

CORPORATION AGENDA

Tuesday 07 November 2023, 5.30pm in Suite 3 of the Employer Hub

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.

1. **Draft Minutes of the Search Committee Meeting held on 31 October 2023** (Paper LMC/S/11/23 refers) *(for discussion) (paper to follow)*

Confidential for Corporation Members Only under Section 40 of the Freedom of Information Act:

- Application for the Role of Student Governor (Paper LMC/S/01/23 refers) *(for decision)*
- Application for the Role of Student Governor (Paper LMC/S/02/23 refers) *(for decision)*
- Application for the Role of Independent Governor (Paper LMC/S/03/23 refers) *(for decision)*
- Application for the Role of Independent Governor (Paper LMC/S/04/23 refers) *(for decision)*
- Application for the Role of Independent Governor (Paper LMC/S/05/23 refers) *(for decision)*
- Re-Appointment of Independent Governors (Paper LMC/S/09/23 refers) *(for decision)*
- Re-Appointment of Staff Governor (Paper LMC/S/10/23 refers) *(for decision)*

Standing Items

2. **Welcome and Apologies for Absence**

3. **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.

4. **Matters Arising**

- Ratification of Written Resolutions (Oral Report from the Governance Adviser)
- Mandatory Responsibilities: Health and Safety, Safeguarding and Equality, Diversity and Inclusion (including SEND)

Strategic

5. **Principal's Strategic Overview** (Paper LMC/C/20/23 refers) *(for discussion)*
6. **Draft Revision of Strategic Plan 2021-26** (Paper LMC/C/21/23 refers) *(for decision)*

Performance

7. **Annual Report on Comments, Compliments and Complaints 2022/23, plus Comment, Compliments and Complaints Policy 2023/24** (Paper LMC/C/22/23 refers) *(for discussion and policy for decision)*
8. **Annual Streamlined Energy and Carbon Reporting** (Paper LMC/C/23/23 refers) *(for decision)*
9. **Marketing Analysis of Enrolments 2023/24** (Paper LMC/C/24/23 refers) *(for discussion)*

Statutory Responsibilities

10. **Any Other Business**

11. **Dates of Next Meetings**

Tuesday 05 December 2023, 5.30pm in Suite 3, Employer Hub

Tuesday 23 January 2023, 5.30pm in Suite 3, Employer Hub

NON-CONFIDENTIAL MINUTES OF THE CORPORATION MEETING HELD ON 07 NOVEMBER 2023

Present:

Lindsay Price (<i>Acting Chair</i>))	
Agata Estkowska)	
Hilary Fordham)	
Yak Patel)	External Governors
Jonathan Powell)	
Jane Taylor)	
Gary White)	
Steve Wood ®)	
Alfie Garner)	Student Governor
Elliott Taylor)	Student Governor
Beverley Martindale)	Support Staff Governor
Daniel Braithwaite)	Principal

In attendance:

Victoria Carter	LMC Engagement Manager (<i>part meeting only</i>)
Peter France	Vice-Principal Finance and Resources
Oona Cushen	Governance Adviser and Clerk

® = joined remotely via Microsoft Teams

DRAFT MINUTES OF THE SEARCH COMMITTEE MEETING HELD ON 31 OCTOBER 2023

C/23/001 This is a confidential item, under Section 40 of the Freedom of Information Act. Paragraphs LMC/C/002 to LMC/C/006 are, therefore, minuted separately.

Alfie Garner, Elliott Taylor, Agata Estkowska, Hilary Fordham and Jonathan Powell all joined the meeting.

STANDING ITEMS

WELCOME AND APOLOGIES FOR ABSENCE

C/23/007 The Chair welcomed all new Governors to the meeting and asked all members present to provide a full introduction to themselves. Ms Price advised that she is currently Acting Chair, has been a member for four years, chairs the Search Committee and is also a member of the Remuneration Committee. Ms Price currently works full-time for a national examining board and has built networks and friendships during her membership.

C/23/008 Gary White is a director of a local training company, originally working in the North East. Education is very important, but this is a challenging sector. Mr White enjoys being on the Board as it is good to give back to young people in difficult circumstances. Yak Patel has been a Governor for four years and manages a charity that supports other charities within the Lancaster district. Being part of the community, he can bring his skills and connections to the benefit of the College. Mr Patel has enjoyed his time on the Board because he has learnt so much. Mr Patel attended the College when he was young, but did not appreciate how much work goes on behind the scenes to support young people. Mr Patel also believes in lifelong learning and, through learning more about the College, can help promote all the good work and opportunities that exist, both at the College and in the community.

C/23/009 The Principal advised that he has only been in post for eight weeks. From his Governor perspective, this is a very rewarding, valuable and important position that can have a huge influence over what and how the College does things to make that positive difference to people's lives. It is a powerful and significant role, and the Principal is proud to be leading the College and being a part of the governing body. This is an exciting time for the College, and new skills and ideas on the Board are welcomed. Jane Taylor is a recently retired professor with a career in university education, and remains an emeritus professor with links to Lancaster University. Professor Taylor loves students and would not have been an academic for so long if she was not passionate about the student experience. Professor Taylor is Chair of the Remuneration Committee, a member of the Search Committee and brings some ideas around governance and how large bodies actually work.

C/23/010 The Vice Principal Finance and Resources advised that he is a senior post holder and has been at LMC for 20 years. He looks after the support side of the College, e.g. health and safety, IT, finance, etc., alongside the Vice Principal Progress and Performance, Charlotte Rawes, who looks after the curriculum and learner work. The Vice Principal is not a Governor, but enjoys coming to Board to get that external perspective and feedback as, being a staff member, one can become mired in the detail and a wider viewpoint is very helpful. The Support Staff Governor advised that she has worked at LMC for 30 years, is the College's Safeguarding Manager and the mental health lead for the College. The Support Staff Governor has been a member for two years and also sits on the Search Committee. It has been an 'eye opener' to see that Governors are so interested in safeguarding and mental health of students, which is very positive to see.

C/23/011 Steve Wood joined the Board four years ago, at the same time as Yak Patel. He is responsible for business and employer engagement at the University of Cumbria. Mr Wood is the Chair of the Audit and Risk Assurance Committee and being a Governor offers the opportunity to support the College. There is a great staff team but, most importantly, this is an opportunity to support young people's journey at the start of their career.

All new members were asked to formally introduce themselves.

C/23/012 Mrs Fordham advised that she retired from the NHS at the end of March 2023, covering a range of areas in her career, including commissioning children's services and working with educational institutes and local authorities in regard to Special Educational Needs and Disabilities (SEND). Mrs Fordham was also involved in the Morecambe Bay Curriculum, which is where the connection with the College started. This will be Mrs Fordham's third board appointment since leaving the NHS; a small youth charity in Milnthorpe that support youth clubs etc., St. John's Hospice and now LMC. Mrs Fordham is interested in young people's development and being able to start them off with a good footing into adulthood and careers, and would like to bring her experience, knowledge and background to help.

C/23/013 Elliott Taylor is a business support and marketing apprentice working in a business administration role at LMC in Student Services, the Hex and on main reception. Mr Taylor is interested in the development of students and the environment and friends from high school have also come to College and he communicates with his peers daily. Alfie Garner is a second year Level 3 business student. He held various roles at his former school, Bay Leadership Academy, including leader of ambassadors and on their Student Council. Mr Garner wanted to join the Board to ensure there is a student voice on College issues, as the College is here to teach students, work with internal and external people.

- C/23/014 Agata Estkowska has been a chartered accountant for the past five years and is currently a senior manager at Waters and Atkinson, a local practice. Ms Estkowska's reasons for joining the Board is about 'giving back'. Arriving in England from Poland at the age of 12, Ms Estkowska enjoyed her whole education experience, but did have so much support when she arrived that enabled her to achieve.
- C/23/015 Jonathan Powell is the head of engagement and innovation at Lancaster University and is a past president of Lancaster and Morecambe Chamber of Commerce, a member organisation for local employers. Mr Powell has entrepreneurship skills and ran his own business. He works in HE and has been a primary and secondary school governor, so wanted to do something with FE. Mr Powell is passionate about the local area and the opportunities and support that Further Education provides to students adults and employers.
- C/23/016 Apologies were received from Sarah-Jane Fletcher and Ryann Williams. Victoria Carter, LMC Engagement Manager, will attend to present agenda item eight, in place of Charlotte Rawes who has had a sudden family bereavement.

DECLARATIONS OF CONFLICT OF INTERESTS

- C/23/017 Conflicts of interests were declared for Yak Patel (partnership working with Lancaster District Community and Voluntary Solutions (CVS), Jonathan Powell (Director of Lancaster and Morecambe Chamber of Commerce), Gary White (Director of a Private Training Provider) and Steve Wood (University of Cumbria and Lancaster and Morecambe Chamber of Commerce Ambassador). There are no other known conflicts of interest.

MATTERS ARISING

Ratification of Written Resolutions

- C/23/018 The Governance Adviser confirmed that a majority of responses had now been received, all in agreement with approval of documents and this was formally ratified by the Board.

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

- C/23/019 This item provides Governors or senior leaders with the opportunity to raise any concerns that have arisen since the previous meeting, in regard to the Corporation's statutory responsibilities, which are not covered within the standard reports. There were no items raised that were not covered within the main reports.

STRATEGIC

PRINCIPAL'S STRATEGIC OVERVIEW

- C/23/020 The Principal referred members to paper LMC/C/20/23 and advised that there is a confidential section of the report under Section 43 of the Freedom of Information Act. Paragraphs C/23/021 to C/23/022 are, therefore, minuted separately.
- C/23/023 The Principal attended an FE Commissioner's roadshow; these are being held across the country to engage with principals and senior leaders and it was very interesting and helpful. The College is moving into good financial health, which provides a sound footing with the FE Commissioner. A lower grade would lead to some degree of intervention activity. Previously, the role of the FE Commissioner's office was criticised for not helping colleges prior to intervention, focusing more on crisis management. Shelagh Legrave, the current FE Commissioner, has changed this focus to provide active support early, to help colleges avoid going into financial distress.

C/23/024 The Department for Education (DfE) was also in attendance, linked to the recent announcement by the Prime Minister of the new Advanced British Standard (ASB). This is clearly on the statute agenda, but the announcement came in national T Levels week, and was a 'curveball' into education policy. Department officials had completed a lot of work to get T Levels established and this announcement 'came out of the blue'. Principals voiced their concerns on key issues to the Department's officials. At the same time, there is an appetite from Principals to communicate and listen to the Department. This was a useful event to attend as a new Principal and to connect with other Principals, both locally and further afield with offers of support. In terms of confidence, there was nothing that the Principal was not already aware of and considering in his long-term thinking and curriculum planning, and how this informs other strategies. 'Hot Topic' sessions focused on sharing good practice and one common theme was student behaviour. The session was very good and many colleges are experiencing the same issues as LMC, so it was reassuring to hear similar actions on positive upfront preventative and supportive work is being undertaken.

C/23/025 Part of the Government's education policy review is the delisting of some Level 3 and Level 2 qualifications. David Hughes, Chief Executive Officer at the Association of Colleges (AoC), a lobbying organisation, has been very clear with colleges that the Education Secretary is not listening to sector lobbying organisations, nor college principals, and the delisting of qualifications will proceed. The delisting process may be halted if there is a change in Government, but curriculum planning is already in progress and must be based on current knowns. This is a worry going forward as, unfortunately for some young people, there will be no viable alternative at Level 3 for those learners that do not meet the T Level entry criteria. This does provide an opportunity, however, for the College to think about the curriculum in a manner that will allow staff to reimagine some aspects of the current offer.

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

C/23/026 Although there have been around 85 qualifications withdrawn to date, only around four or five directly impact LMC. There are hundreds of qualifications in existence, and the delisting strategy will be based on each qualification's enrolment levels nationally. Where there are low enrolments, the qualification will be delisted, but this still presents a challenge as, just because they are not a T Level, does not mean that they are not valuable and helpful for young people. Curriculum teams are seeking alternative and to adapt their curriculum offer, but there is a clear drive to steer learners into T Levels, apprenticeships or work and this has to be factored into curriculum development and strategy. From an entry criteria perspective, T Levels are a different type of qualification at a higher Level 3, and there does seem to be a determination to move away from the Pearson BTec model.

C/23/027 There is no recognised alternative to the Level 3 AAT Accountancy, but the delisting is a driver into apprenticeships. It may be likely that the Level 3 Accountancy qualification will be integrated within the apprenticeship. It is not just the element of delisting, but that those qualifications will also be defunded. Although there may a demand, the Colleges 'hand will be tied', as qualifications are culled and funding withdrawn.

C/23/028 It was suggested that this approach does not make sense, with industry sector recognised qualifications being defunded. The Local Skills Improvement Plans (LSIPs) are about engaging employers, so for colleges not to be able to offer these qualifications regardless of whether they are recognised and valued by employers is illogical. This course of action does go against the grain of bringing the employer voice to inform the technical education curriculum.

- C/23/029 For new Governors, it was explained that T Levels are advanced technical qualifications, incorporating a significant industry placement of 315 hours (45 days). They are academically demanding, equivalent to a current Level 3 and a half. They are also the equivalent of three A Levels, but with industry experience included. The sector has lobbied for parity between academic and technical pathways, and T Levels are the move to a more demanding technical qualification to achieve that parity. Some of the T Level agenda is under-developed, however, and is being implemented in an ad hoc manner with unintended consequences. For those young people interested in getting into work, T Levels were set up to get students into higher or degree apprenticeships quicker, rather than a standard university course.
- C/23/030 The FE Commissioner has a string remit on implementing interventions, overseeing the financial health of the sector. If a college is graded as either 'requires improvement' or 'inadequate' for financial health, then the FE Commissioner will formally intervene, review and make recommendations and assess whether the college is able to recover. LMC was in informal intervention a couple of years ago, as the College's financial health grade dropped from 'outstanding' to 'requires improvement' in one year. The grading is formula based and, although this was a trigger for intervention, the College was not in any real difficulty, as it has a very strong balance sheet and £3m cash reserves. The approach from the FE Commissioner's office has changes to a more supportive role, working with colleges much earlier to avoid more colleges getting into financial issues.
- C/23/031 The College is doing the right thing in planning on current knowns; feedback from the party conferences has not indicated any significant change in approach between parties, but each party is non-committal as they do not want to alienate voters. There has been a significant amount of investment in the Government's technical education policy and T Levels, and the Labour Party has echoed its commitment to T Levels. The next consultation will be on the Advanced British Standards (ASB) and the scrapping of A Levels, to be introduced within the next 10 years. The consultation, due in December, will be interesting as it should provide early indications on the points raised and what issues may be open to negotiation. There is no real alternative that would oppose this drive to higher standards. T Levels have been introduced and will remain, but whether the Advanced British Standard (ASB) becomes a reality is questionable. The Prime Minister wants all students to study maths up to the age of 18, but this cannot be included within the Advanced British Standard (ASB) as all learners cannot be forced to complete A Level maths. In the determination of defunding and delisting current qualifications, there is feeling that the current maths and English policy is open for negotiation, in that everyone has to study GCSE maths and English. The Department for Education (DfE) is listening to the employer voice, in that a grade 4 in maths and English does not necessarily determine a good workforce, so the mood is that the policy could change to the alternative where all students, up to the age of 18, study maths and English but not necessarily as GCSEs. The consultation may, therefore, give some indicators around this, as influenced through the voice of the sector.
- C/23/032 The process for delisting will look at overall registrations and the Department for Education (DfE) will then work with awarding organisations and Ofqual. It is a centralised process and the current suggestion is that fewer than 100 registrations a year will lead to a qualification being delisted. There are also some positive projects that the College is involved in that will demonstrate how the College is viewed by stakeholders and other providers. The College is involved with the Civic Impact Accelerator Project. There is a valuable working group looking at the complex local and political geographies, providing an opportunity to share good practice and provide clarity on the local landscape. The Local Area Energy Plan (LAEP) technical workshop will influence and help shape the College with its plans around the campus estate and sustainability, and will also help inform the district plan to move towards net zero.

- C/23/033 The College has set a date within the Strategic Plan to achieve net zero, but this will be very challenging. Lancaster University has just been awarded a £21m grant to achieve that for the University, so significant funding on that scale is required to achieve that. Sustainability and net zero targets have factored into early conversations on the estate development and how incremental improvements can be incorporated. The Vice Principal Finance and Resources is working with a team from Lancaster University undertaking an audit on the College's current position, where it needs to get to and ways of achieving this.
- C/23/034 The College is in a good financial position, and must work strategically to develop and build on ideas for improving the learner experience. Planning on a number of early projects has already started, including the T Levels capital project. Supplementary to this will be a project looking at the repurposing of one of the under-utilised buildings to become a maths and English hub. This will decant students in a particular space that is conducive to maths and English learning and will allow other areas of the campus to be revitalised. This is not about instantly spending College reserves, as there may be external funding that can be sought. There are some areas of the College that need significant investment to provide a better experience for students, which is not a criticism, but now is an exciting time to look at redevelopment.
- C/23/035 The modular building has been demolished and the remaining site will be converted in to a courtyard with canopy and benches, to be used as a covered outdoor social space for students. The Lounge becomes very congested at lunchtimes and does not provide enough space for learners to socialise, so this new space should provide that. The conversion should be completed in January 2024, provided all materials arrive on time. The T-Level capital funding will refurbish the fifth and sixth floors of C Block, which currently houses some offices, health and social care and early years provision, and will also include the upgrade of the science laboratories in B Block. This is in addition to the new maths and English hub in E Block. Overall, this will be circa a £3m investment, most of which will be funded through capital grants in the next 10 months and should have a positive impact for learners. The College is also developing a longer-term accommodation strategy, that will enable further developments on a phased approach as and when funding becomes available.
- C/23/036 Governors wished to ensure that the student voice is considered within the longer-term projections, including on the suitability and appropriateness of Wi-Fi. The current Wi-Fi contract is at its end and is currently unsupported, so the College will need to go out to tender as soon as possible for a replacement to be available for the next academic year or earlier. As part of the consulting strategy, there will be opportunities available for staff and student forums, as well as seeking learner voice through the Stop and Ask surveys, Student Council, student conference etc. There are some projects, like the new courtyard, which are already underway, and students will be invited to help with the cosmetic element, e.g. furniture, and how to make the best use of the space. The larger masterplan is still in its early stages, and the College is working with Matthew Hirst from Fusion to help shape this strategy and to bring in that sustainability element to help the College reach carbon net zero by 2030, or to be as close as possible.
- C/23/037 It was queried whether the College has considered other Wi-Fi providers, e.g. Eudoram, to provide a universal Wi-Fi solution. Development conversations are at an early stage, and the Principal is keen for students and staff to be actively engaged in what the campus should look like moving forward. It is important that, between now and March 2023, there is a solid draft of ideas that can be presented to Governors alongside the review of the Strategic Plan.
- C/23/038 The Corporation received and discussed the Principal's Strategic Overview, paper LMC/C/20/23.**

DRAFT REVISION OF STRATEGIC PLAN 2021-2026

C/23/039 The Principal referred members to paper LMC/C/21/23 and advised that Governors reviewed the Strategic Drivers, Frames of Reference and Key Performance Indicators (KPIs) at the September strategic planning meeting. Following this, there have been some minor and subtle amendments to the current plan, mainly around language and interpretation. 'Productivity' has been changed to 'Need', but this requires further review and 'Progress' was suggested to more accurately represents the detail underneath. 'Business' has been changed to 'Employers' to provide a broader context. Within the Frames of Reference, the language has been amended to move away from a deficit and recovery position to a more positive growth opportunity looking forward, rather than backwards. Reference to Covid has been removed, focusing more on resilience to societal change in order to future-proof the plan to some extent. The Key Performance Indicators (KPIs) have been pared down, whilst maintaining the essence of what the College is trying to achieve. They have been re-worded to be shorter and tangible, wherever possible, and retaining ambition.

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

C/23/040 The Chair of the Corporation reminded members that there would be a more in-depth review of the Strategic Plan on the March Strategic Planning Day, so further changes, based on horizon scanning and future planning, could be made at that time.

C/23/041 The Corporation discussed and approved the Revision of the Strategic Plan 2021-26, paper LMC/C/21/23.

PERFORMANCE

ANNUAL REPORT ON COMMENTS, COMPLIMENTS AND COMPLAINTS 2022/23. PLUS COMMENTS, COMPLIMENTS AND COMPLAINTS POLICY 2023/24

C/23/042 The Vice Principal Finance and Resources referred members to paper LMC/C/22/23 and advised that there are no proposed changes to the policy. Overall, the level of complaints has remained constantly low, with only 37 received last year. 13 of these were upheld for genuine reasons, three complaints were partially upheld and 21 were not upheld, so this is a positive picture. Every complaint is investigated, with a senior manager overseeing the process and resolution. The College takes all complaints seriously and uses these to inform its decision making going forward on how to make improvements. Some of the compliments received are documented within the appendix and demonstrate a very positive picture.

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

C/23/043 Governors noted that there is a lot of emphasis on complaints, with little focus on compliments. There are some fantastic comments and the College needs to place more emphasis on its very positive feedback. Compliments, if received centrally, are passed through to the relevant departments, but compliments, unlike complaints, do not normally come through one central source. It was suggested that compliments could be visualised in some way, e.g. word clouds, and used to promote positivity across College. The Principal does send out an end-of-term briefing, thanking all staff for their hard work and compliments could be included in this.

C/23/044 Some Governors like the format of the report, but did have to delve into the detail at the back to find the 'you said, we did' actions around complaints. There were some very good actions and themes that were not pulled out in the main body of the report, e.g. discrimination and the actions being taken to have a positive impact.

- C/23/045 The Governance Adviser will work with the senior team on the format of the report for next year, with a stronger focus on actions taken and impact. The Principal is keen to have a more simplistic system to capture compliments, to make it easier for staff and students to report them. There is a wealth of positive feedback sent directly to staff teams, which is not held centrally, so it will be about ensuring positive feedback is channelled through to the marketing team to distil and use in its best form. Moving forward, complaints should be seen as part of quality improvement and requires a clearer structure for next year. The Student Governor in the Hex will be able to feed into student projects to help with student feedback.
- C/23/046 There is the facility on the College Hub for staff and students to make suggestions for improvement, which are followed up by 'You Said, We Did' promotions. Staff also complete an online survey, and various stakeholder surveys are issued throughout the year, as well as the termly Stop and Ask student surveys. The compliments listed have come from the latest Parents Survey. The next Student Governor report will follow through on some of the suggestions from previous Student Governors.
- C/23/047 The Corporation received and discussed the Annual Report on Comments, Compliments and Complaints 2022/23, paper LMC/C/22/23, and approved the Comments, Compliments and Complaints Policy 2023/24.**

ANNUAL STREAMLINED ENERGY AND CARBON REPORTING

- C/23/048 The Vice Principal Finance and Resources referred members to paper LMC/C/23/23 and advised that there is a mandatory requirement to publish and this is the second year of reporting. The information is collated from various sources and then, using conversion factors from the Government website, is converted into carbon emissions. The report follows the recommended format. As well as publishing the figures on the website, the College must also stipulate what actions have been taken to improve carbon emissions and these are detailed in the bullet point list. The College does have a system where it is replacing all lighting with LEDs and this is almost complete. The College is also recycling more, has introduced EV charging points and has changed the College cars to hybrid versions. Sustainability is a key component of all courses and will also form a key part of the refurbishment works, with some electrical air source heat pumps on the fifth and sixth floors of C block to reduce gas consumption. There is a need, however, to accelerate what is being done if the College is to achieve its target by 2030. The team is also working with Lancaster University to help inform its accommodation strategy and identify what meaningful steps can be taken to reduce emissions. The biggest source of College emissions is gas and electricity usage, but it is hugely expensive to replace the gas boilers, which are still relatively new. It would not, therefore, be practical at this point in time but may be within the timeframe of the new accommodation strategy.

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

- C/23/049 The College does not have a formal strategy to offset its carbon use but is doing different things around the area and region, not on campus, some of which are through its land-based courses. It was suggested that these could be extended into community tree planting projects, and grants may also be available. There does need to be a scoping exercise around what is available and what infrastructure would be needed. It was suggested that some of this could be incorporated into the curriculum, e.g. engineering. The Principal advised that there is a wider and richer place-based education curriculum focusing on taking responsibility for the environment.

- C/23/050 A Student Governor advised that sustainability was discussed within tutorials and personal reflections, but only formed one model within his course and has not yet been revisited, so there was scope for this to be better incorporated into the curriculum. The College, as part of its own Social Corporate Responsibility (SCR) was looking for people to become involved with big organisations to address the skills need going forward. The Principal advised that sustainability should be constantly revisited to review the impact of putting that into practice, e.g. through volunteering or with staff linked into group projects and how to benefit from the knowledge.
- C/23/051 Matthew Hirst is a recommended consultant, who specialises in this type of work and will work alongside Lancaster University in reviewing the College's energy system and decarbonisation plan. Mr Hirst will also help the College out together any funding bids, e.g. Salix. Salix grants are offered annually, but are heavily over-subscribed, so the College will need 'oven-ready' project submissions for when the funding round opens.
- C/23/052 It was suggested that if the metrics were converted into, for example, how many trees they represent, it may resonate better with students and staff. This should be easily achievable, and will convert 'College property' into 'College culture for change'.
- C/23/053 Most of the College's electricity is sourced through the National Grid, but there are some solar panels on F Block and the College does offset some of that purchased. With each of the projects initiated for the refurbishment of the campus, the College will have an opportunity to do what is described, e.g. wind, solar etc. and to offset carbon emissions. Universities are working towards coming off the grid. The College does use more sustainable electricity suppliers and will keep moving forward on that agenda. Moving from gas to electricity is still a positive step as it is green energy electricity, and this may be able to be supplemented with College-generated electricity through, e.g. increased use of solar panels. The College will, however, need external help in achieving this. Lancaster City Council has done a lot of work on back storage, taking electricity from the grid when it is cheaper and the College may be able to use some of their expertise. The College will not overcommit but, when opportunities arise through refurbishment work, will look to incorporate creative ideas, e.g. PV solar training area, potentially on the roof of C Block accessed through the seventh floor. There is a whole raft of creative ideas to be considered and there will be opportunities to review and submit funding bids. Essentially, funding will be the barrier to success.
- C/23/054 The Corporation received and discussed the Annual Streamlined Energy and Carbon Reporting, paper LMC/C/23/23, and approved its publication.**

Victoria Carter joined the meeting.

MARKETING ANALYSIS OF FE ENROLMENTS 2023/24

- C/23/055 The LMC Engagement Manager referred members to paper LMC/C/24/23 and advised that the report explains some of the statistics and narrative around areas of success of concern, as well as what action the College is taking to improve outcomes from this year. It is a very positive report, as the College has recruited well this year, but there are some concerns around school engagement. There has been a 61% increase in Level 1 learners, most likely due to the change in GCSE grade boundaries, so learners have not met the Level 2 entry criteria. The positive to this is that most learners should progress to Level 2, making this a good foundation year for recruitment next year. The main concern is that, at interview, the College demonstrate that it is an aspirational place to study at Level 3, if not doing A Levels. Level 3 provision has not grown this year and there is a lot of work being undertaken to address that, but more than one year will be required. In this regard, it is a frustrating time as it was hoped that this provision would have expanded in 2023/24. Application numbers were on track, but did not materialise into increased enrolments.

C/23/056 There was a huge increase in school engagement and the College enjoys a good relationship with most local schools and their career leads. There has been a dip with Bay Leadership Academy for practical reasons, as the College did not try hard enough to work with them. Their career adviser was off sick, which made it more difficult to engage. The school has also expressed its disappointment with the level of applications to the College. The marketing team is now working with them on a taster event for all Year 11 pupils, to take place in two weeks' time. There has also been a slight reduction in applications from Carnforth, which is part of the Bay Learning Trust led by Ripley. Pupils are encouraged to attend Ripley sixth form if academic, and this has had an impact. Some learners from Central Lancaster High School have progressed to Cardinal Newman and applications to Kendal College is not as big an issue as first thought. Kendal College does not offer any free transport, but there is the opportunity to access funding through their learner support fund. Some courses, e.g. Performing arts and music, are not offered at LMC. Overall, recruitment is healthy and there is already a number of school events booked in for this year. The College's school engagement officer left in July, but chose to return to the College in September.

C/23/057 Adult recruitment fell last year, particularly on the Access course and with the impact of the cost-of-living crisis. Adult full-time recruitment has fallen again this year, but there has been an increase in part-time adult enrolments. As an example, there was around 10-12 adults on the part-time Eden course last year, with more on the full-time course, but this has reversed this year with 19-20 on the part-time course and fewer full-time learners. This is mainly due to people not wanting to give up work in the current financial climate to study full-time at College, but can still get a similar qualification through a part-time evening course and, potentially, fully funded. Further work is required around increasing full-time adult numbers across all areas but, particularly, on the Access course.

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

C/23/058 The students going to Cardinal Newman are not necessarily going for a specific subject or to a college with a better reputation, but they do have a different range of subjects to LMC. Some young people just wish to go out of area, possibly for social reasons so that they are not where everybody else is or that they wish to be more adventurous. That is also the reason for some enrolments at LMC from Cumbrian schools. The Cardinal Newman campus does feel more vibrant, and some may find it easier to make friends etc, as it is focused on a central building. Kendal College also has a good reputation for its Performing Arts courses and many going towards that may not have had the opportunity for that provision in high school. There is a cohort from Central Lancaster High School that went to Kendal for this provision, but LMC is unable to offer everything. The College is, however, reviewing its music production course, which it has tried to get running for the past three years but it is not yet a viable option. There is also concern around the creative and digital courses. If the team are aware of areas of concern, action will be taken, e.g. the College did not successfully promote its courses and facilities with Bay Leadership Academy last year, which has been corrected this year. A Student Governor advised that he was told very little about creative arts in College when at school, and the College is not sufficiently promoting its facilities to potential students. The College did run a creative industries expo for Years 9 and 10 in different schools, and some of those will now be in Year 11 and considering their options. There were no taster sessions with Bay Leadership Academy last year and this was evident in the level of applications.

C/23/059 The increase in enrolments from Garstang Academy has been a positive. The College has stopped looking towards Cumbria as their demographics reduce, particularly around Furness, and looked more towards Garstang as a growth area. It had been difficult to build a relationship with the school as they had not wanted to bring pupils to campus, so, last year, LMC delivered taster sessions at the school instead with support from tutors and this led to a rise in interest.

- C/23/060 Last year, the College ran three events for Garstang Academy; two Year 10 group events plus a full taster day. The school has a new and very pro-active careers lead. If the College recruits sufficient numbers, then it could offer a free bus service and this is also being promoted with parents. There were not sufficient numbers to make a free bus a viable option this year, but an additional 10 learners may make it viable and the route would need to be worked through. The team has also put in a lot of work with Dallam School, and this work is now coming to fruition.
- C/23/061 There are two reports that can be distributed to Governors; a schools liaison analysis of activities undertaken, along with one on social media analytics. In regard to LinkedIn activity, the College is the second highest rating college in Lancashire. The College is now offering a squeeze training session for staff on how to actively promote the College on LinkedIn. This is a professional platform and the College needs to portray a different image around higher and advanced technical education. The College also has a new marketing apprentice, who is very good at producing TikTok content. The most recent post around GCSEs was viewed over 21,000 times.
- C/23/062 The report is very positive and it was questioned whether there was anything the team would like to do but does not have the resources. This would revolve around practicalities; there have been up to three external events to attend on one day and it is around having staff to attend all of them. There is a very strong marketing team, with some good, new young people that are showing a lot of promise. There are good relationships with schools and the College is very visible at community events etc. The biggest concern will be around whether the College estate has that 'wow' factor for visitors coming onto campus, as there are some areas of the College that the team would not want visitors to see. This should improve, however, with all of the refurbishment works.
- C/23/063 The last Open Evening was the busiest one yet, but some areas do need to be better engaged. The Engagement Manager has met with the Principal and a whole College approach, with structured presentations and sessions, is being introduced. The College has already recruited extra student ambassadors this year and will work with them on Open Evenings. There are new ideas being worked on, and Programme Area Managers (PAMs) have also been involved for their thoughts. There does need to be more experiential and interactive activities, which some areas already do very well. Where possible, school alumni are taken to the relevant events, but there can be a safeguarding issue if there is only one staff member attending, which means a student cannot be involved if they do not drive themselves. Students are mostly involved on the taster days held within College.
- C/23/064 If there is a lack of resources for taking more activities off campus, there may be potential to collaborate with Lancaster University on outreach work at peak times, although they may also have different peak times when they are not available. The College has submitted a funding bid to host a district-wide careers event, as everyone wants the same employers at the same careers events. All schools are on board with the idea, but it is an ongoing conversation.
- C/23/065 Once events with schools have been completed, evaluation forms are sent out to all those learners that registered to obtain feedback from school pupils. All the taster events have evaluation forms for before and after the sessions, but more could be done to obtain extra feedback. The forms are sent out a few days later, so students have time to reflect.

- C/23/066 One of the biggest influences on a school pupil is their careers adviser in school. It was explained that the College does lead on a careers adviser network through the Lancashire Careers Hub, as that is an easier path to engage with those schools that have their own sixth form. There have been multiple events hosted by the College, and there is also a termly breakfast meetings for careers leads. It is hoped that this will be expanded to also includes the Year 11 leads as well. School career leads are fairly impartial, but it is the heads of Year 11s and Year 13s where conversations are needed. The breakfast meetings will be held in the newly refurbished restaurant. That network has good relationships to work on a sector event, and the College has bid for funding to host an event in April 2024. It has also secured funding for six schools to work with employers in the morning and then colleges in the afternoon.
- C/23/067 It was noted that the key word is 'vibrancy' and this will have a ripple effect on College experience. Open Evenings should be a whole College approach, prioritising the campus as the current footprint means events are too spread out. There should also be some form of schedule for visitors to follow, e.g. through structured talks and a guide to what areas they want to see. There is also a need to get key external organisations to participate and add vibrancy, so there is a whole community approach as well. The Principal attended the first 'Careers Leads' event at the College and, compared to what has been elsewhere, was a superb event. There were some great speakers and it is a vibrant and very worthwhile network. The event emerged from the legacy of lockdown. In addition, statistics from the last Open Evening showed many visitors spent up to two hours on campus. The number of young people, mainly Year 11s, who have had very little direction and have no idea of what they want to do has increased every year since Covid, so a more focused and structured approach would be beneficial.
- C/23/068 The marketing team is out in schools on GCSE results days and provide taster days for schools. One of the biggest impact comes from success stories, e.g. people owning their own business, and some business owners and employers are involved in Open Days. There are not many alumni that are necessarily local, but these could be used in digital resources, e.g. videos etc., which can be provided from anywhere. It is good to hear success stories from previous students and, if current students are wanting to run their own businesses, those stories will have the most impact.
- C/23/069 **The Corporation received and discussed the Marketing Analysis of FE Enrolments 2023/24, paper LMC/C/24/23.**

STATUTORY RESPONSIBILITIES

ANY OTHER BUSINESS

- C/23/070 There were no other items of business.

DATES OF NEXT MEETINGS

- C/23/071 Tuesday 05 December 2023 at 5.30pm
Tuesday 23 January 2024 at 5.30pm

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

APPROVED BY BOARD ON: 05 December 2023