

NON-CONFIDENTIAL MINUTES OF THE CORPORATION MEETING HELD ON 15 NOVEMBER 2017

Present:	Roy Thorpe (<i>Chair</i>))
	Ian Haines (<i>Vice-Chair</i>))
	Thelma Aye) External Governors
	Louise Briggs)
	Mark Leather)
	Javad Yazdani)
	Ainsley Cheetham	Co-opted Governor
	Louise Evans	Support Staff Governor
	Rebecca Hawkesford	Student Governor
	Paul Ineson	Academic Staff Governor
	Wes Johnson	Principal
In attendance:	Philippa Howsley	Head of Learning Support
	Iain Parkinson	Head of Faculty; Sports, Care and Arts
	Peter France	Vice-Principal Finance and Resources
	Charlotte Rawes	Director of Apprenticeships and Employer Engagement
	Oona Cushen	Clerk to the Corporation

STANDING ITEMS

WELCOME AND APOLOGIES FOR ABSENCE

B/17/170 The Chair welcomed Paul Ineson (new Academic Staff Governor), Philippa Howsley (attending as part of the middle management development programme) and Iain Parkinson (covering for the Vice Principal Curriculum and Quality) to the meeting. There were no apologies for absence.

DRAFT MINUTES OF THE CORPORATION MEETING HELD ON 18 OCTOBER 2017

B/17/171 The minutes of the previous meeting, held on 18 October 2017, paper LMC/C/20/17, were agreed as a true and accurate record and duly signed by the Chair.

MATTERS ARISING

Corporation Action Checklist

B/17/172 The Clerk advised that one action had been completed and the remaining two actions were in progress. Valerie Osborne has now been appointed as the Marketing and Student Services Manager and will review capacity for more staff to attend marketing events. The revised key performance indicators will be presented as part of the Senior Management Team Report (agenda item 4).

STRATEGIC ITEMS

SENIOR MANAGEMENT TEAM REPORT (Reclassified as Non-Confidential)

The Principal referred Governors to paper LMC/C/22/17 and highlighted the key points:

B/17/173 It is important that the College positions employers at the heart of what it does to support all learners in their educational journey and provide them with the best possible experience leading into Higher Education or employment. There has been positive feedback from the initial Employer Advisory Groups and these will continue throughout the year. At the Association of Colleges' (AoC) conference, best practice and expectations around apprenticeships and Technical Levels were shared; these also place employers at the forefront of education. The Local Enterprise Partnership (LEP) has also shared their vision for technical education, which was disappointing and further consultation is underway. Their vision will have a crucial impact on the College in terms of priorities for the local area and how these link to the new Strategic Plan.

- B/17/174 Progress is being made on improving internal communications; the Principal has held three focus groups, one with middle managers and two with a self-selection of teaching and support staff. It is evident that staff want much clearer and consistent communication, particularly around consultation, direction and explanation, as well as having the opportunity to provide feedback. The Principal has introduced a weekly update, which is emailed to all staff directly from the Principal; this has been welcomed by all staff and feedback has been very positive.
- B/17/175 There have been various meetings with employers and external stakeholders, as well as a visit from the Ofsted Support and Challenge Inspector. Although no formal feedback is provided, the inspector was pleased to see that the College is heading in the right direction and recognises that the College is on a journey of improvement. The inspector spent two hours on walkthroughs in different classes and there was good feedback on the developments seen, as well as suggestions on how to further develop improvement. There were some very positive points to relay to staff.
- B/17/176 The Vice-Principal Finance and Resources will provide an update under later agenda items and quality will be reviewed as part of the discussion on the self-assessment report.
- B/17/177 The Director of Apprenticeships and Employer Engagement advised that some data management responsibility for apprenticeships has been transferred from CIS to LMC Business. A new data team leader has been appointed as part of the Business team and will work closely with CIS to support the funding returns. There has also been a new administration assistant appointed to strengthen the team. Apprenticeship admissions have been transferred back to Student Services, but the team will work closely with the new admissions assistant on the job matching service. Following meetings with the team, it is evident that LMC Business has been working separately from the rest of the College, so early focus has been on improving cross-college relationships. Each curriculum area has been allocated a nominated sales person to develop that curriculum. The team will also work with the Employer Advisory Groups and marketing, attending all school events to promote apprenticeships. The team will also be upskilled in terms of their funding knowledge and local and regional priorities; Vicky Lofthouse from Lancaster and District Chamber of Commerce will also support this training. The pace of development has also increased, with the team attending more events to promote all aspects of training and apprenticeships, as the marketing staff may not have full knowledge or capacity to do so.
- B/17/178 The Director of Apprenticeships and Employer Engagement is working closely with Preston's College to ensure all funding claims for the ESF projects are submitted, as there have been issues in the past.
- B/17/179 There has been a 61% decline in apprenticeship starts nationally and LMC has seen some decline in specific areas, including the loss of schools' work under the Lancashire County Council tender and a reduction in the hospitality and health and social care sectors. There is a lot of work through the Employer Advisory Groups, as well as on a local and regional level, about how to improve this position. The College has been approached by some high profile companies in the hospitality industry wanting to work with the College to look for a skills solution for the future.
- B/17/180 The key performance indicators have been reviewed, with some lines removed and others added, particularly around progress. The first page details the targets that will be reported monthly to Governors, with the remainder being annual targets and the senior team would welcome comment, challenge and scrutiny on these. Attention was drawn to the attendance data; there has been a lot of churn in the first six weeks, with transfers, maths and English courses etc. and there is a degree of uncertainty around the data. Each curriculum team has been tasked with cleansing their own data and scores are starting to improve. Last year, absolute attendance was reported but, this year, authorised absence will be included to bring the College in line with the rest of the sector. The norm for authorised absence is around 3% maximum and the team welcome scrutiny on its robustness for authorised absence. The 'stretch and challenge' targets are aspirational.

B/17/181 The Head of Faculty; Sports, Care and Arts advised there are three particular areas to monitor; 1) to ensure the right learner is tracked on the right programmes, 2) timely progress (Heads of Faculty are in the process of clarifying their assessment deadlines etc.) and 3) whether learners are matching their target grades as a minimum. Work has recently been completed around value added target setting for learners, investigating how realistic are targets set by the Education and Skills Funding Agency (ESFA) 'ready reckoner'. Targets set by the ALPs system are too high and learners can lose their motivation to achieve if the target is unrealistic. Governors will be provided with a demonstration of the tracking software and headline data at the next meeting.

In response to questions:

B/17/182 As was evident in the training session prior to this meeting, Governors are provided with all the facts and data, but do not always receive the full story behind that information, which can be subjective and not something that Governors are involved with directly.

B/17/183 Governors questioned the volume of withdrawals in the first six weeks, especially given the declining demographics and impact on funding. Members were advised that a number of learners enrolled on full-time construction courses but secured apprenticeships with JTL in the first few weeks. Although these count as withdrawals for the College, they were all in the best interests of the learners. There were an immediate 100 enrolments onto Aspire provision and the College has identified a need for 'pre-Aspire' provision as those learners dropping out are just not ready for a college environment. A number of young people have been out of formal education for some years, either through home schooling or a specialist centre with extremely small class sizes. Although academically capable, some of these learners are not socially and emotionally adept for the busy class and College environment and it is an immeasurable culture shock. Places on Prince's Trust and Piccadilly Gardens courses fill quickly as these are conducted off-site. A review of the curriculum was undertaken purely to create a bridging course for these learners and provide an opportunity to do something practical, e.g. projects around the estate which can lead into Aspire and then mainstream provision. A more detailed analysis of withdrawals is being included in the termly quality report, due to be presented at the next meeting. It was also noted that a significant number of learners are dropping out of the system before arriving at College, as there is a major transition issue between primary and secondary schools. Learners are moving to secondary schools without an Educational and Health Care Plan (EHCP) and are being excluded from secondary schools before assessments and plans are put in place. Lancashire County Council currently has limited capacity to address the issue.

B/17/184 Governors queried whether the College would achieve its 16-18 learner numbers, currently reported at 34 below target. The allocation for the year is 1,125 and, although there are still some withdrawals to process, Aspire and pre-Aspire learners are still being enrolled. If the target is not achieved, the College should be very close. The College, however, is unlikely to achieve its 16-18 apprenticeship target of 150, but it is still recruiting at this stage. 19+ apprenticeships will almost certainly not achieve target and have been coded red to reflect this. It was questioned whether the budget for these areas should be revised to a more realistic income target and start to be re-profiled. The Vice Principal Finance and Resources advised that all profiles (carry-ins, starts, levy and non-levy etc.) have been reviewed and apprenticeship income is highlighted as a risk against the budget, especially with the loss of the Lancashire County Council business (worth £100k) and the non-levy tender outcome unknown until the end of the month. New starts are now profiling close to budget, but the position is being closely monitored. If necessary, the forecast will be adjusted accordingly.

B/17/185 In regards to monitoring of learner progress, it was acknowledged that the systems have been reworked to include all learners and address this knowledge gap for Governors, which has been a huge undertaking for the CIS as the curriculum structure within the management information systems had to be changed. When fully functional, live data will be used at both senior management and Corporation meetings, from whole College headlines to individual learners, but there is more data cleansing to complete.

- B/17/186 The Academic Staff Governor noted that the weekly updates from the Principal were succinct, well-structured and easy to read. The Head of Faculty for Sport, Care and Arts agreed based on the positive responses from staff, who are often heard discussing related topics in staff rooms. Staff can feedback any comments directly to the Principal and the emails are generating corporate identity. The Chair of the Corporation advised that the senior team and all other staff are encouraged to speak up, as it is helpful for Governors to get the insider view. The Principal advised that any staff suggestions are considered by the senior team, with feedback being provided to the staff member who made the suggestion, as well as through a communication plan or via the Principal's weekly updates, e.g. the introduction of student lanyards. Staff will see the benefits, rather than just feeling under pressure and it was noted that some strengths are coming to fruition with managers working more horizontally in cross-college roles.
- B/17/187 The College's capacity to deliver various levels of apprenticeships was queried. The Principal advised that the first stage was to make apprenticeships more attractive to young people and this should be a joint effort with employers. It was also commented that some of the College facilities for apprenticeships are not current.
- B/17/188 The key performance indicators were considered to cover a good range of the College's core business. The percentage of lesson observations graded good or better is currently lower than expected, as these are risk assessed so all new teachers will be observed first etc. Some will have been graded as 'requires improvement' to progress their development as they may not have the full range of skills that an established teacher has. It is anticipated this percentage will move throughout the year towards the 85% target as good or outstanding teachers will be observed later in the year. There have been around 30 lesson observations to date.
- B/17/189 The inclusion of authorised absences seemed appropriate and realistic, as students would not be penalised for valid reasons of absence, e.g. university interviews (of which there could be several) and work placement or potential job interviews. All of these are legitimate reasons and, in a sense, learners are attending as these absences are related to progress. Students take personal pride in their attendance and the system change to be more representative is welcomed.
- B/17/190 The Principal advised that the senior team should be held to account on the key performance indicators, including the stretch and challenge targets. Although Governors are aware of the issues, the low target for 16-18 Basic Skills Maths and English, although realistic, was questioned. It was clarified that the target is the current national achievement rate and would require a 12% improvement in performance. In 2016/17, the College made the decision for learners with a grade E to re-sit the GCSE, rather than Functional Skills, which has led to lower pass rates. In addition, Aspire learners without GCSE maths and/or English, must study these as a condition of funding, even though the likelihood of achievement is extremely low. It is considered that the current Functional Skills qualifications are not fit for purpose. The Chair of the Corporation queried whether the target could be set slightly above the national rate and asked the senior team to give this due consideration. If it is still felt that the current target is sufficiently challenging, then it should be retained with a clear explanation.
- B/17/191 There are some pre-set national targets for employer surveys, but the College will be introducing a range of additional surveys to complement the national questionnaire. It was also suggested that other measures attuned to Ofsted inspection, e.g. safeguarding, could also be included and surveys could be used to generate evidence to support grade criteria within the Common Inspection Framework. It was noted that there is a learner survey question on students feeling safe in College.
- B/17/192 It was clarified that there are not targets for room occupancy or utilisation as, effectively, the calculation is around learner numbers. The figures will only increase if the College recruits more learners. Governors were advised that each room has an occupancy level, e.g. the Board room is 40 and so if only 20 people are in a meeting, occupancy is only 50%. The College is also looking at a proposition to rent out excess space.

B/17/193 At the all staff briefing at the start of half term, every member of staff, whatever their role, was given the key messages about progress and improvement. It was emphasised that everyone in this organisation is involved in education and so were provided with the information around trends and challenges. The Support Staff Governor advised that her team had given positive feedback that they felt included and understood the key issues.

B/17/194 It was clarified that target grades set through ALPs will no longer be used, as these are set unrealistically high, e.g. an average C grade learner will be set A** target grades. A statistical analysis will be undertaken for Level 3 learners for discussion with managers. More realistic targets that are meaningful to learners will be set, based on starting grades, but that will show value added against national. There will also be target setting for Entry and Level 1 learners to create value added, where only very small improvements may be within their capability.

B/17/195 The Corporation received and discussed the Senior Management Team Report; paper LMC/C/22/17.

ACTION: Senior Management Team to review the target for 16-18 Basic Skills English and Maths.

END OF YEAR REVIEW OF COLLEGE PERFORMANCE 2016/17

B/17/196 The Principal referred Governors to paper LMC/C/23/17 and advised the report was written from the 'ground up' with contributions from all the Ofsted leads and others in terms of position statements, supported by the consultant. The report is underpinned by the data. The criticism from Ofsted in relation to the previous year's report was that it was not fit for purpose, nor did it provide an accurate reflection. This year has seen a much stronger degree of ownership and the document will be updated regularly in preparation for the inspection. The Ofsted Support and Challenge Inspector provided feedback on the report and felt that it had been given the appropriate amount of scrutiny, with no sense of over-grading based on the evidence. The data also triangulates with 'softer' evidence. Some real strengths are emerging around personal development, behaviour and welfare, adults and high needs.

B/17/197 The Quality Improvement Plan is a two-year post-inspection plan, but the main six or seven key strategic issues to be focused on in 2017/18 will be distilled out into a high level strategic summary for Ofsted. The underpinning detailed document detailing the evidence will be available to Ofsted, if requested, and will continue to be presented to the Corporation. The areas for improvement will be reviewed as there is some duplication, following feedback from the Support and Challenge Inspector. It was noted that Governors had previously seen an early draft of the report, which still requires some work in terms of grammar and readability. Governors may provide any comments via the Principal or the Clerk, but one person will become the 'editor' to finalise the report into a coherent document. Governors are required to agree the overall concept of the report and formally approve the key judgements and grades.

In response to questions:

B/17/198 Governors sought clarification as to what set the areas of personal development, behaviour and welfare, adults and high needs apart from the others to merit a grade two. With high needs learners, there is more secure transition and high quality wraparound services that support learners to stay and achieve (currently at three times the national average). The College reacts and responds very quickly to personal development, behaviour and welfare issues, providing effective interventions to support learners. Study programmes are over two years and, although data has improved, results are still not high enough to warrant a grade two as the full cycle for these programmes has not yet been completed. It was summarised that there is an upward trend in success rates and in-year progress data will be crucial but the evidence has been clearly mapped against the grade criteria. The position papers will be revisited and updated regularly.

- B/17/199 It was queried whether there were certain areas that could convert to a grade two at inspection, if there was targeted focus in-year. The Director of Apprenticeships and Employer Engagement advised that good progress is being made, with the purchase of Markbook, apprenticeships and staff training. Progress will impact on all success rates and have a 'domino' effect into most areas, e.g. leadership and management, outcomes, apprenticeships and study programmes etc. In-year progress must focus on attendance, retention and the quality of teaching, learning and assessment, as well in-year data for apprenticeships and study programmes. One key strength is 90% positive destinations and that should be reiterated with inspectors.
- B/17/200 The Corporation discussed and approved the End of Year Review of College Performance 2016/17; paper LMC/C/23/17.**

ANNUAL REPORT ON EQUALITY, DIVERSITY AND INCLUSION, INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- B/17/201 The Head of Learning Support referred Governors to paper LMC/C/24/17 and advised that as SEND is a protected characteristic with very small learner numbers, the report has been subsumed into the main Equality, Diversity and Inclusion report. The College still needs to consider, and does so every year, whether to collect data on other protected characteristics. Some of these areas will be issues that learners are still coming to terms with, e.g. sexual orientation, gender re-assignment etc. and it will be a question of whether the College will be able to effectively use the data for positive impact. This will be discussed with learners during a focus group at the Student Conference.
- B/17/202 Almost all these learners have achieved at a higher rate than last year, with some achieving above the national average, but there are still achievement gaps between main learners and high needs learners. Some of these gaps are getting smaller but there is concern in regards to the achievement gap for SEND learners, although this is a very small cohort. There are various reasons as to why these young people are not achieving as well as other students in College, including how and when the data is collected. In addition, young people with complex needs may work well at Level 2 but struggle with exams and the College needs to ensure it makes appropriate exemptions. An exam, particularly in maths and English, is an inappropriate assessment for some young people, and exemptions can be used for those learners that are eligible. Alternatively, the College should provide evidence for a more stepped approach to these exams, balancing the need to have some form of appropriate assessment to demonstrate learners' accumulated skills and knowledge. All exemptions will be carefully reviewed, taking account of learners' intended destinations, so as not to prejudice their later life chances. The achievement difference between apprenticeships and FE is smaller, and there are some issues around how data is collected. Young people do not always disclose a need, particularly if going for a job, as they think this may prejudice their chances. This is another key project and the cross-college links between departments and assessors will be a key pattern to sharing good practice.
- B/17/203 There are substantial numbers to look at statistically (139 leavers – this is number of exams not people). Lesson walkthroughs are being expanded to look at SEND and how the College supports tutors to support learners, matching what tutors need from learning support to make reasonable adjustments. Much of this work is currently done on a one-to-one basis but the team is looking at a more systematic approach in the future, as early interventions are key to helping these young people achieve.
- B/17/204 The team is looking at the wider implication of equality, diversity and inclusion, with much work on wraparound services for learners' more basic needs before they learn to study. The introduction of the 'Big Chat' (similar to a coffee morning) as an umbrella service to support mental health has been successful. Individual cohorts, e.g. LGBT, do not have a loud enough voice but by bringing cohorts together, these learners can now be heard. This forum also provides another point of disclosure for learners to access help and the feeling of belonging is cannot really be measured. It was noted that research suggests collecting data is better if it is reviewed sensitively and used positively.

In response to questions:

- B/17/205 There were 325 maths exam access arrangements last year, which was logistically challenging. It was noted that exemptions are not about giving learners an advantage, but about removing any unfair advantage against other learners.
- B/17/206 It was questioned whether a disadvantage factor should be factored in when setting minimum target grades, as very good progress could constitute higher value added. This will be covered within individual case studies and is only factored in for larger qualifications. There is a table within the report taking this into account and includes benchmarks against national averages. Very small changes are tracked as Lancashire County Council will fund learners for an additional year if vertical progress is demonstrated. Maintenance or slower decline of a learner is not recognised as progress.
- B/17/207 For future reference, reports will be standardised and any actions reported to Governors will be included in a monitoring report and reviewed by the Clerk.
- B/17/208 The Corporation received and discussed the Annual Report on Equality, Diversity and Inclusion, including Special Educational Needs and Disabilities (SEND); paper LMC/C/24/17.**

LEARNER DESTINATIONS AND PROGRESSIONS 2016/17

- B/17/209 The Director of Apprenticeships and Employer Engagement referred Governors to paper LMC/C/25/17 and advised that 90% of learners have positive progression, which is very high compared to the rest of the sector. There has been an increase of 7% in progression from Level 3, standing at 97% and mirrors the overall improvement on that level. There is more work still to do on unknown destinations and the aim is to improve on those this year. Positive destinations on apprenticeships is high and progression from Level 2 to Level 3 is good. This information has already been shared with training co-ordinators and the Curriculum and Quality Management Team.

In response to questions:

- B/17/210 Destinations will be a key strength in the Ofsted inspection, and provides strong evidence that the College adds value and helps learners enter careers. Governors felt the report would benefit greatly from the inclusion of some case studies, as well as the positive impact on employers, e.g. filling staff shortages, vacancies available, economic impact, retention of young people in region and salary levels etc. The Director of Apprenticeships and Employer Engagement advised that this type of report is in the pipeline for apprenticeships, but needs more work at this time. It was also noted that there was 100% positive progression in hospitality.
- B/17/211 Positive progression is defined as moving into the next level of education or gaining employment or training linked to subject studied. It was agreed that the definitions for positive progressions (and unknowns) should be included in future reports.
- B/17/212 In the previous inspection, there were some unsatisfactory conversations with inspectors who were not overly impressed with the destination data. The College must ensure that it can provide very clear evidence of value added and progression. There is some national benchmarking data for destinations, but it will be the credible case studies that will provide the strong evidence. It was commented that the College should also demonstrate how that achievement has been supported, e.g. alumni, mentors etc. This report and, in particular, employment destinations should also be used to help ensure the curriculum is fit for purpose and links to regional needs and statement of priorities.
- B/17/213 The Corporation received and discussed the Learner Destinations and Progressions 2016/17; paper LMC/C/25/17.**

ACTION: For future reference, the definitions for positive progression and unknown destinations should be included, alongside some case studies.

STATUTORY ITEMS

LATEST MANAGEMENT ACCOUNTS AND FUNDING KEY PERFORMANCE INDICATORS

B/17/214 The Vice Principal Finance and Resources referred Governors to paper LMC/C/26/17 and advised these accounts covered period one. As is usual for this time of year, the figures fluctuate as they are based on estimates and assumptions and there are timing differences with budget profile versus actual spend. There will be a better feel for trends by the end of period three. The operating deficit stands at £147k against a budgeted deficit of £39k. Income is under budget by £52k, mainly due to timing (catering and nursery still under income as first month is still prior to term). Expenditure is £56k over budget, mainly due to more upfront expenditure on consumables and some minor works (replacement carpets etc.) over the summer. Although there is a significant deficit in the first month, the variances will even out and become closer to budget as the year progresses. The balance sheet remains strong, with £4.m cash reserves but it is the operating position that must be addressed going forward. The funding key performance indicators are included, as requested.

In response to questions:

B/17/215 Starter costs as a percentage of income were questioned and it was clarified that quarterly rolled-up holiday pay was actually paid in August. As this is an unadjusted item, it caused a spike in expenditure which should even out across the year. The October accounts, due to be presented at the next meeting, should provide a clearer picture.

B/17/216 The Corporation received and discussed the Latest Management Accounts and Funding Key Performance Indicators; paper LMC/C/26/17.

EDUCATION AND SKILLS FUNDING AGENCY'S (ESFA) CONFIRMATION OF FINANCIAL HEALTH GRADE AND FINANCE DASHBOARD

B/17/217 The Vice Principal Finance and Resources referred Governors to paper LMC/C/27/17 and drew Governors' attention to the financial dashboard and the College's financial health, which is now graded satisfactory. In the space of three years, the College has moved from outstanding to good to satisfactory, with points scores of 280 to 220 to 200. A points score of 200 is technically still in the good grade but, because, the College score no points on performance measure, it has been downgraded to satisfactory. The College is still in an extremely strong financial position, with large cash reserves and no debt, but the ESFA has concerns about ongoing financial performance as the College made a deficit last year and is budgeting for an even bigger deficit this year.

B/17/218 The Education and Skills Funding Agency (ESFA) have a formula to calculate financial health and the College has triggered the requirement for early intervention. This was expected, was discussed on the Strategic Planning Day and there are plans in place to address the deficit. Improving the financial position should not only be about cost savings, but also on the College's ability to grow. Governors would like to see the continued increase in apprenticeship completers and the net effect this has on income moving forward, as well as an increase in the overall number of apprenticeships.

In response to questions:

B/17/219 It was commented that, given the state of apprenticeships nationally, it is likely there will be several colleges being placed into early intervention. The Association of Colleges provided a clear message to the Government that every college will struggle to make a surplus in three years' time if funding levels are not increased. Currently, 55% of colleges are either satisfactory or inadequate financially. In addition, many colleges will also have huge debts to service. It was noted that the College's actual outturn was slightly better than planned and remains borderline between the satisfactory and good categories.

B/17/220 The Corporation received and discussed the Education and Skills Funding Agency's (ESFA) Confirmation of Financial Health Grade and Finance Dashboard; paper LMC/C/27/17.

GOVERNANCE SELF-ASSESSMENT 2016/17

B/17/221 The Clerk to the Corporation referred Governors to paper LMC/C/28/17 and advised that the position statements reflect the section in the self-assessment report and the statement from the Corporation contained within the financial statements. The strengths and areas for improvement are taken directly from the outcomes of the self-assessment questionnaire. Once agreed, the evidence and impact will be updated in the governance quality improvement plan.

B/17/222 The Corporation discussed and approved the Governance Self-Assessment 2016/17; paper LMC/C/28/17.

DRAFT MINUTES FROM THE REMUNERATION COMMITTEE MEETING HELD ON 10 OCTOBER 2017

B/17/223 This is a confidential item for Corporation members only (excluding Staff and Student Governors), under Section 40 of the Freedom of Information Act. Paragraphs B/17/224 to B/17/225 are, therefore, minuted separately.

ITEMS FOR INFORMATION

MATRIX RE-ACCREDITATION REPORT

B/17/226 The Principal referred members to paper LMC/C/29/17 and advised this accreditation refers to the information, advice and guidance provided by the College. This was a challenging process with robust scrutiny, but highlighted the College's strengths with some very good case studies and strong evidence. The developmental points raised should build on the areas of strength. This is a good evidential document from an external assessor that can be used during inspection. Specific credit should be given to the Student and Learning Services Manager and her team for this excellent result.

In response to questions:

B/17/227 'Quick Tap' is a good mobile phone app but can be unreliable and is expensive. The College is looking at alternative solutions as students like the concept and the apps are familiar to them.

B/17/228 Governors commented on the holistic approach for information, advice and guidance, which is evident in the strengths listed. One area for development would be to add in the formality of measurable targets and further evidence. Lessons could also be shared with the rest of the College, especially in demonstrating good performance with the right culture and support, even when hard evidence is unavailable.

B/17/229 The Corporation received and noted the Matrix Re-Accreditation Report; paper LMC/C/29/17.

ANY OTHER BUSINESS

B/17/230 There were no other items of business.

CONFIDENTIAL DISCUSSION FOR EXTERNAL MEMBERS ONLY

B/17/231 This is a confidential item for Corporation members only (excluding Staff and Student Governors), under Section 40 of the Freedom of Information Act. Paragraphs B/17/232 to B/17/240 are, therefore, minuted separately.

DATES OF NEXT MEETINGS

B/17/241 Wednesday 6 December 2017 at 6.15pm
Wednesday 28 February 2018 at 6pm (*moved from 21 February 2018*)
Saturday 10 March 2018 (*Governors' Strategic Planning Day*)
Wednesday 21 March 2018

The Corporation agrees that these non-confidential minutes are an accurate record of the meeting.

SIGNED:

NAME: (Chair)

DATE: