

# CORPORATION AGENDA

Tuesday 29 September 2020 at 5.30pm, Virtual Meeting Held through Microsoft Teams

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*Governors are reminded of the College's commitment to equality, diversity and inclusion and the need to consider these issues, along with health and safety, in all Corporation business.*

## Standing Items

### 1. Welcome and Apologies for Absence

### 2. Declarations of Conflict of Interests

*Governors must declare any interest in any agenda items, where there could be a conflict of interest. For any such declaration, they may be requested to withdraw from the meeting for the discussion/decision on that specific item and will not be eligible to vote on the matter under discussion.*

### 3. Draft Minutes of the Previous Combined Meeting held on 14 July 2020 (Paper LMC/PM42/CC70/19 refers) *(for approval)*

### 4. Matters Arising

- Mandatory Responsibilities: Health and Safety, Safeguarding and Equality, Diversity and Inclusion
- Corporation Action Checklist (Paper LMC/C/01/20 refers) *(for agreement)*

## Performance Monitoring

### 5. Principal's Strategic Overview (Paper LMC/C/02/20 refers) *(for discussion)*

### 6. Performance Monitoring Report; Curriculum & Innovation, Personal Development & Welfare, Apprenticeships & Employer Engagement (Paper LMC/C/03/20 refers) *(for discussion)*

## Statutory Responsibilities

### 7. Corporate Services Report (Paper LMC/C/04/20 refers) *(for discussion)*

### 8. **Confidential:** Appointment of Internal Audit Services (Paper LMC/C/05/20 refers) *(for approval)*

### 9. Annual Report on Governance 2019/20, including Attendance Analysis and Use of the Corporation Seal (Paper LMC/C/06/20 refers) *(for discussion)*

### 10. Annual Review of Confidential Items (Paper LMC/C/07/20 refers) *(for approval)*

### 11. Review of Governance Policies and Procedures:

- Instrument and Articles of Government (Paper LMC/C/08/20 refers) *(for approval)*
- Standing Orders for the Corporation and its Committees, including Governors' Code of Conduct (Paper LMC/C/09/20 refers) *(for approval)*
- **Confidential:** New College Bank Mandate (Paper LMC/C/10/20 refers) *(for approval)*

### 12. Review of College Strategies:

- Quality Strategy, including Lesson Observation Policy (Paper LMC/C/11/20 refers) *(for approval)*
- English and Maths Strategy 2020/21 (Paper LMC/C/12/20 refers) *(for approval)*

### **13. Review of College Policies:**

- Learner Support Fund (including 24+ Discretionary Learner Support Fund) Policy (*Paper LMC/C/13/20 refers*) *(for approval)*
- Financial Regulations 2020/21 (*Paper LMC/C/14/20 refers*) *(for approval)*
- Freedom of Information Publication Scheme Policy (*Paper LMC/C/15/20 refers*) *(for approval)*
- Careers Education and Guidance Policy (*Paper LMC/C/16/20 refers*) *(for approval)*
- Admissions Policy, including Admissions Appeals Policy (*Paper LMC/C/17/20 refers*) *(for approval)*

### **14. Any Other Business**

### **15. Dates of Next Meetings**

Tuesday 20 October 2020, 5.30pm through Teams

Tuesday 01 December 2020, 5.30pm through Teams

### **16. Reflections on the Meeting Against College Mission, Values and Strategic Objectives**

## **NON-CONFIDENTIAL MINUTES OF THE CORPORATION MEETING HELD ON 29 SEPTEMBER 2020 (Virtual Meeting held through Microsoft Teams)**

**Present:** Claire Povah (*Chair*) )  
Ian Haines (*Vice-Chair*) )  
Thelma Aye )  
Tim Cross )  
Peter McKenzie ) External Governors  
Yak Patel )  
Lindsay Price )  
Steve Wood )  
Louise Evans ) Support Staff Governor  
Ryann Williams ) Academic Staff Governor  
Wes Johnson ) Principal

**In attendance:** Angela Bathgate Director of HR Strategy and Support  
Maggie Dodd Director of Personal Development and Welfare  
Peter France Vice-Principal Finance and Resources  
Iain Parkinson Director of Curriculum and Innovation  
Charlotte Rawes Director of Apprenticeships and Employer Engagement  
Oona Cushen Governance Adviser and Clerk

### **STANDING ITEMS**

#### **WELCOME AND APOLOGIES FOR ABSENCE**

C/20/001 The Chair welcomed everyone to the first meeting of the 2020/21 academic year. Members were reminded to turn off their microphone when not speaking and to use the chat room or 'raise your hand' facility to ask questions or pass comment. It was explained that the meeting will need to be paused if the Governance Adviser loses connection, but the Director of HR Strategy and Support would become the Acting Clerk if a connection was not re-established. All reports will be taken as read. Apologies for absence were received from Rob Barratt and Jane Taylor.

#### **DECLARATIONS OF CONFLICT OF INTERESTS**

C/20/002 A conflict of interest was declared for Ian Haines, who is employed by EDF Energy. There were no specific agenda items in relation to the conflict, but the project is mentioned within various reports.

#### **DRAFT MINUTES OF THE PREVIOUS COMBINED MEETING HELD ON 14 JULY 2020**

C/20/003 The Chair referred members to paper LMC/PM42/CC70/19 and advised that no amendments had been received.

**C/20/004 The minutes of the previous meeting, held on 14 July 2020, paper LMC/PM42/CC70/19, were agreed as a true and accurate record.**

#### **MATTERS ARISING**

##### **Mandatory Responsibilities: Health and Safety, Safeguarding and Equality, Diversity and Inclusion**

C/20/005 This item provides Governors or senior managers with the opportunity to raise any concerns that have arisen since the previous meeting, in regards to the Corporation's statutory responsibilities, which are not covered within the standard reports. Members were advised that circa 22% of learner achievement was not yet finalised but, once all the data was in, the results would be reviewed in the context of diversity and unconscious bias. Full data should be available by the next Corporation meeting.

**ACTION:** *Director of Curriculum and Innovation to ensure consideration is given to diversity and unconscious bias when analysing achievement.*

## Corporation Action Checklist

- C/20/006 The Governance Adviser referred members to paper LMC/C/01/20 and advised that all actions were complete, with the exception of the Google Dashboard review, which was ongoing. The Director of Personal Development and Welfare advised that there was a cost implication for the use of that service and that discussions are ongoing with the Computer Services Manager. Out of the 200 laptops loaned out over the summer, only two had not yet been returned.
- C/20/007 The Corporation discussed and agreed the Corporation Action Checklist; paper LMC/C/01/20.**

## PERFORMANCE MONITORING

### PRINCIPAL'S STRATEGIC OVERVIEW

- C/20/008 The Principal referred Governors to paper LMC/C/02/20 and advised that the confidential section of the report is for Corporation members only under sections 22 and 41 of the Freedom of Information Act.
- C/20/009 It has been a challenging period since March 2020 and the College is now in phase three of its Covid-19 risk response, fully outlined in the reports, which is the most challenging phase yet as all staff and students have returned to campus. Phase one covered the initial lockdown period to July 2020, whilst phase two included the summer catch up and engagement provision, as well as on-site practical assessments in areas such as hair and beauty, construction and accountancy. Phase three is challenging due to the many 'what if' scenarios, but the management team has developed fantastic plans in case positive cases are reported and the College must enter into 'outbreak management'. LMC is incredibly well connected and is plugged into Lancaster City Council, the Local Resilience Forum (LRF), Lancashire County Council and other Lancashire colleges. Across the sector, a number of colleges are managing positive cases, and this is also a recurring theme across Lancashire. Locally, there were 65 new cases last week, so this is a clear and present danger. All of the senior and middle management, including the two Staff Governors present, have worked tirelessly since the lockdown was first introduced in March 2020, and will continue to do so. The Principal regularly talks to students and they have never been so pleased to be back in education. Behaviour on campus is good and masks are being worn in all communal areas. There is a real energy around the student body, demonstrating a 'love of learning' and having a sense of purpose, which has also given staff a boost. This may be some learners only experience of further education or apprenticeships, so it is important that they are provided with the best experience possible. All staff are on standby for phase four, a full local lockdown, and no-one is assuming that this will not happen; every course is prepared for a move to blended and online learning.
- C/20/010 In terms of outturns for last year, further information is provided within the performance monitoring report. Due to a number of well publicised challenges, there is a backlog of achievements, which staff are working hard to complete. One of the hidden challenges has been that so many awarding bodies have furloughed staff so obtaining information and certificates has proved to be a real challenge. Financial outturns and staff survey outcomes are covered within the Corporate Services Report but, as a management team, staff are pleased with the results of the staff survey.
- C/20/011 The confidential report explains in more detail the day-to-day function in response to Covid, alongside the daily changing local situation. A joint press statement has been issued by the three Directors of Public Health in Lancashire (Lancashire County Council, Blackpool and Blackburn with Darwen) outlining the challenging position, which could lead to further local lockdown restrictions. The College maintains high expectations and will continue to move forward towards its strategic aims, but it is reiterated that students are purposeful, respectful and pleased to be back on campus.

- C/20/012 Whilst dealing with day to day challenges, it is important that the College continues to scan the horizon. All areas of the College are inundated with information on a daily basis, but there are new opportunities emerging. The relationship with Lancaster University has been formalised, which should open up new opportunities for the community and the College continues to push ahead with its collaborative working with Hugh Baird College regarding a new Ports Academy. The partnership with the National College for Nuclear (NCfN) and EDF Energy has also been formalised, again pushing forward to create new opportunities for the community. The Prime Minister, during a visit to Exeter College, recently announced a new adult education funding package, from April 2021, in response to adult retraining needs, particularly around highly skilled roles, or the more basic requirements around literacy, numeracy and digital skills. Further details of the offer will emerge in due course and any new information in regards to the offer will be aligned to the strategic plan. External meetings continue, with the majority being held online and there are some good partnerships which have emerged quite quickly. This includes the Kickstart Scheme through the Chamber of Commerce, benefiting local businesses and employers, as well as the community.
- C/20/013 Some engineering learners gained better GCSE maths results than anticipated and wish to continue with their maths education. Following feedback from industry, the College wishes to introduce an A-Level maths qualification for a small cohort of engineering students, with the offer being employer and skills led. Currently, the College chooses to offer only vocational courses and the Corporation previously approved the withdrawal of academic qualifications. Albeit this is a single qualification to one cohort, the Corporation is required to approve the re-introduction of an academic qualification as this would currently sit outside the educational character of the College.

In response to Governors' scrutiny and challenge, the following points were highlighted:

- C/20/014 Governors were pleased to see that the College was not standing still, but continues to diversify and seek out growth opportunities and Governors were clear that they must continue to support the leadership team, as well as offering robust scrutiny, particularly on Covid action plans, learner experience and any emerging opportunities. There has been excellent and positive publicity over the last few months and Governors expressed their thanks to all staff for increasing the College's local profile, whilst ensuring the safety of staff and students remains the top priority.
- C/20/015 Although all of the senior team are on campus, they remain segregated and are not in the same place at the same time. All meetings are still being conducted through Teams, to ensure that physical separation across College buildings. Since the heightened lockdown in Lancashire, the regular one-to-one meetings with the Principal and his team have also remained online, as well as all middle management team meetings and the Critical Incident meetings. This ensures very few of the management team, or staff in general, are gathering in any number outside of their own 'bubbles', although there is a limited number of staff that, inevitably, are working in cross-college learner facing roles. The College's own record keeping and tracking system is essential, particularly if any positive cases are notified. Staff and students work in 'bubbles' but must still maintain the two metre social distancing and, from experience of other colleges, this will be crucial to evidence to ensure there is better chance of the whole College remaining open and to limit the impact of any positive cases, e.g. a seating plan identifying students within a two metre range in a classroom may limit isolation to those learners as opposed to the whole class. There are some staff self-isolating for a variety of reasons. Different rules have emerged for the education sector, and Public Health England has not been able to respond quickly enough, so there is now a central line from the Department for Education. The College, is well connected to the Local Authority, but colleges are reporting differing responses to similar situations, so there is not a consistent level playing field.

- C/20/016 In regards to pressure on staff, Governors were keen to offer any assistance to better support staff and alleviate any unnecessary pressure. The Principal advised that the best support is for Governors to continue 'sense checking' the College's overall approach and plans, e.g. around risk management, risk assessments, as well as sharing any good practice that they may gather from their own working organisations. If additional support is needed, particularly if there is an outbreak, there remains an open line to Governors for senior staff. The Principal continues to value the regular meetings with the Chair of the Corporation. Positive cases in Lancaster and Morecambe remain quite low compared to other parts of Lancashire. A key challenge facing the College is 'management fatigue', given the extended summer working and internal and external challenges. There is a deep tiredness setting in amongst some staff, as being a small college, there is reliance on a number of key individuals and it is vital that colleagues support each other. The situation is discussed regularly at the senior and wider management team meetings, with colleagues watching for early warning signs and providing support to each other.
- C/20/017 The College has looked at scenario planning, in relation to key individual staff, both in the short and medium term and these plans are due to be reviewed by the Remuneration Committee next week. Under the 'what if' scenario planning, there are whole communications to parents, students and the wider community ready and waiting, if required. Much work has been completed with the Governance Adviser and the Chair of the Corporation around the technicalities should the Principal fall ill. The Vice Principal Finance and Resources will step up to Acting Principal and his usual operational responsibilities will need to be delegated downwards. Should there be any major event, the Chair and Vice-Chair of the Corporation will be notified first, closely followed by all other Governors.
- C/20/018 The announcement around funding for adult education is welcomed, as this will be essential for those facing redundancy and/or for those facing uncertainties in the workplace. The College's scenario planning, alongside management of risk, is also welcomed.
- C/20/019 There will likely be around 10 to 12 learners enrolling on the A-Level maths programme, which comprises one specific engineering group. The programme is being offered to supplement the engineering provision as these learners scored higher on their GCSE exams but still need the extra UCAS points to support their future higher education applications. This is a very positive development, as a strong maths basis is required for this career path. The Academic Staff Governor, who is also the Programme Area Manager for Construction, Energy and Engineering, advised that the majority of learners on the engineering course have entered with GCSE grade 9 or above, which far outweighs the maths provision currently being delivered within engineering, so this will be a positive progression step for these learners. The programme will be delivered by a current, experienced maths tutor who has previously taught at A-Level. The qualification specification was reviewed and the tutor confirmed that they are happy to deliver the programme over two years.
- C/20/020 The Corporation received and discussed the Principal's Strategic Overview, paper LMC/C/02/20, and approved the introduction of an A-Level maths qualification to run alongside engineering provision.**

#### **PERFORMANCE MONITORING REPORT: CURRICULUM & INNOVATION, PERSONAL DEVELOPMENT & WELFARE AND APPRENTICESHIPS & EMPLOYER ENGAGEMENT**

- C/20/021 The Director of Curriculum and Innovation referred members to paper LMC/C/03/20 and advised that it has been a challenging summer and start to the new academic year, coupled with many additional in-year changes as well, but that staff teams have done a fantastic job and progressed well through the summer. New systems include a revised admissions and interview process, a new online enrolment and induction process, plus all restrictions around curriculum timetabling and access to site etc.

- C/20/022 Qualifications have been a mixed batch, although the calculated grades system has been undertaken well. There have been some barriers for those qualifications with mitigation, including the furloughing of staff by awarding bodies, but external assessors are pushing through achievement. Around 22% of achievement is still to come in and staff are working hard to chase these up. The deadline for 2019/20 achievement is the submission date for the final funding return (ILR) in mid-October.
- C/20/023 Attendance currently stands at 93%, with sickness absence being reported between 4% and 5%, but this is slowly increasing. Absent learners who are self-isolating are still working on their studies, remain in learning and on course. Over the summer, all staff have prepared for a potential second move to remote delivery. The UFI and Connecting Kids projects have helped preparations for learners who need to isolate, and there are already some examples where a course or session has moved to online delivery within hours, ensuring learners still gain teaching and learning, whether that be in self-isolation or lockdown of a particular group. The College is planning a week within the timetable to pilot a programme for some areas to work on remote delivery skills with learners at home (which may be more widely required if the Government implements a 'circuit breaker'). The HNC Engineering programme, in conjunction with EDF Energy, is due to launch in January 2021. and the College has established an e-Sports programme with 14 learners enrolled and specialist software equipment is currently being purchased.
- C/20/024 Continued Professional Development (CPD) opportunities have been outlined to staff, in regards to becoming remote learning facilitators, working with the rest of the staff body to upskill and answer questions etc., as well as sharing good practice to help those either less experienced or confident with remote delivery. Discussions are also taking place around the adult offer for this year. Overall, there has been a good and positive start to the term, with good behaviour from learners happy to back on site.
- C/20/025 The Director of Personal Development and Welfare advised that fewer learners were entered for GCSE maths and English last year, as a change in the funding rules allowed more learners to change to Functional Skills qualifications. Following results day, there were some enquiries from learners as to why they had not received a grade four to nine but, after explanation of the rigorous process used and evidence provided, the results were accepted. Out of the 400 entry submissions, there was one human error found, which was quickly revisited and corrected by the AQA exam board. The College has only been advised that one person is submitting a complaint, but this has yet to be received; the evidence is in place to justify the calculated grade and the exam board is satisfied with the College's actions. In early September, the Department for Education (DfE) announced that new entrants to colleges may take a maths and/or English re-sit through their new provider, whereas they must return to their school for any other GCSE re-sits. Re-sit registrations must be submitted by the end of this week and there is likely to be around 100 learners for each re-sit. This is a challenge in regards to those learners who are new to the College, as some of these will have had exam concessions. That information has yet been forthcoming from schools but the College is still expected to provide exam support. The exams will be held over a five-day period and, if there are high numbers, there may be some accommodation issues. The team is still working on the Functional Skills achievement; there are tight deadlines but awarding bodies who have furloughed staff are simply not providing the information/results to the College.
- C/20/026 Safeguarding legislation changed on 01 September 2020 and this has been accounted for within the policy. The College has seen a big increase in contact from social workers, as this is now a requirement under the new legislation and there is an increasing number of Looked After Children (LAC).

- C/20/027 The team is dealing with a diverse range of need, which is expected from learners coming back after lockdown, as well as safeguarding issues and Special Educational Needs and Disabilities (SEND). Over 570 learners have declared an additional support need, which is a challenge as individual assessments need to be completed, alongside 110 Education, Health and Care Plan (EHCP) learners. Some transition work was undertaken in the summer and this worked very well for those learners who took part in the National Citizen Service (NCS) programme, enabling them to understand how different College is compared to school and within the present Covid restrictions. Following a request from schools, the start of the Year 10/11 School Links provision has been postponed, although the team continues to work with some part-time Year 10/11 learners who are in College, as well as some in isolation.
- C/20/028 The Director of Apprenticeships and Employer Engagement advised that approximately 30 apprentices have lost their jobs since lockdown for a variety of reasons; some through redundancy, others through personal circumstances, e.g. mental health. In addition, some learners whose workload has significantly increased, possibly through other redundancies in their workplace, have withdrawn. At the peak of lockdown, 40 apprentices were placed on a 'break in learning', which has now reduced to just 12 who have yet to re-join their programme. All aspects of apprenticeships have been challenging and, in terms of calculated grades, there has been a significant impact on achievement. Under normal circumstances, the College would expect to have 20 to 30 learners carry forward to the following year; this year, it is circa 100, around 25% of all apprentices due to achieve last year. This will have a huge impact on last year's apprenticeship achievement rate, forecasted to be around 67% compared to 76% for 2018/19, due to circumstances outside of College control. The team continue to work with these learners, where mitigation for the qualification cannot yet be completed, e.g. an End Point Assessment (EPA) may be required for practical skills session, such as in plumbing, joinery etc, alongside a number of other factors and this is likely to be the case with other providers as well. LMC's apprenticeship achievement rates are normally amongst the highest in the country, but national achievement rates for last year are expected to fall as well but will not be published. Employers are recognising that the College is open and the volume of apprenticeship starts is increasing, alongside an increase in apprenticeship vacancies. There was slow progress initially with the matching service, which is now returning to more normal levels, although remains below last year's numbers. A reduction in overall starts is anticipated, coupled with no new subcontracted apprenticeships this year and further analysis will be provided in next month's report.
- C/20/029 In terms of in learning, the UFI funding has helped significantly in apprenticeships, allowing the team to develop additional resources in English and maths, as well as introducing the Smart Assessor Virtual Learning Environment (VLE). This has had a huge impact on the apprenticeship team's ability to continue delivery, both in the workplace and on site. The College is collaborating with the Chamber of Commerce and Morecambe and Lancaster Business Improvement Districts (BID) on the Kickstart Scheme, (the plan for jobs announced in August). Nearly 30 employers, most new to the College, have offered 67 placements, which is a very positive start. To support the project, the College has recruited a new Training Development Lead, to sit within the Apprenticeship Manager's remit, and who will work with adult learners to develop employability skills. This is also a positive step forward to utilise the Adult Education Budget (AEB) allocation. Work is ongoing with Jobcentre Plus on how their clients can be referred for access to work through the Kickstart scheme, as well as referrals for other skills courses as part of the College's adult education offer. There is much positive activity on social media and in the press promoting the College and this will be maximised to push forward on apprenticeships and enrolments.

In response to Governors' scrutiny and challenge, the following points were highlighted:

- C/20/030 The A-Level maths offer will not be funded as this is offered as additionality and the College will have to pay the nominal exam fees, but the key risk will be to achievement rates. The HNC engineering offer fits well with the technical and applied core competence of the College and both offers are good examples of the progressive curriculum reflecting current learning and employer needs.
- C/20/031 As it predicted that other providers will be in the same situation, it is unlikely the lower apprenticeship achievement rates will have a significant wider impact, or on the breadth of the apprenticeship offer. In regards to income, 20% of funding is paid on achievement, so the transfer of 25% of apprenticeship completions into this year will add funding in-year and may offset, to a degree, the anticipated fewer starts, e.g. the Level 2 joinery apprenticeship has a £2,800 achievement payment per learner. Some apprentices will continue working but withdraw from the apprenticeship. If any transfer into adult education, this still counts as an apprenticeship withdrawal but, in every case, the College maintains a tracked record and will do the best possible for each individual learner and continue working with them for as long as possible.
- C/20/032 Out of the 570 learners declaring a medical or additional learning support need, these were RAG rated and 200 learners with the most concerning conditions relative to Covid risk have been identified for priority assessment and staff will complete as many as possible as quickly as they can. Assessment will include reviewing their timetable, prevalence of being in College, a remote learning offer, which classrooms and staff to use etc., to try to 'bubble' them as much as possible, including a relevant English and maths group, if required. Text messages have been sent to the remaining learners asking them to contact the team or to make an appointment if they so wish, as the declared conditions are not as worrying in relation to Covid. At the time of the Ofsted inspection, the College had 353 learners with a declared need and this now sits at over 570. Although the workload is stretching, the team are managing well. For context, those with a declared need account for over half of the student population and is not a reflection of population norms. Further analysis on reasons for the substantial increase is required, but there have been more online enrolments and learners may have felt more comfortable to declare a need when enrolling themselves, rather than in the presence of a staff member.
- C/20/033 The apprenticeship newsletter is well designed and informative in an easy-to-share format. The Kickstart scheme is also a fantastic way to engage with new employers.
- C/20/034 There has been an increase in enrolments to health and social care and child education courses, plus construction and engineering. No courses are currently a cause for concern in regards to learner numbers. There is a slight decrease in enrolments for sport plus art and design, but, overall, enrolments are quite strong. There are more Aspire learners than ever before and this is a likely reflection on how many young people are uncertain about what they want to do, so choose different options, but it may also be that the graded GCSE system was not as kind to those at a lower level. Some learners have come with very low GCSE results, which has boosted numbers for Level 1 provision but prevented some learners going directly onto a Level 2 course. It has been reported in the press that the algorithm used did depress grades at the lower end. At the opposite end, there had been a dip in Level 3 enrolments, but this is seeing an increase as a direct result of higher achievements for GCSE grades. The full enrolment analysis is due to be presented to Corporation in December and will provide full detail on all areas and any fluctuations and trends.
- C/20/035 **The Corporation received and discussed the Performance Monitoring Report; Curriculum & Innovation, Personal Development & Welfare and Apprenticeships & Employer Engagement; paper LMC/C/03/20.**

## **STATUTORY RESPONSIBILITIES**

### **CORPORATE SERVICES REPORT**

- C/20/036 The Vice Principal Finance and Resources referred members to paper LMC/C/04/20 and advised that the confidential appendices are for Corporation members only, under sections 40 and 43 of the Freedom of Information Act.
- C/20/037 The year-end accounts are currently being finalised and the audit commences this week and will mainly be completed remotely. There is one unknown highlighted in the report, which relates to the Adult Education Budget. Initially, the Government announced that there would be no clawback for under-delivery, but a further announcement over the summer stated that there would be clawback on any delivery falling below 80% of the contract. LMC's delivery sits at 80%, so could be subject to clawback. Following substantial criticism, the Department for Education (DfE) retracted the statement but have yet to clarify the position. The Association of Colleges suggest the cut off may be 70% and, if this is so, the policy will not impact on LMC. The shortfall on the Adult Education Budget (AEB) allocation is £265k, and, in a worst case scenario, this would be the level of clawback. As time progresses, however, it is unlikely that this will be the case. Overdue invoices in relation to School Links provision are being chased; the actual provision did not happen but the invoice is in line with public procurement advice. It is unlikely this will be an issue, but a provision may have to be included in the accounts. Overall, the College finished the year with a modest surplus; if there is a clawback on the Adult Education Budget, the College will achieve a minimum of good financial health, but without a clawback, could potentially achieve outstanding financial health.
- C/20/038 For 2020/21, the College has received a further £136k transition funding in its 16-18 funding allocation, specifically to help learners who were disadvantaged as a result of lockdown to catch up. There is also some flexibility to use for learners who did not achieve a minimum grade 4 in English and maths. The transition fund is ring-fenced for very specific additional resources, which will have to be accounted for, but there is a small degree of flexibility. There is also an additional £51k under the Adult Education Budget (AEB), to be used to provide further provision aimed at learners who would normally have left college to move onto an apprenticeship or employment. As opportunities are not there to the same degree, they may return to education and complete a further course. The Head of Estates, Safety and Wellbeing has, and will continue to, spearhead the College's response to Covid, including site risk assessments, taking into account ever-changing and updated Government advice and that issued by Lancashire County Council. The return of students is working as well as can be expected and the team will continue to monitor that position.
- C/20/039 Last year, the Government announced capital funding for colleges and part of this settlement has been accelerated for distribution this year. The funding will be in three phases; the first phase is based on learner numbers and the College has received its allocation of £410k, the second phase is based on the condition survey undertaken by the Education and Skills Funding Agency 12 to 18 months ago and the third phase it likely to be a bidding phase. All phases are aimed at improving the condition of college buildings and there are grant conditions, which are outlined in the report. The College must submit details to the Education and Skills Funding Agency (ESFA), by 31 October 2020, of how it plans to spend its allocation and all works must be completed by 31 March 2021. As previously requested by Governors, Appendix 1 provides a list of the main projects, fully RAG rated and these have been cross-referenced to the ESFA survey with the help of NK Consultants, who undertook the College's own condition survey some years ago. The list also includes priorities from other surveys, e.g. the Design Out Crime survey undertaken by the Police.

- C/20/040 All projects have been graded one to four, and it is proposed that all priority one items should be included on the return to the Education and Skills Funding Agency (ESFA), including completion of the additional fire doors work outside of the £120k spend approved by the Corporation and will count towards the required 25% match funding. All of the fire door works will be completed by 31 March 2021, in line with the grant contribution requirements. There is a significant number of windows that need to be replaced and the College is awaiting a quote from the contractor. It is unlikely that all the works will be completed at once, so a 'pick and mix' approach will have to be used, targeting those most in need of replacement. If sufficient funding was available, the College would like to include some of the other projects and, in particular, the door access controls recommended in the Design Out Crime survey, which would provide controlled entry to all College buildings based on the College ID Card system. This would also tie in with the safeguarding and Safer College Community aims.
- C/20/041 The online enrolment system has had teething problems; it is a new system that was introduced quickly and, after training, staff are experienced in connecting to the system. Overall, it has worked well and the College has around 1,000 16-18 learners enrolled, which is on target against the funding allocation. Some learners do generally withdraw before the census date, but there are still learners to enrol and the College is still receiving late applications. It is hoped that any withdrawals will be offset by late applications and final numbers will be around the target allocation of 1,000 16-18 learners. Piccadilly Gardens has advised the College that they no longer wish to carry on with franchised provision and will focus on their core business of day care, mainly for Lancashire County Council. This fits in with the College's policy to reduce overall franchised provision and has been agreed.
- C/20/042 The Director of HR Strategy and Support advised that there were three main elements to the report. The annual data protection report is a new report and, going forward, will be provided on a termly basis. The confidential appendix provides a brief summary of any data breaches logged in the previous 12 months.
- C/20/043 The communication section under the general HR and professional development section has already been superseded. The communications listed were in place at the end of August when all staff were returning to site and needed to be fully up-to-date. As the business of term gets into stride, communications have now been eased back, as people need more time to deal with their daily workload. The fortnightly meetings with union representatives have been maintained, but the weekly management briefings have been incorporated into the curriculum managers' meetings and for business support manager as and when required. There will also be a combined monthly managers' briefing and a detailed weekly email to all staff from the Critical Incident Management Team (CIMT) providing a wide range of information. There will also be staff guidance to provide clarity on the pay position if staff are required to self-isolate and the different scenarios and this will also be circulated to Governors by the Governance Adviser. Although the College is not moving outside of its general Sickness Absence Policy, three possible scenarios have been outlined. If staff are required to isolate but are still able to work from home, they will be paid as normal; if they are isolating but not able to work, this will fall under sick pay criteria and, similarly, if they personally are not required to isolate but have to work from home as due to having young children who have been told to isolate, this will depend on whether they are able to work from home or not. In a very small number of cases, there is potential for some staff to lose out due to their lack of a number of years' service and also on how much sick pay has already been claimed in the previous 12 months. If this leads to any individual being placed at significant risk of real financial difficulty, then an individual case review will be undertaken.

C/20/044 The third element is the detailed headline data from the staff survey, which is really a very good set of outcomes, but there are annotations around some of the outcomes which may have been influenced by people's circumstances during lockdown and in June when the survey was undertaken and their immediate feelings about College in the context of what was happening in other sectors and to friends and family etc. Nevertheless, the results are outstanding and there are other justifiably positive reasons for increases in some areas, which reflects the hard work put in over the last year around communications, talking and listening to staff and wellbeing. Where areas still have lower than desired scores, despite an increase, further work will be undertaken this year to better understand the issues.

In response to Governors' scrutiny and challenge, the following points were highlighted:

C/20/045 The financial outturn is welcomed, given all the difficult actions that had to be taken and the College will continue to monitor any additional costs arising due to Covid. The scope of capital works that would be required to be complete by the end of March 2021 has been discussed with both the surveyor and the contractor and they are confident that all work can be completed within the timescale. The remaining asbestos in some areas of the site is being monitored. The asbestos is in some very inaccessible locations and the College would only be required to remove it if access was required to any of those points. Governors should be assured that the team know where all the asbestos is located and there is a programme of assessment and potential removal. The Health and Safety Executive undertaken a routine monitoring asbestos visit last year and were satisfied with the arrangements in place. It will be virtually impossible to remove all the asbestos from some areas of the site, where it is located in core areas of buildings which would involve major disruption.

C/20/046 It was noted that the door access controls have only been given grade two priority, despite being linked to safeguarding, security and assisting with track and trace. Priority one items are all work that has to be done, e.g. the lift repairs and the boilers, which if any of those failed in winter would necessitate the closure of whole buildings. Priority one has been given to essential repairs and maintenance, whereas door access control is still important but would not lead to a closure if it is not implemented. The gradings are subjective but a rational methodology has been used, and is reflective of a 'must, should and could' approach. The door access controls would work using the existing College ID cards, so a report could be developed to identify everyone accessing each building. A sophisticated system of door access is considered important for Covid19 and safeguarding reasons.

C/20/047 Concern was expressed at the volume of window replacement required and the risk and impact of either a lack of ventilation, particularly with the Covid situation, but also the risk of a window falling out and causing significant harm. The risk per window will increase as they deteriorate over time and will become a significant risk at some point in the future. The surveyor has not identified any as an immediate risk, but there are a significant number in poor condition, leading to teaching being difficult in some rooms due to noise and draughts. The condition of every window is monitored and a number of windows that have been deemed a potential risk have been sealed closed, which will lead to ventilation issues. The team is currently working with the surveyor to risk rate every elevation of every building and to work out a programme of works based on a number of different criteria. Windows are checked on a weekly basis and are being rendered inoperable if they are considered a risk. Block C is also over twenty years old and is subject to extreme weather conditions due to its location and, once the essential set of works has been completed, the College does require a rolling programme of ongoing replacement work. A long term accommodation strategy is being drawn up and estates plans will also be reviewed as part of the new Strategic Plan.

- C/20/048 On the whole, the staff survey shows significant improvements on the previous year's results, and some of the issues will not be able to be overcome in the near future, e.g. pay concerns. Given what the College has been through in the past 18 months, this is a tremendous set of results, but one area not really discussed has been that of succession and staff development. Any lack of career progression and pay increase could be tempered with other development opportunities, not necessarily promotion or additional responsibility, that allow staff to feel as if they are growing as individuals. This result will be unpicked in the staff consultations moving forward, as it is always difficult to ascertain the full reasons. Some may see a lack of progression due to the size of the College, or if they have hit the pay ceiling for their grade, as well as any developmental aspects. The College is looking at more creative opportunities this year and will be re-introducing its Aspiring Leaders course to a cohort of promising staff who have the opportunity and potential to progress and move into leadership and management, whether that is within the College or not. Any other suggestions would be welcomed, taking into consideration staff workload, limited opportunities and a tight budget.
- C/20/049 The College thoroughly investigates every data breach to determine how the breach happened and what needs to be implemented to ensure there is no recurrence. In each case, either a new system or protocols were implemented or tightened, as well as additional training and instruction if the breach involved an inexperienced members of staff.
- C/20/050 Communications is graded orange as the senior team would like to see this rated higher, although there has been very good progress year on year. There is need to better understand why people perceive a lack of communication and there needs to be a balance of information, as well as more creative and snappier means of communication through different media to ensure every type of listener is being reached. Over-communication can also cause people to switch off. There has been significant communication around Covid, but this will need to be maintained. The Academic Staff Governor advised that he had spoken to around 40 of his staff about College communications and it may be that the wording of the question needs to be refined. A low communication score is not necessarily being related to communications from managers of Governors, but more in relation to communications about changes in industries that staff teach in, awarding body changes etc. that have a carry-in to their day-to-day role or about the FE sector as a whole. In regards to resources and career aspirations, it was suggested whether there could be any development opportunities with partner colleges. There are already four staff undertaking apprenticeships with other providers to further develop their skills and knowledge. It is human nature that people tend to only hear what they choose to hear and this is replicated in other education sectors. It was, however, incredibly pleasing to read in the comments that staff 'can be justifiably proud of our LMC culture'.
- C/20/051 The sickness guidance is considered good practice, as the Chartered Institute of Personnel and Development (CIPD) has recommended that if a staff member has to self-isolate, they should continue to be paid.
- C/20/052 The Corporation received and discussed the Corporate Services Report; paper LMC/C/04/20.**
- ACTION:** *Governance Adviser to circulate to Governors the staff guidance on isolation and sick pay scenarios.*

### **APPOINTMENT OF INTERNAL AUDIT SERVICES**

- C/20/053 This is a confidential item for Corporation members only under section 43 of the Freedom of Information Act. Paragraphs C/20/054 to C/20/056 are, therefore, minuted separately.

## **ANNUAL REPORT ON GOVERNANCE 2019/20, INCLUDING ATTENDANCE ANALYSIS AND USE OF THE CORPORATION SEAL**

- C/20/057 The Governance Adviser referred members to paper LMC/C/06/20 and advised that the report follows the standard format from previous years and summarises the business undertaken by the Corporation in 2019/20. Membership was further strengthened with a further three appointments. There has been a significant improvement in attendance compared to the previous year, with an overall 8% increase, meaning Governor attendance stands over 5% above the national average of just below 84%. It is proposed to retain the attendance targets at the current levels for 2020/21.

In response to Governors' scrutiny and challenge, the following points were highlighted:

- C/20/058 It was clarified that the number of 'possible attendances' had been reduced for any Governor that had been unable to join a meeting due to technology issues that had been rectified by the College.
- C/20/059 The Corporation discussed and approved the Annual Report on Governance 2019/20, including Attendance Analysis and Use of the Corporation Seal, paper LMC/C/06/20. The Corporation and Committee attendance targets for 2020/21 were also approved.**

## **ANNUAL REVIEW OF CONFIDENTIAL ITEMS**

- C/20/060 The Governance Adviser referred members to paper LMC/C/07/20 and advised that the number of items marked confidential are kept to a minimum. It is proposed that the three confidential items relating to the Principal's Strategic Overview may now be released for publication, as the information has since been made public through other means, but that all other items should remain permanently confidential.
- C/20/061 The Corporation discussed the Annual Review of Confidential Items, paper LMC/C/07/20, and approved all recommendations.**

*ACTION: Governance Adviser to arrange for publication of the released items.*

## **REVIEW OF GOVERNANCE POLICIES AND PROCEDURES**

### **Instrument and Articles of Government**

- C/20/062 The Governance Adviser referred members to paper LMC/C/08/20 and advised that there were only three proposed amendments, which were all highlighted in red within the document. The key change is to use an electronic signature for signing of the minutes, rather than a wet signature. Officially, minutes no longer have to be signed but they should continue to be held for the lifetime of the institution. Should the Corporation approve the use of an electronic signature, it is also proposed that this is backdated to allow for electronic signing of minutes from meetings approved since the national lockdown was implemented in March 2020
- C/20/063 The Corporation discussed and approved the Instrument and Articles of Government, paper LMC/C/08/20, as well as the application of an electronic signature to minutes from previous meetings approved since March 2020.**

*ACTION: Governance Adviser to complete the signing of previously approved minutes.*

## Standing Orders for the Corporation and its Committees, including Governors' Code of Conduct

- C/20/064 The Governance Adviser referred members to paper LMC/C/09/20 and advised that all proposed changes were highlighted in red within the document and listed in the executive summary. The proposed new policies provide clarity and are all based on model templates from the College's solicitors, Eversheds. The main change for this year is the expansion of the remit of the Special Committee to incorporate hearings for potential disciplinary action, as well as potential dismissal, in relation to senior postholders. The changes will tie in to a review of the senior postholder policies being presented to the Remuneration Committee and ensures that the smaller membership of the Corporation can fully meet its obligations for each stage to be independent.
- C/20/065 The Corporation discussed and approved the Standing Orders for the Corporation and its Committees; paper LMC/C/09/20.**

### New College Bank Mandate

- C/20/066 The Governance Adviser referred members to paper LMC/C/10/20 and advised that the minute will be publicly recorded as only the paper is required to be confidential. Approval is sought to replace the former Chair with the current Chair of the Corporation as an additional bank signatory.
- C/20/067 The Corporation discussed and approved the new College Bank Mandate; paper LMC/C/10/20.**
- ACTION:** *Governance Adviser to arrange for the Chair of the Corporation to sign the new Bank Mandate and provide the relevant identification documents.*

## REVIEW OF COLLEGE STRATEGIES

### Quality Strategy, including Lesson Observation Policy

- C/20/068 The Director of Curriculum and Innovation referred members to paper LMC/C/11/20 and advised that this is the final year of the current three-year strategy. The strategy has been adapted to incorporate changes since the Ofsted inspection, as well as key points being added around remote learning and maintaining the quality of teaching and learning. The Lesson Observation Policy, including assessments, sits underneath the strategy and will be issued to all curriculum staff, once the main strategy has been approved. Following the Ofsted inspection, the strategy also includes observation training and assessment for the Additional Learning Support (ALS) team which will commence in January 2021.

In response to Governors' scrutiny and challenge, the following points were highlighted:

- C/20/069 Although all the formal lesson observations will be completed within a one month timeframe, quality checks are maintained throughout the whole year. The early completion of formal observations allows the team to observe all staff and there is a time pressure to complete those observations, write up the reports and provide collective feedback to staff. After Christmas, the observation team will also undertake a series of 'deep dives' across the whole curriculum. This is where the observation team and senior managers review the curriculum, complete multiple lesson walkthroughs based on specific topics and there will also be the introduction of the Additional Learning Support (ALS) observation schedule. Teaching staff will be observed on numerous occasions; last year, teaching staff were observed in some capacity around four or five times each, from different members of the observation team for more rounded feedback.

- C/20/070      Completing all formal observations early allows the team to earlier identify weaker members of staff for immediate intervention, where there is a specific process to follow depending on progress. Quality of teaching is a key issue and Governors were assured that the full schedule of review should ensure that high quality teaching and learning is maintained and there will be no compromise or complacency in regards to the core business of the College following the 'Good' inspection outcome. The College will need to be aware of social distancing requirements and to comply with current Covid risk assessments when undertaking formal observations and walkthroughs as some rooms and workshops are at capacity. A staff observer may, therefore, take the College into non-compliance or staff may be crossing 'bubbles', so this will need to be carefully planned and managed.
- C/20/071      There have been reports in the national press about potential inflation of GCSE grades but, at the moment, the College diagnostics are not showing any major variances in regards to new students. More learners are moving up to Level 3 courses, as opposed to Level 2 but the diagnostics are on track. Within the next few weeks, there will be the Learner Review day, where teams get together to review the progress of each learner to ensure they are on the right course at the right level. This will be followed two weeks later with the Induction Assessment Boards, which senior managers and Governors usually attend, to confirm those decisions.
- C/20/072      The Equality, Diversity and Inclusion section is very focused on High Needs and it was suggested that this section should be broadened out to include wider equality, diversity and inclusion issues, especially given the recent events around Black Lives Matter. It was agreed that the section would be expanded to better reflect contemporary issues. It was also suggested that the section on British Values could be expanded to include more explicit reference to work on citizenship, as this is a key area of work for the College and for which it has won awards. Citizenship is covered in several sections but it was agreed that more explicit reference could be included. Citizenship is a key feature of the central tutorial programme and this work is supported by external agencies, e.g. the Amy Winehouse Foundation delivered a remote session to 300 learners in the previous week.
- C/20/073      Part of the Ofsted feedback focused on careers advice for High Needs learners and this has been addressed. Additional career interventions are planned throughout the year for both High Needs and Aspire learners. The feedback on High Needs Learners was in specific relation to work placements and targets within Education, Health and Care Plans more overt. The College, however, does not feel that it is right to share those specific individual targets with employers, as work placements are to help High Needs Learners to build their generic and transferable employability skills. The College also works closely with the Community Liaison Officer for the Travellers community and there are some attending College at the present time. Governors do receive training in equality, diversity and inclusion; a full training session was delivered in January 2020, as well as the generic staff session covered within the induction programme. Governors also felt they would further benefit from listening to those learners with lived experience to help them fully understand learner experiences.
- C/20/074      The Corporation discussed and approved the Quality Strategy, including Lesson Observation Policy; paper LMC/C/11/20.**
- ACTION:**      *Director of Curriculum and Innovation to amend the Quality Strategy to incorporate the broadening out of the Equality, Diversity and Inclusion section to wider than High Needs and to also expand the British Values section to include more explicit reference to citizenship.*
- ACTION:**      *Governance Adviser to arrange additional training for Governors on equality, diversity and inclusion, as well as some direct sessions with learners.*

## English and Maths Strategy 2020/21

C/20/075 The Director of Personal Development and Welfare referred members to paper LMC/C/12/20 and advised that there are only minor changes proposed. The change to the funding rules last year to allow learners with a grade two to choose Functional Skills, as opposed to just the GCSE option, worked well. The biggest change this year has been the move from BKSBS diagnostics to software called Century. The new software was investigated extensively over the summer, including a full demonstration to Programme Area Managers and it was strongly considered that Century provided a much better diagnostic assessment and support for maths and English progress. In addition, the software also provides a parent portal, with secure login, to allow parents to log in and view their child's progress. There is also a mass of offline resources and help with remote learning, which learners can take advantage of and staff, as a team, can use as a delivery tool. Pilots are also being undertaken in Aspire where the maths and English tutors attend half of the learner sessions. A new way of timetabling and delivering maths and English is also being trialled in Construction, Energy and Engineering to improve attendance and motivation. A digital skills qualification will be offered through Ascentis, but the programme is not yet ready, but should be available after the October half term. Additional adult programmes are also being set up, both in College and out in the community to better engage adults in maths and English.

In response to Governors' scrutiny and challenge, the following points were highlighted:

C/20/076 Last year, 69% of 16 year olds entered College without both GCSE maths and English. Enrolments should be finalised this week and this figure will be known by the next meeting. There are already fewer learners needing to re-sit GCSE English; College achievement rates have been on a four year improving trajectory of between 3% and 5% per year, which may not happen this year. Governors supported the new system and approach with Functional Skills as raising standards and the quality of teaching and learning is crucial.

C/20/077 The new Century software has a very good progress and achievement tracking system, as well as a completion tracker in relation to specific topics identified through the diagnostic assessment. The maths and English team has previously been criticised for not sharing sufficient information around progress, but learners, parents and vocational tutors will all be able to view individual learner progress. Formal observations will also ensure that Education, Health and Care Plan (EHCP) targets are very explicit, being referred to and planned for within schemes of learning. Vocational tutors are also able to comment on progress within the On Track progress tracker, which will provide a numerical representation of that progress, which should address some of the feedback from Ofsted.

C/20/078 **The Corporation discussed and approved the English and Maths Strategy 2020/21; paper LMC/C/12/20.**

## **REVIEW OF COLLEGE POLICIES**

### Learner Support Fund (including 24+ Discretionary Learner Support Fund) Policy

C/20/079 The Director of Personal Development and Welfare referred members to paper LMC/C/13/20 and advised that the main change proposed is to increase the minimum level of household income over which assistance cannot be provided. This was previously set at £29k, but has been increased to £35k to reflect the actual position of two adults in a household earning the minimum wage. Childcare payments have also been updated to cover both full and half sessions. If lessons occasionally run over time, the College is now able to pay the difference on extended childcare. The system is easier to administer and follows national guidance.

- C/20/080 Bus pass mileage has also been reduced to 1.5 miles, to enable better support learners from feeder schools whose families live nearer College, e.g. from Heysham or the outskirts of Morecambe. There has also been further scrutiny of bursary support provided to Looked After Children (LAC), as it was established that some young people are receiving lots of payments from other funding sources and the changes are to ensure fairness within the policy.

In response to Governors' scrutiny and challenge, the following points were highlighted:

- C/20/081 The change in income level means that, if a household income is up to £35k per annum, learners can apply for assistance, whereas previously household income had to be below £29k per annum. The change means that more learners will now be able to claim some form of financial support. For a single adult household, £35k per annum is still a substantial income, but support may be available for those learners.
- C/20/082 The Corporation discussed and approved the Learner Support Fund (including 24+ Discretionary Learner Support Fund) Policy; paper LMC/C/13/20.**

#### Financial Regulations 2020/21

- C/20/083 The Vice Principal Finance and Resources referred members to paper LMC/C/14/20 and advised that these are reviewed annually. The changes have been summarised by the Governance Adviser in the executive summary and are also highlighted in red within the document. The main changes are the inclusion of a section on anti-money laundering regulations, which is recommended good practice within the sector. the authorisation limits remain unchanged.

In response to Governors' scrutiny and challenge, the following points were highlighted:

- C/20/084 Training on anti-money laundering will be built into the anti-bribery staff training sessions delivered to all budget holders.
- C/20/085 It was suggested that the regulations are pedestrian on sustainability issues, e.g. recycling etc. and that the policy could be more pro-active on this, given the global focus on climate change. Although the regulations comply with the College's legal obligations, there is an opportunity to better promote ethical procurement in a way that supports environmental change, especially with the College's links to the Eden Project. The Financial Regulations do look purely from a financial perspective, but much sustainability work is going on throughout College over and above what is documented within the regulations, e.g. biodegradable coffee cups, Vegware packing and paper bags have been introduced in catering to reduce plastic consumption.
- C/20/086 The College will be an 'influencer' in the community and should behave in accordance with its principles and values. College procurement is not just about the cheapest option, but also looks at best value and a sustainable aspect to local procurement. The College also uses framework agreements, including the Crescent Purchasing Consortium, which has certain standards, including sustainable procurement, which suppliers have to meet before they can be included on the approved list, so the College is probably doing more than is immediately apparent in the Financial Regulations. The banking sector has a European framework for ethical procurement, to which the sector must adhere and this ethical procurement should also be at the forefront of College procurement. Non-plastic solutions are often more expensive, but purchases are not always driven by finance. The Lancaster district has declared a climate emergency and this is something that the College could connect into via Lancaster City Council's climate change agenda, which is both progressive and supportive.

C/20/087 There are lots of examples around College of sustainable practice, e.g. the mortar used in the brick barn is both recyclable and reusable and sustainability is a challenge in all areas. The College is already working with Lancaster City Council, not only on the climate emergency, but also the local circulatory economy. This could be better explained with the Financial Regulations to demonstrate how the College is supporting local businesses on community wealth building in line with its values. The Sustainability Strategy does need an overhaul, but other issues have taken priority at the current time, including cataloguing everything the College is doing to meet its values in this regard, and to ensure that all relevant policies, e.g. the Treasury Management Policy, dovetail into each other and have the same strategic direction. The Financial Regulations form the legal financial framework that the College must operate within. Other College policies that provide for the College to go above and beyond its Financial Regulations could be cross-referenced for completeness.

**C/20/088 The Corporation discussed and approved the Financial Regulations 2020/21; paper LMC/C/14/20.**

**ACTION:** *Vice Principal Finance and Resources to include cross-references to other existing College policies on finance and sustainability and may expand the section on procurement to be more explicit on ethical and sustainable procurement.*

#### Freedom of Information Publication Scheme Policy

C/20/089 The Vice Principal Finance and Resources referred members to paper LMC/C/15/20 and advised that the Corporation is required to formally approve the policy every three years, unless there are legislative changes. There are only minor changes proposed and the College receives very few Freedom of Information requests.

**C/20/090 The Corporation discussed and approved the Freedom of Information Publication Scheme Policy; paper LMC/C/15/20.**

#### Careers Education and Guidance Policy

C/20/091 The Director of Personal Development and Welfare referred members to paper LMC/C/16/20 and advised that this policy was used extensively in the Matrix assessment. and is wholly based on the Gatsby benchmarks. It was also used during the Ofsted inspection and, although both Ofsted and Matrix were satisfied with the policy, the College wishes to drive the agenda further. The main body of the policy sets out the Gatsby benchmarks and how the College is working towards ensuring all young people investigate the range of careers available. The Director of Apprenticeships and Employer Engagement has strong employer links and the College relies on its employers to come in and deliver that up-to-date industry guidance to learners on a regular basis. It should also be noted that many staff in some curriculum areas are still practitioners working within the industries they teach and embed valuable careers information and advice within their programmes. There are also specific key performance indicators throughout the policy and the team will report on progress towards achieving these measures on a termly basis.

C/20/092 The Lancashire Careers Hub will support the College's aims as it is an organisation that provides resources and training to staff on Labour Market Intelligence (LMI) etc. It is another resource that staff can access to support the existing strong links with employers. The College has invested in three staff members (one in the engagement team and two in the Hex) through a Level 6 apprenticeship (with another provider) to make them Careers Development professionals. This is a three year apprenticeship and a £9k investment, which will not only be good for the individuals but also good for the College for staff to commit to that development.

In response to Governors' scrutiny and challenge, the following points were highlighted:

C/20/093 Due to the current global crisis, mass redundancies are being forecasted and there will be a shift in career paths available, e.g. potentially fewer opportunities in retail and hospitality and an increase in digital career pathways. Some of the projects that the College is already involved in are anticipating this change. The Kickstart scheme, already with 67 placements from 30 employers, is evidencing where those future opportunities are most likely to be, starting off with trainees or work placements and developing into permanent jobs. Employability is the currency that needs to be at the forefront of all programmes.

C/20/094 Governors were pleased to see the investment and development opportunities being offered to staff through Level 5 and 6 apprenticeships.

**C/20/095 The Corporation discussed and approved the Careers Education and Guidance Policy; paper LMC/C/16/20.**

Admissions Policy, including Admissions Appeals Policy

C/20/096 The Director of Personal Development and Welfare referred members to paper LMC/C/17/20 and advised that the approval required by the Corporation relates to Year 10/11 (14-16) learners for which the College receives funding directly from the Education and Skills Funding Agency (ESFA). This relates particularly to elective homed educated learners, as opposed to those attending College through the School Links programme. Additional safeguarding procedures for these learners are also included within the policy, as an addition following the Ofsted inspection.

**C/20/097 The Corporation discussed and approved the Admissions Policy, including Admissions Appeals Policy; paper LMC/C/17/20.**

**ANY OTHER BUSINESS**

C/20/098 The Governance Adviser that all comments and questions that had been submitted through the 'chat' facility will be incorporated into the formal minutes.

**DATES OF NEXT MEETINGS**

C/20/099 Tuesday 20 October 2020 at 5.30pm (virtual through Microsoft Teams)  
Tuesday 01 December 2020 at 5.30pm (virtual through Microsoft Teams)

**REFLECTIONS ON THE MEETING AGAINST COLLEGE MISSION, VALUES AND STRATEGIC OBJECTIVES**

C/20/100 This item has been witnessed in other colleges and is considered a valuable addition. Governors are requested to individually self-reflect on whether discussions within the meeting have upheld the College's purpose, mission and values and any decisions taken have furthered the strategic aims of the College. Following reflection, any thoughts or comments can be passed through to the Governance Adviser, Chair of the Corporation or the Principal. Reflective practice is considered good practice and this will be a standing agenda item in the future.

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

SIGNED: ..... NAME: ..... (Chair)

DATE: .....