

MINUTES

PRESENT:	Stephan John Anita McGowan (Academic Staff Governor) Craig O'Donnell Matthew Sims Francis Uwagboe (FE Student Governor)
ALSO ATTENDING:	Andy Smith (Deputy Chief Executive) Ann Monaghan (Assistant Principal Curriculum & Quality)
CLERK:	Sarah McLoughlin (deputising for Melissa Drayson)
APOLOGIES	Nulu Okuku Clare Mackie Gordon Smith Frances Wadsworth
QUORUM	The meeting was quorate throughout
TIMING	6.04pm – 7.55pm

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15.1	APOLOGIES FOR ABSENCE Those listed above	
15.2	DECLARATION OF INTEREST None	
15.3	MINUTES OF THE MEETING HELD ON 4 June 2014 Confirmed	
15.4	<p>Matters arising from the minutes not already on the agenda</p> <p>The DCE outlined changes following the Dean of UCC/Assistant Principal's Curriculum departure. The DCE was now overseeing HE and an interim Assistant Principal FE H&SC, SoA, Construction Engineering and Hospitality had been appointed. The University of Sussex was aware of the changed responsibilities and the first meeting had been held with them under the new arrangements.</p> <p>Recruitment to the vacant post has recommenced after failure to appoint in the first round. Despite a strong shortlist on paper the two candidates interviewed were not appointable and both failed to achieve level 2 in English and mathematics which is a prerequisite for all appointees.</p>	

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	<p>Governors looked for assurance that they could receive a report that summarises the value added data and this was tabled.</p> <p>It was explained that value added data was also very useful on a team and tutor level to inform teaching and that management had been working closely with managers to understand and use this data effectively.</p> <p>It was noted that new accountability measures would be introduced for schools and colleges for students aged 16-19 years old in 2016. Ofsted, DfE and BIS were in discussion regarding replacing success rates with new measures. These changes would make it difficult to monitor and measure in advance. Based on this information, it was agreed that the college we should review its KPI and drivers and supplement these to support the alternative reporting measures.</p> <p>AGREED:</p> <p>(i) that LQC should receive an annual report on performance that included, in addition to reporting on the agreed KPIs:</p> <ul style="list-style-type: none"> • Analysis of QSR • Analysis of the minimum standards report and implications for the College • Analysis of DfE the Value Added report <p>(i) That the Board of Governors would receive updates on risks relating to sanctions.</p>	<p>DCE</p> <p>DCE</p>
15.6	<p>QUALITY IMPROVEMENT PLAN MONITORING & MID-YEAR REVIEW OF TARGETS <i>Supporting paper by the Assistant Principal Curriculum and Quality</i></p> <p>Managers reported that attendance had fallen this year after two years of improvement and the strategies that proved successful are no longer effective.</p> <p>Equality & Diversity was graded as Amber. Under achievement by young white students is a national problem as well as a local one. Staff are currently working hard to encourage progression of all students and the College should be in a position within the next few weeks to identify the undecided and provide appropriate support. There is recognition that there is more to do with some groups, such as improved engagement with parents, identifying and promoting role models and raising aspirations through employment related projects.</p>	
15.7	<p>SPRING REPORT ON TEACHING, LEARNING & ASSESSMENT <i>Supporting paper by the APCQ</i></p> <p>Members noted the significant increase in good or better observed lessons so far this year but also acknowledged that there is more to do to increase the proportion of outstanding lessons.</p> <p>Managers reported that advanced practitioners have played a very</p>	

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	<p>significant role in improving teaching and learning.</p> <p>It was also noted that there has been a strong increase in the grade profile of level 3 programmes and that classes that are predominantly with 16-18 years students do not have such a strong profile as those for 19+ students.</p>	
15.8	<p>CURRICULUM PLANNING 2015/2016 <i>Supporting paper for discussion by the DCE</i></p> <p>The EFA allocation for 2015/2016 is 1651 16-18 learner responsive students against a target of 1880 for 14-15</p> <p>Although the allocation from the SFA had not been confirmed, a national reduction in budget of 24% has already been announced. Apprenticeship funding would be protected.</p> <p>Higher Education- student number controls had been removed. It was not clear what impact this would have, but there would be a need to review marketing and recruitment campaigns given the likely increase in competition.</p> <p>There was a discussion about how to reduce early withdrawal of students which included offering short courses in areas of poor early retention. A contract with Lee Stafford education academy had been signed that day, from which increased recruitment and higher profile provision was expected.</p> <p>Members asked what the options for the College were given the significant reduction in income. Managers responded that once the scale of the reductions were known proposals to operate within the College's means would be brought forward which would include initiatives for long term stability.</p> <p>ACTION: That an update on curriculum and business planning should be brought to the meeting.</p>	DCE
15.9	<p>RISK MONITORING REPORT <i>Supporting paper for discussion</i></p> <p><u>Acquire</u> The College had agreed to enrol 300 students in total from Acquire Learning, to the end of academic year on HNC in business through online learning and would review performance of students on the programme in the Summer. If this phase proved successful, recruitment would be increased in the new academic year. If not, an exit strategy would be found.</p> <p>The initial model was not fit for purpose and, therefore, it had been agreed that Acquire would source prospective students but that the College would carry out all of the vetting and admissions process. The induction and cooling off period would be extended the College was in discussion about transferring the learning content from the Acquire platform to our platform.</p>	

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	<p>Acquire were in discussion with HEFCE and the Student Loans Company to ensure their elements of the model were compliant with current regulation. Managers acknowledged that this is a high risk project but are taking the necessary measures to mitigate risk. Recruitment had been paused until discussions between agencies had been concluded to the satisfaction of all parties. The model was one that could be extended to other subject areas and levels.</p> <p>It was recognised that the project would be high profile throughout its life and managers proposed that the project be added to the risk register and that reports were made to each meeting of the LQC.</p> <p>AGREED: that it be recommended that the Acquire Learning partnerships should be added to the Risk Register</p>	
15.10	<p>ANY OTHER BUSINESS:</p> <p>International students- 4 recruited and were are continuing. For 2015/2016 the College had 14 applicants currently via UCAS and believed that 4 of these students would be able to be issued with a CAS. 3 were already studying within the UK.</p> <p>Marketing of international programmes was being undertaken by third party organisations, each of which has expertise in non-EU student recruitment. Budgets were proportionate to the small target recruitment set for the next academic year.</p>	