversity Group had reviewed it and were content with the Policy.

Resolved to approve the Equality Policy.

11. HR Policies – Policy Guidance for Handling of Redundancies

The Vice Principal HR and Student Services presented the Policy Guidance for Handling of Redundancies and explained that it followed statutory requirements. The unions had confirmed that the Policy followed best practice and were comfortable with the content. They would take the Policy to their annual meeting and would raise issues as appropriate that would be re-submitted to the Corporation.

Resolved to approve the Policy Guidance for Handling of Redundancies.

12. Property Update

The Vice Principal Finance presented the property report and provided an update regarding Phases 4 and 5 of the Stratford Campus Re-development project.

Q. Could you explain what the timescale issue is re CCTV and 'other TBC' items relating to the DfE capital funds for improving the condition of College estates (funding received in 2020)?

A. The DfE grant originally needed to be spent by 31st March 2021 with a further 15% match funding. Several projects were considered in order to ensure that we met this requirement. However, the project timescales have now been relaxed and the requirement for match funding removed therefore some items have been removed from the project such as CCTV and asbestos removal. The reason CCTV was removed was that evaluation of the work required was on-going and external help had been sought with this. Other 'to be confirmed' items included asbestos removal which has a longer lead in time and is now scheduled for Summer 2021.

Q. Have we received the overage payment due in Feb?

Unfortunately, we have now been notified that further paperwork needs to be signed before the Macc Group can pay the overage payment. It is hoped this will be completed this week.

Resolved to approve in principle to delegate final approval to submit the ESFA bid for capital funding towards Phases 4 and 5 of the Stratford Campus Re-development project.

13. Sub-contracting Update

The Deputy Principal presented the report and confirmed that the partnership with RMF was working well. The WMCA encouraged the partnership. The Chair and Vice Principal Curriculum and Quality did a deep dive visit in the autumn term and were very impressed with the quality of training taking place.

Q. Our contract with RMF is significant (circa £1 million). Could you remind us of the work undertaken by this company and the types of apprenticeships they are offering, in conjunction with the College.

A. RMF deliver groundwork and plant training programmes for the unemployed and reskilling. The programmes started as a construction gateway initiative and have been approved by the WMCA. The funding has been enhanced given the expensive nature of the delivery and is now embedded in our AEB allocation. These courses give the students the qualifications and experience needed to find employment and it has a high transfer rate into jobs.

Resolved to approve the increased contract value of £200k with RMF, subject to WMCA confirmation.

14. ESFA Financial Benchmarking Data

The Vice Principal Finance presented the data and explained that ESFA had changed the way they provide the data. In the past they provided a letter twice yearly that gave this data. However, now the information is on a portal with access requirements. The College had screen-printed the data to provide comparison information. Discussion took place regarding the trajectory of the cashflow, particularly during COVID-19. It was noted that the data provided a familiar picture in relation to the College's position and discussion had taken place previously in relation to these indicators.

RSM had raised the need to discuss the benchmarking data in the governance audit September 2020.

The Principal explained that he collated comparison information relating to key financial performance indicators regarding some West Midlands colleges to obtain a view of the College's position. He noted that some colleges had not yet submitted their annual accounts. He confirmed that when completed he would share the comparison with the Corporation. **Action.**

15. Pay Award

The Vice Principal Finance gave a presentation clarifying the College's financial position for 2020/21. She noted that in response to a request from Governors an additional slide had been produced to show underlying operating position, which was important when considering the viability of a pay award. It was confirmed that there was a forecast surplus of £4.3m and an adjusted surplus of £190k when underlying position is assessed.

Part of this item was deemed confidential.

16. Regular Reports

16.1 Bids and Projects Report

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

Q. Could you explain what bid 3.6 is with Warwickshire College Group?

A. The bid provides mentoring for small businesses and provides a detailed training needs analysis for each SME. Warwickshire College already led on a similar successful bid. We already have experience of a similar bid in partnership with the other Birmingham colleges and we find it helps engagement with these businesses.

16.2 Use of the College Seal and Chair's E-Signature

The contents of the use of the College Seal and Chair's E-Signature were received for information.

16.3 PMR December 2020

The contents of the PMR for December 2020 were received for information.

17. Date of the Next Meeting

The date of the next meeting was Wednesday 31st March 2021 at 5pm on MS Teams.

The meeting ended at 7.50pm.

Signed



Date 31 March 2021

Solihull College and University Centre

Confidential Minutes of the Corporation Meeting held on 23 February 2021 online by Teams, starting at 5.00 pm

Present

Barbara Hughes (Chair)
Paul Assinder
Stan Baldwin
Scott Beasley
John Callaghan (Principal)
Tasleem Chaudary
Sarah Horton-Walsh
Lisa Jones
Neil Ladwa (External Member)
Paul Large
Lucy Lee
Tony Lucas
Geraldine Swanton
Sally Tomlinson

In Attendance

Lindsey Stewart (Deputy Principal and Stratford Chief Operating Officer)
Heather Evans (Vice Principal Finance)
Rebecca Gater (Vice Principal Quality and Curriculum)
Pete Haynes (Vice Principal HR and Student Services)
Theresa Lynch (Clerk)

The meeting was recorded.

Staff and student governors left during consideration of this item.

15. Pay Award