

Corporation

Date & Time	10 th June 2024	5:30pm
Date of next meeting	8 th July 2024	5:30pm
Location	E201	Telford College
Governors attending	Gail Bleasby	GB Chair of the Corporation
<i>Via Teams (t)</i>	Chris Pallett	CP Vice Chair of the Corporation
	Graham Guest	GG Principal & CEO
	Ruth Matthews	RM Independent Governor
	Jim Arnold	JA Independent Governor
	Hollie Whittles	HW Independent Governor
	Teresa Tanner	TT Independent Governor
	Jack Cooke (t)	JC Student Governor
	Rehan Kashif (t)	RK Student Governor
Clerk	Joanna Perch	JP Governance Professional
In attendance	Louise Biffin	LB VP Finance & Resource
	Chris Pemberton	CPe VP Curriculum
	Caroline Bastow	CB Head of Quality & LTA
	Sarah Jones	SJ Assistant Principal Student Experience & Safeguarding
Apologies	Matt Parry	MP Head of Finance
	Kevin Barton	KB Independent Governor
	Gill Eatough	GE Independent Governor
	Martin Seymour	MS Staff Governor (business)
	Jonathan Abbott	JAb Staff Governor (teaching)
	Karina Saini	KS Student Governor

No.	Item	Action
PROCEDURAL MATTERS		
1.	Welcome, apologies and introductions	

1.1. **CP** welcomed everyone to the meeting.

Apologies were noted from **JS, GE, KB, HW, MS, JAb, KS**.

There were no resignations and no ends of term not already on the agenda.

2. Position of Chair of the Corporation

- 2.1. **JP** reminded the Board, as mentioned at the Corporation meeting held on 13th May 2024, **GB**'s term of office as Chair of the Corporation ended as of May 2024.
- 2.2. As per Standing Orders 2.6.7, **JP** approached governors, on the 16th May 2024, to ascertain whether any members were interested in taking up the office. All governors responded to communication on the subject. No members expressed interest in the position of Chair of the Corporation at this time.
- 2.3. Staff and Student governors are not permitted to serve as Chair of the Corporation but may take part in the appointment process.
- 2.4. As per AoC code recommended practice (Principal 6), Governors should not serve more than 2 terms.
- 2.5. Succession Planning
The term of office for the roles of Telford College Chair / Vice Chair is two years.
- 2.6. As **GB** was appointed Chair of the Corporation on 16th May 2022, May 2024 saw the end of her first term as Chair, making her eligible for re-appointment.
- 2.7. **The Board resolved to reappoint GB as Chair of the Corporation.** *Approved*

[**GB** joined the meeting at 5.40pm]

3. Procedural matters

- 3.1. Declarations of Interest
None.
- 3.1. Register of Interest
No changes.

4. Minutes of the last meeting

- 4.1. Governors acknowledged approval from the wider Corporation of the minutes of the Corporation meeting held 13th May 2024. *Approved*

5. Matters arising

- 5.1. **Items 4, 6,7,8,9,16,** and **20** were noted as complete and would be removed from the report.
- 5.2. The following items were noted as on track:
Item 2 – evidential documents for reclassification of subcontracting had been added to the June audit agenda by **JP**.
- 5.3. **Item 3** – Strategic Transformation Officer (STO) would bring the EDI annual report to the December 2024 corporation in line with the college SAR.
- 5.4. **GG** noted the EDI annual report / analysis was not linked to the SAR and suggested it was brought to the November board. *STO to bring EDI annual review to the November '24 Corporation meeting.*
- 5.5. **Item 5** – comparison between predicted and actual grades would be carried out once results were received in August 2024.

- 5.6. **Item 10** – **SJ** had arranged the filming of the next cross college staff training which would be made available for governors.
- 5.7. **Items 13** and **14** – **JP** noted both ‘governor discussion around meeting local skills needs’ and ‘organising a strategic day’, were to be integrated in the forward plan, which she had drafted and would be finalising with SLT at the upcoming leadership meeting, for executive review and feedback.
- 5.8. **Item 17** – **JP** noted the top level student survey results were currently under analysis by **SJ** and her team, and would be brought to the July corporation meeting.
- 5.9. **Item 18** – **JP** noted this was in progress, further detail would be available at the July corporation meeting.
- 5.10. **Item 19** – it was noted GB and JP were currently collaborating and action plan would be brought to the Sept / Oct corporation meeting.
- 5.11. **JP** noted items 1, 11,12 and 21 were yet to be updated by **LB**, highlighting **item 1** had been requested at the February corporation meeting and remained outstanding so should be red, not amber.
- 5.12. **GG** suggested this now be brought to the September board.
- 5.13. **LB** stated item 12, “to begin the tender process”, was on the agenda for audit committee on the 17th June so could be updated at the July board.
- 5.14. **LB** stated Item 11, to” *bring the outcome of the review of security arrangements externally, to the board*”, was in the papers for the 17th June Audit Committee so could also be brought to the July board.

LB to bring paper to the September board

LB to bring update on tender process to the July board.

LB to bring update on security arrangements review to the July board.

6. Governors’ updates

- 6.1. iHasco
It was noted **TT** was up to date on all Governor training via iHasco.
- 6.2. Prince’s Trust Students
CP had given a talk to students on campus.

7. CEO update

- 7.1. **GG** gave a presentation which highlighted recent achievements.
- Weston Park
Telford College construction students were at Western Park restoring the garden wall originally built in 1765, an historically significant project.
- 7.2. The Robert Jones and Agnes Hunt Orthopaedic Hospital
Creative students paid tribute to the country’s brave veterans with their fantastic portrait exhibition which started on the 80th anniversary of the D-Day and was open to the public to visit.
- 7.3. Attendance
GG noted attendance had been exceptional with 100% attendance for exams.
- CPe** noted a 96% attendance in English and Maths.
- 7.4. WMG and Keele University

GG noted work with partners was progressing well. Recruitment process for Director of Higher Education was almost complete, progressing on an operational basis, with an excellent candidate who had both FE and HE experience.

7.5. FEC Health Check (20th & 21st May)

GG noted the feedback had been very good with things to take from the meeting and learn from. It was noted the outcome letter with recommendations could be expected towards the end of this month.

7.6. AoC Tertiary Education System document

GG highlighted the document and suggested it could be an interesting read for governors. The paper had been presented to DfE senior officials, with the idea that any new government would take it on board and was gaining pace within the sector. **GG** noted the document as something that could fundamentally change the sector

JP to circulate the document to governors.

CURRICULUM REFORMS

8. Curriculum Reforms for 2025 and beyond

8.1. **CPe** presented an update on the curriculum reforms planned for 2025 and beyond. She explained that the information was provided to give governors an early understanding of upcoming changes. However, she emphasized that these reforms would not take effect until September 2025. Additionally, she pointed out that the upcoming general election could potentially alter these plans.

8.2. Qualification Reform and Defunding

Qualification landscape overview

CPe reported on the curriculum reforms and associated defunding for 2025 and beyond. She highlighted the complexity of these changes, noting that the technical qualifications are more complicated than the academic ones. **CPe** highlighted three qualifications currently under submission, consequently no information was available on their future status. Technical occupational qualifications were being designed for areas without T-levels, such as tourism. In the academic category, Level 2 academic progression qualifications (e.g., English, Maths, Science) were in demand, especially in health and social care. Advanced Academic Qualifications (AAQs) at Level 3, similar to BTECs, would be introduced from September 2025, with a large AAQ being equivalent to two A-levels.

8.3. **GB** noted a distinction between T-levels and T-level foundation courses, inquiring whether schools would deliver these. **CPe** clarified that while these qualifications are delivered by colleges, they are not offered by Telford College.

8.4. **GG** explained Level 2 qualifications, which had been defunded, were not shown on the slide. For 16-18-year-olds who do not progress, the only option is a foundation qualification focused on Maths and English. **GG** expressed concern that students, having struggled with these subjects for years, would be reluctant to continue studying them in college.

8.5. **CPe** pointed out that T-levels are not currently funded for adults, resulting in the defunding of many Level 3 qualifications available to 19-year-olds. This situation leaves a gap in available options. **CPe** provided an example from the health sector, where the NCFE Level 3 Health qualification had been defunded from September, explaining students need Level 3 Maths and English to progress to Level 3 Health, leading the college to revert to BTECs

for a two-year period to accommodate students aged 19 and over without these qualifications. This change requires strategic adjustments and careful planning, with some awarding bodies allowing enrolments up to 31st July of the following year.

- 8.6. **GB** remarked on the complexity facing young people and parents navigating these options, to which **RM** agreed, stating it is too complicated.
- 8.7. **CP** enquired how the college could respond to these changes to reduce barriers and confusion.
- 8.8. **CPe** responded that the college was organizing T-level events for students and parents to provide explanations. Additionally, there was a rolling calendar of school visits to discuss these changes, although parents are not typically present at these visits.
- 8.9. **GB** queried whether the schools had a comprehensive understanding of this landscape.
- 8.10. **CPe** stated schools had a better understanding of T-levels but there was still learning opportunities around AAQs.
- 8.11. **GG** noted this was largely due to the work put in by the college working with the schools to educate the teachers on the available qualifications.
- 8.12. Cycle 1: New Level 3 Small (AAQ) Qualifications, For Teaching From September 2025
CPe noted the different options available from within the new small level 3 qualifications, highlighting the importance of selecting the qualifications that are most suitable for our students, without going overboard or choosing as excessive number of qualifications.
- 8.13. **GB** queried what these qualifications would represent in terms of UCAS points. **CPe** clarified these qualifications would be the same as an A-level in this respect.
- 8.14. **GG** noted some Universities may not accept AAQs. **CPe** emphasized not all of our students pursue a higher education, so for those students, this level was where the importance lay around choosing the right course.
- 8.15. Cycle 2: Qualifications will be available for first teaching from September 2026 (equivalent to 2 A-levels)
CPe noted the following qualifications in sectors for submission in cycle 2, highlighting there was little information on these qualifications at present as they remained two years away:
- Art, Design and Media
 - Music
 - Music Production
 - Performing Arts
 - Production Arts
 - Sport
 - Sport and Exercise Science
- 8.16. Changes to funding approval and nesting qualifications
CPe explained, currently awarding organisations allow nested qualifications so that learners can top up their previous studies in a subject, to achieve the next qualification in the group e.g. from a Certificate to an Extended

Certificate or Diploma. From 2024, qualifications will start to have public funding removed and so if you are planning to move a student on to an extended certificate or diploma the qualifications you are planning to use in the future may no longer be funded.

8.17. **CPe** noted nesting allows the student to opt into something else, or to exit after one A level if they already have an equivalent qualification. She highlighted 'nesting' would prove more difficult to do as a result of defunding.

8.18. Impact Of Defunding On Adult Provision

- DfE is doing some work around the potential impacts to adult provision of L3 qualification defunding.
- Potential risk to adult provision which currently infills into 16-18.
- Concern that many colleges are being tasked to grow their adult L3 as part of LSIPs, but this will prove challenging given the reforms.
- "T-levels for adults" pilots appear to be currently off the table.

8.19. **GB** observed this was not in alignment with the government narrative of aiming to get everyone qualified and into work.

8.20. Lifelong Learning Entitlement – update

- From January 26 (a postponement) the LLE loan will be available for:
 - full courses at level 4 to 6
 - modules of high-value technical courses at levels 4 to 5
- A phased approach to provide modular funding. Available for modules of HTQs from January 2026 and more courses from 2027/28.
- Under the LLE, eligible learners will be able to access:
 - tuition fees loan, with new learners able to access up to the full entitlement of £37k
 - a maintenance loan to cover living costs
- Details on how LLE will be calculated for new learners and those who have studied on levels 4 to 6 (before and after 2012) available on DfE website.

8.21. **Advanced British Standard (ABS)**

A major 10-year plan to overhaul technical and academic qualifications at Level 3 bringing them into a single framework with 'the best of T Levels and A Levels'.

The government's case for 16-18 change:

- 16-18 curriculum too narrow and specialist, teaching tier lower than other countries
- Need to do more for most disadvantaged

The plan:

- Breadth: 5 subjects – 3 'majors' and 2 'minors'
- Everyone to study English and maths to 18 years old
- More teaching time: up by c. 95hrs / year
- 90% of A Level content to continue in majors
- Tech content based on T levels and Technical occupational qualifications (TOQs)
- Commitment to EEP (employability, enrichment and pastoral)
- Same commitment to additional hours for L2 and below

- 8.22. **RM** observed this was akin to reverting to c.1998 where students needed 3 A-levels and a couple of AS levels.
- 8.23. **CPe** gave clarification that students who had achieved a grade A in maths and English at GCSE level would still be required to continue studying maths and English at college.
- 8.24. ABS at L3
- Build on the best of A level: majors to have at least 90% of current A level content
 - Technical subjects to be based on the content of T levels and occupational standards
 - Students wishing to specialise will be able to take a core major (e.g. health) and a ‘double major’ occupational specialism (e.g. adult nursing)
 - Other students could take the core technical major (e.g. education and childcare or health) combined with academic subjects (e.g. economics and art)
 - Commitment to non-qualification time: enrichment, PSD / employability and underpinning CEIAG
 - Commitment to work with the sector, consider grading and progression routes
 - Commitment to continue current reform programme
- 8.25. **CPe** reiterated, however, ABS would not be in effect for a further 10 years.
- 8.26. **GB** queried how to ensure all college staff understood this landscape.
- 8.27. **CPe** emphasized the importance of not rushing into offering a wide range of qualifications all at once. She expressed her intention to spend time with the team considering what should be an AAQ before the end of this term in order to fit within the necessary timescales that would allow review of recommendations at leadership.
- 8.28. **CPe** emphasized the importance of inclusion in the college prospectus so as not to negatively impact recruitment.
- 8.29. DfE Qualification reform website
CPe highlighted the DfE website giving information and access to support materials for providers delivering reformed post 16 qualifications at level 3 and below.

CPe to consider recommendations around AAQs at leadership before the end of this term.

9. Safeguarding report

[**SJ** joined the meeting at 6.22pm]

9.1. **SJ** reported:Mental Health

Mental Health and Homelessness continued to be higher each month when compared to the same point in time during the last academic year. **SJ** noted this was in line with national trends for Mental Health. As a result, the number of students with a pastoral support plan in 2023-24 had increased by over five times the number from the previous academic year.

9.2. Homelessness

SJ noted this reflects mainly Mental Health related struggles following Covid 19/ lockdown where there had been family breakdowns.

9.3. E-Safety

January – April 2024 data had reported an increase in E- Safety incidents when compared to previous academic year data. Accumulatively, in 2022-23 up until this point there were 168 reports and in 2023-24 there had been 305. **SJ** highlighted this may not be the result of an increasing E- Safety issues relating to our student population but is more likely to be as a result of the KCSIE 2023 update on Filtering and Monitoring which stipulates the requirement to monitor all communication and searches in addition to filtering. **SJ** noted this was not the case in 2022-23. The KCSIE update had prompted greater monitoring of student activity online and frequent communication between staff and students around appropriate use of the internet, which is positive, as students are reminded of college expectations around safety and acceptable use of IT, as well as signposted to support services as appropriate.

9.4. Percentages

As per request at the previous corporation meeting, **SJ** had pulled percentages from the online filtering and monitoring data. She noted an approximate percentage of the cohort based on accumulative enrolments from September 2024 had been added to the report, in a separate column.

9.5. Approximation

SJ gave clarification around why the percentage was an approximate figure explaining this percentage assumed that each single report equates to one student. Often, the number of cases correlate with student headcount, however in a few instances several cases or incidents may only link to a few students.

9.6. Future reporting

SJ asked Governors to consider whether the addition of percentages was helpful information and should continue to be included in future reports. Governors reported this was useful and helped put the information given into perspective.

SJ to keep percentages for future reporting.

10. Learner Support Fund Policy

- 10.1. **SJ** presented the policy noting minor amendments throughout the policy, mainly to provide clarity to existing points.
- 10.2. **SJ** noted additions made to pages 5 and 8, to clarify the process for students attending provision at the Station Quarter. For these students, weekly funds would be paid directly into student nominated bank accounts.
- 10.3. **The Corporation resolved to approve the Learner Support Fund policy.**

Approved

11. Admissions Policy

- 11.1. **SJ** presented the policy noting minor amendments throughout the policy, mainly to provide clarity to existing points. She noted there had been no fundamental changes to the policy and process.
- 11.2. **The Corporation resolved to approve the Admissions policy.**

Approved

[**SJ** left the meeting at 6.26pm]

12. LTA update

[**CB** joined the meeting at 6.27pm]

- 12.1. **CB** reported:

Landau Update

Good progress was being made against the Landau QIP. Of the twenty-three actions, three were complete, seventeen were making good progress and due to complete on time and three were making progress, but slightly behind schedule.

- 12.2. Further support with the setting of robust targets for students with high needs was in place. Sharing of good practice continued between the two organisations. **CB** highlighted this overarching QIP was supported by a highly operational document that Landau continues to monitor and share regularly.
- 12.3. The implementation of a new data monitoring system will allow for more robust monitoring of attendance and retention and analysis at a given moment in time.
- 12.4. **GG** noted Landau should be included in the college Safeguarding Reports moving forward.
- 12.5. **GB** queried whether the monitoring system referred to was a college system and when would it be implemented.
- 12.6. **CB** gave clarification Landau would be using a more school orientated system. She noted Landau's Operations Managers had already undergone their training and further training was booked for July. All of their students were on the system already and timetables would be going in shortly. **CB** emphasized this would mean Landau would have one centralised location.
- 12.7. **GB** queried whether Landau would have someone to assist them in interrogating the system, noting it could be quite an industry and seeking assurance they would have the necessary skills.

SJ to include Landau in Safeguarding reports, moving forward.

- 12.8. **CB** noted there was someone in place who would be overseeing attendance and monitoring. She noted Telford College had been giving support with Landau staff given the opportunity to observe in college operational proceedings and meetings, serving as a valuable learning opportunity.
- 12.9. **GB** sought assurance the college was comfortable Landau's system could be interrogated sufficiently for integration with college needs. **CB** confirmed.
- 12.10 **JA** queried what outcomes from the Landau project would be seen that would help determine positive impact.
- 12.11 **CB** stated the long-term outcome would be achievements which would be seen at the end of the year.
- 12.12 **JA** queried whether these students were taking GCSEs. **CB** clarified these students were taking vocational courses and noted the cohort seen here would, for a variety of reasons, not have been accepted into mainstream. **JA** asserted the focus was on progression which **CB** confirmed.
- 12.13 **CP** queried whether that progression would then lead to enrolment at the college. **CB** noted it might if that were the right thing for the student and dependent upon the student's needs.
- 12.14 **GB** observed lots of change for Landau staff. She noted an amber item around this where Landau had not had any staff to attend CPDs and queried whether they had seen any attrition in their space.
- 12.15 **GB** queried whether the Landau QIP would be incorporated into the college's QIP cycle.
- 12.16 **CB** confirmed noting the strong likelihood of closing down the vast majority of these actions. She highlighted the college was currently doing a piece of work with Landau Operations Managers based at Stoke and Telford, on how to write a more effective QIP and Self-Assess more effectively. After which Landau would go through their Self-Assessment process for this academic year and draw up a new QIP for next year.
- 12.17 **GB** asked if this fed into the college SAR. **CB** confirmed this one had not but it would moving forward.
- 12.18 **GG** queried if **CB** were to grade this now, what grade would she give.
- 12.19 **CB** stated low end of a two, a safe three. Leadership and management were strong, teaching and learning had improved and noted the outcomes would result in a challenge to hold a two.
- 12.20 **GG** queried the achievements for this year versus last year.
- 12.21 **CB** confirmed achievements for this year were at 73, last year at 56.
- 12.22 **GB** noted positive changes resulting from college support.
- 12.23 **GG** suggested Landau should be included in the college safeguarding reports moving forward to allow for corporation oversight. **GB** agreed.
- 12.24 General LTA Update

*SJ to include Landau in
future Safeguarding
reports*

A level had 100% attendance to exams. First year attendance to classes remained strong, and the final milestones for the year had just been taken.

12.25 T level exam attendance had been 100%.

12.26 **CB** noted the focus in the rest of the College was on achievement. Intervention sessions were in place for students who had been identified as at risk.

12.27 Attendance to the first GCSE maths and English exams were 94.5% and 94.2% respectively.

12.28 Predicted achievement of 85%, although **CB** noted this was worst case scenario.

13. Compliments & Complaints Policy

13.1. **CB** presented the policy with only minor grammatical amendments, noting it had been amended 12 months previously to include the recording of compliments and monitoring of low-level complaints.

13.2. **CB** highlighted this had proven successful with timely responses where concerns had been raised.

13.3. **JA** queried performance against targets referenced within the document.

13.4. **CB** confirmed 100% compliance with all targets.

13.5. **The Corporation resolved to approve the Compliments & Complaints policy.**

Approved

[**CB** left the meeting at 6.41pm]

MANAGEMENT UPDATE

14. KPI report

14.1. **LB** summarised the KPI's as follows:

- **Funding for 16-19 students** in 2023-24 was based on the previous year's numbers which, for 2022-23 were 1,867 students. Student numbers for 2023-24 had been at 2001 which was 134 in excess of funding.

14.2. • **Landau** - During the year, the College also engaged with the Landau contract based in Wellington, a High Needs provision adding an additional 75 to the numbers (included in the 2001 above).

14.3. • **Apprenticeship numbers** were forecast at 250 for the year which was below year-end target by 54.

14.4. • **Out of Funding (OoF) Apprenticeships** were being cleared and replaced with new OoF Apprentices reducing the number of "At Risk" of becoming OoF reduced to 13 from 20.

14.5. **JA** followed up previous discussion held around new apprentice starts in the professional area enquiring why professionals were not engaging more apprentices and asking whether any insights had been gained.

- 14.6. Discussion followed around incentives for employers in terms of supporting students through apprentices versus through AEB.
- 14.7. • **AEB WMCA** was forecasting as favourable to budget.
- 14.8. • **AEB ESFA** was forecasting as adverse to budget by 2.7%. **LB** noted, provided this does not fall below 3% underspend, the College will retain the full 100% allocation.
- 14.9. • **Retention** overall was 95.8%; 0.4% favourable to 2022-23.
- 14.10 • **Attendance** overall was 84.2%; 0.6% favourable to 2022-23.
- 14.11 **GB** sought confirmation that students were turning up for their exams but not for their lessons. **CPe** noted the need for clarification around registers where exams had fallen on days where students would not usually be on site and highlighted students had been attending college during the holidays to revise in preparation for their exams.
- 14.12 **JA** observed notable deterioration around 19+ attendance and sought possible reasons for this.
- 14.13 There was further discussion around review of new delivery models in place alongside some students having been misplaced on English programmes when they should have been on an English for Speakers of Other Languages (ESOL) programme. It was noted despite only just having publicised the ESOL programme, there were already 20 adults interested, which was significant.
- 14.14 **CPe** noted consideration of platforms which would allow for work to be a completed offsite but highlighted there would be cost implications to this and this would be discussed at leadership level.
- 14.15 **JA** queried whether the carousel model had been new for this academic year. **CPe** confirmed it was new having been 16 weeks previously.
- 14.16 • **Withdrawals prequalifying** had maintained at 89 which was 5 more than 2022-23
- 14.17 • **Withdrawals post qualifying** had increased by 12 on the previous month but still favourable to budget by 20 for this year.
- 14.18 • **Adult withdrawals** had increased to 142 which was favourable to target by 58.

FINANCE

15. Management Accounts

- 15.1. **MP** had requested prior to the meeting, that the board review the management accounts for the period ended 30th April 2024 and financial forecast for the year ended 31st July 2024.

- 15.2. **LB** reported:

Overall, income at the end of April was favourable to budget. Notably, income was forecast to be favourable at the year end, due to additional ESFA funding, improvements to the Apprenticeship and AEB position and extension of the Cosford contract, forecast to generate an additional monies.

15.3. Income

Key risk areas continue to be Apprenticeship and AEB however notable income forecast improvements within AEB forecasts an adverse year end position. Apprenticeships were forecast to be adverse, with a slight improvement from March due to additional recruitment. Tighter monitoring of apprenticeship activity had been implemented to provide better clarity on the year-to-date position for apprenticeships.

15.4. Pay

Forecast adverse to budget, some of which was due to agency staffing based on known positions and an increase of Teachers' Pension costs, offset by the increase from a revised ESFA allocation. Pay to income ratio is forecast to be 64.2%, due to an improved income forecast.

15.5. Non-Pay

Excluding the AEB & Landau subcontracting costs, forecast to be adverse to budget due to Exceptional Costs. Subcontracting costs are expected to be 80% of allocation for Landau, and 80% for AEB.

15.6. Cash

The overall cash position was shown in the report. Notable transactions in month include the second instalment of the Transformation Capital Grant. Cash forecast includes expected AEB and Tuition Fund clawback for 23/24 current year under delivery. To note, AEB clawback was higher than adverse variance within management accounts due to allocation lines not included within the budget.

15.7. **GG** noted it would be worthwhile corporation having sight of cashflow without grants moving forward, for monitoring purposes.

Cashflow to be shown without grants included for Corporation monitoring.

15.8. Financial Health

Forecast to remain "Outstanding" with a 10-point improvement due to higher than previously forecast EBITDA/surplus as a % of income. To note, the threshold before being Financial "Good" is 230 points, so comfortably inside that ratio.

15.9. Covenants

The covenant calculations note no expected breaches.

15.10 Agency Costs

GB made enquiries around staff vacancies in the digital space regarding the Digital Hub in the town centre, seeking confirmation that **LB** was comfortable the risks were correct around vacancies as this would impact agency costs.

15.11 **GB** also enquired whether these vacancies were impacting students.

15.12 **CPe** noted the STO had been doing some work around turn over figures and they were lower than last year's figures.

15.13 **CPe** also noted a late recruitment event with some very encouraging applications had been received.

15.14 **GB** noted the risk was level rather than increasing.

15.15 Balance Sheet Comparisons

JA requested an update on previous discussion around producing a balance sheet comparison and CAPEX schedule previously noted as 'in progress'.

Approved

15.16 **LB** noted, this would be seen in the accounts for the financial year, starting 1st August 2024.

Ensure balance sheet comparison and CAPEX schedule are shown in mgt. accounts as of 1st August 2024

15.17 **CP** sought clarification around capital grants which was explained by **LB**.

POLICIES

Learner Support Fund Policy (Approved - see previous item 10)
Admissions Policy (Approved - see previous item 11)
Compliments & Complaints Policy (Approved - see previous item 13)

16. Health & Safety Policy

16.1. **LB** presented the policy which had been reviewed by the Director of Estates, in line with statutory requirements alongside other sector guidance. Sections 1 and 2 were presented for approval.

16.2. Key amendments noted:

- Section 1 – policy statement reviewed
 - signatory required.
- Section 2 – organisation responsibilities
 - Amended for any revisions in post titles, and lines of report, as well as to reflect additional responsibilities identified from changing legislation and sector guidance.
- Section 3 – arrangements
 - To be reviewed and updated over the summer recess.

16.3. **JA** observed governors had delegated responsibility for this and queried how this was monitored. He then sought confirmation there were no concerning trends to be considered.

16.4. **LB** confirmed the following governance.



16.5. **The corporation resolved to approve sections 1 and 2 of the Health and Safety Policy document.**

Approved

17. Fees Policy

17.1. **LB** presented the policy with **MP** having updated in line with its annual review.

17.2. Notable change was highlighted within the Fee Concessions section, a previous table had been removed and charts had been added which had been taken directly from the Gov.uk website and were easier to follow.

17.3. **The Corporation resolved to approve the Fees policy.**

Approved

CONSENT AGENDA

18. Risk Registers

- 18.1. **LB** noted risk registers were coming to July board.

FINAL BUSINESS

19. Questions, comments, self-assessment, and reflection

- 19.1. There was brief discussion on succession planning and quoracy. Specifically, whether staff and student governors should be considered when determining quoracy numbers.

JP to confirm whether staff and student governors should be considered when determining quoracy numbers.

20. Any other business

- 20.1. **CP** queried the envisaged timescale for succession planning.
- 20.2. **GB** noted **JP** was currently working on succession planning. She observed a reactionary approach to governor recruitment that needed change and listed the following as things she would like to see:

- Recruitment of governors at open evenings
- Twice yearly intake / advertisement for governors
- Co-opted Governors

JP noted she would like to have governors in the pipeline utilising co-opted governors to see how.

- 20.3. **GB** noted she had asked **JP** to look at attendance for trends, noting External Review suggestion to review and reduce the number of meetings held.

Look at attendance throughout the year to date, for trends.

[**JC** left the meeting at 7.07pm]

[**Non-Confidential session ended at 7.08pm**]