

CORPORATION AGENDA

Tuesday 23 January 2024, 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.

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 Meeting held on 05 December 2023 (Paper LMC/C/40/23 refers) *(for approval)*

4. Matters Arising

- Mandatory Responsibilities: Health and Safety, Safeguarding and Equality, Diversity and Inclusion *(including SEND)*
- Corporation Action Checklist (Paper LMC/C/41/23 refers) *(for agreement)*

Strategic

5. Principal's Strategic Overview (Paper LMC/C/42/23 refers) *(for discussion)*

6. Termly Update on Achievement of Strategic Objectives (Paper LMC/C/43/23 refers) *(for discussion)*

Performance

7. Report from Vice Principal Progress and Performance (Paper LMC/C/44/23 refers) *(for discussion)*

8. Termly Update on Quality Improvement Plan 2023/24 (Paper LMC/C/45/23 refers) *(for discussion)*

9. Report from Vice Principal Finance and Resources (Paper LMC/C/46/23 refers) *(for discussion)*

10. Latest Management Accounts and Funding Key Performance Indicators (Paper LMC/C/47/23 refers) *(for discussion)*

Statutory Responsibilities

11. Termly Governance Report (Paper LMC/C/48/23 refers) *(for discussion)*

12. Arrangements for Strategic Planning Day (Oral Report by the Governance Adviser)

13. Any Other Business

14. Dates of Next Meetings

Tuesday 27 February 2024, 5.30pm in Suite 3, Employer Hub
Tuesday 26 March 2024, 5.30pm in Suite 3, Employer Hub

15. Reflections on the Autumn Term (Discussion led by the Chair)

NON-CONFIDENTIAL MINUTES OF THE CORPORATION MEETING HELD ON 23 JANUARY 2024

Present: Lindsay Price (*Acting Chair*))
Agata Estkowska)
Sarah-Jane Fletcher)
Hilary Fordham) External Governors
Yak Patel)
Jane Taylor)
Gary White)
Steve Wood ®)
Beverley Martindale) Support Staff Governor
Danny Braithwaite) Principal

In attendance: Peter France Vice-Principal Finance and Resources
Charlotte Rawes Vice-Principal Progress and Performance
Oona Cushen Governance Adviser and Clerk

STANDING ITEMS

WELCOME AND APOLOGIES FOR ABSENCE

C/23/172 The Chair welcomed all members to the meeting. Apologies for absence were received from Alfie Garner, Jonathan Powell and Elliott Taylor.

DECLARATIONS OF CONFLICT OF INTERESTS

C/23/173 Conflicts of interests were declared for Sarah-Jane Fletcher (employer is an Awarding Body used by the College), Yak Patel (partnership work with Lancaster and District Community and Voluntary Solutions (CVS)), Gary White (Director of local private training provider) and Steve Wood (partnership work with University of Cumbria and Lancaster and Morecambe Chamber of Commerce Ambassador). There are no other known conflicts of interest.

DRAFT MINUTES OF THE PREVIOUS MEETING HELD ON 05 DECEMBER 2023

C/23/174 The Chair referred members to paper LMC/C/40/23 and advised that no amendments had been received.

C/23/175 The minutes of the previous meeting, held on 05 December 2023, paper LMC/C/40/23, were agreed as a true and accurate record.

MATTERS ARISING

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

C/23/176 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. The Vice Principal Progress and Performance advised members that there is an issue, both locally and wider, in regard to illegal vapes containing drugs. The Police have advised that this is not a major incident, but is under a multi-agency approach. There has been an increase in the use of illegal vapes and 'county lines' gangs are operating within this area. There has been an issue recently where a student had fallen ill and required medical treatment following the use of an illegal vape. The College continues to work closely with all partner agencies and Governors will be kept informed of any further developments.

Corporation Action Checklist

- C/23/177 The Governance Adviser referred members to paper LMC/C/41/23 and advised that an update will be provided on the outstanding item at the next meeting.
- C/23/178 The Corporation discussed and agreed the Corporation Action Checklist; paper LMC/C/41/23.**

STRATEGIC

PRINCIPAL'S STRATEGIC OVERVIEW

- C/23/179 The Principal referred members to paper LMC/C/42/23 and advised that the College had its termly strategic conversation with the Education and Skills Funding Agency (ESFA) prior to Christmas. The senior team was joined by the Regional Education and Skills Funding Agency (ESFA) officer and accounts lead for this area. The termly conversations are a 'light touch' meeting with colleges to discuss future plans, finance etc. There were some key priorities set out within the framework and as outlined in the Skills Minister's letter to all colleges prior to the start of the academic year. These included apprenticeships, Higher Technical Qualifications (HTQs), T Levels, and skills boot camps. There are hyperlinks within the report for further information on each of these areas of provision. It was a constructive and very positive conversation, and the Education and Skills Funding Agency (ESFA) team were assured about the College's direction of travel, including curriculum development and next stages. The senior team did question the availability of in-year growth funding, as well as sharing the increasing challenges in regard to delivery of English and maths as a consequence of growth. The consultation on the Advanced British Standard (ABS) has been released and the Association of Colleges (AoC) is pulling together a collective response to support colleges in their individual responses to the consultation. The College will submit its individual response by the deadline. The Advanced British Standard (ABS) is the direction of travel in regard the reform agenda, but it may never come to fruition. Colleges are encouraged to not lose sight of some of the more positive elements within the Advanced British Standard (ABS) and to continue to try and influence those.
- C/23/180 There was a productive Senior Leadership Team (SLT) away day, held off-site, and one of the items covered was succession planning from a talent management perspective. This thinking will inform next steps, particularly in regard to 'pinch points' in critical roles within the organisation. The team also explored growth priorities from an emerging evidence base out of the external curriculum review, with thinking around resourcing and what actions will need to be taken. Away days will be scheduled on a termly basis in the future. One of the key issues arising from the staff survey was internal communications. Although the score improved, there is still room for further improvement. A number of things are being tried to encourage staff to engage, to feel listened to and to build relationships with staff that have not previously been involved. This has been an enjoyable aspect of the role for the Principal and there are a number of mechanisms put in place for continuous staff feedback, e.g. an end-of-term all staff briefing, which will be used to pause and reflect on that term's achievements and to allow the senior team to celebrate and thank staff through recognition and reward. The staff forums with the Principal also continue this term. From feedback received, there has been adjustment to the timings and days of these forums, so that they are accessible to more staff, and some online forums have also been held. The Professional Development (PD) Day was very successful, with all staff actively involved. The Principal provided an overview briefing from a strategic perspective and the direction of travel. Staff were then split into large curriculum and support groups. Curriculum staff had a maths presentation from an external speaker, which was well received. Support staff undertook some more refined contextualised work on the three themes detailed in the report. Groups were mixed to ensure staff who did not normally work together were in the same group in a workshop-style approach. There has been much positive feedback and there are similar events planned for the future.

C/23/181 There have been recent changes around Ofsted, which have created a buzz around whether there is potentially sector changes afoot. The Principal, as a part-time Ofsted Inspector (OI), has participated in the initial stages of training, and will also have to attend a mandatory webinar and regional briefing, all of which must be fully completed by 31 March. Contracted inspectors (His Majesty's Inspectors (HMIs)) must have completed specific training prior to going out on an inspection. The training is well intended, with an agenda and objectives, but whether it will be sufficient to have any real impact remains to be seen. The required training may impact on the timelines for inspection. For clarity, Ofsted is ahead of schedule in the local areas, so the College remains in the timeframe for inspection. There are three key themes standing out from an Ofsted perspective; attendance, disadvantaged / high needs support and value for money and 3) progress of learners.

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

C/23/182 Governors were assured that the analysis of feedback from the Professional Development (PD) Day will be reported back to staff. This will be via the newsletter and will also include the next steps.

C/23/183 The Corporation received and discussed the Principal's Strategic Overview, paper LMC/C/42/23.

TERMLY UPDATE ON ACHIEVEMENT OF STRATEGIC OBJECTIVES 2023/24

C/23/184 The Principal referred members to paper LMC/C/43/23 and advised that the document should be simpler and more accessible, but has also captured previous key performance indicators (KPIs) not achieved. Attendance is constantly being worked on, with teams trying to do the right things to engage learners. Apprenticeship starts are also a concern, both from a quality and a finance perspective, but developments are in progress and require a strong focus. Growth in 16-18 learner numbers is good, and other highlights are personal development and support for students, under health and wellbeing. Learner surveys, and other stakeholder surveys, need to be reviewed, with better structured questions as the current surveys do not capture the information the College would like.

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

C/23/185 The five-year strategic aims are almost entirely student focused with teaching driving the strategy, but Governors would welcome some focus on staff as well. At the March Strategic Planning Day, Governors will have the opportunity to review and refine the Strategic Plan and suggest refinements for next year's key performance indicators to include more about people, not just students. Adjustments may be similar to those made in September 2023, but more in-depth and in better context. This will be an opportunity for the Board to start shaping the direction of travel in a different and more detailed way.

C/23/186 Governors were assured that areas not achieved continue to be monitored, but some of those areas are outside of the College's control, e.g. staff sickness. The College should exercise caution in regard to apprenticeship starts, to ensure focus is on quality starts and not just numbers, to ensure learners complete and achieve their apprenticeship. The Principal assured Governors that this is factored into growth conversations and those priority areas for growth, to ensure the College is doing the right things in a quality assured way.

- C/23/187 As part of the College's environmental stewardship, it was suggested that there could be conversations about people's individual role around energy usage in relation to computer data storage and to set out parameters for what should and should not be kept. From a safety point of view, this could be incorporated into IT security and practices, and is something to consider in respect of how the College educates learners in regard to energy and IT usage. The College has recently recruited to a cyber security post to support development work, and this could be a piece of work developed for use in learner tutorials. The Vice Principal Finance and Resources also advised that the College is reviewing communications and the overall number of emails has reduced through not copying in as many people. The new printer software also displays the price to print each document, so staff are better aware of the costs. It was noted that other organisations use a dashboard software that converts paper use into the number of trees, which can be a very visual aid.
- C/23/188 All staff should have a Return To Work (RTW) interview with their line manager, during which any concerns over multiple occurrences, mental health etc., should be picked up and referred through to the HR team and then onto occupational health for review and intervention as required. There is a full breakdown of absences by illness, e.g. mental health, and this is monitored by the HR team and reported to Governors in the Annual Staffing Report. The senior team will also receive that information at certain points throughout the year.
- C/23/189 The Corporation received and discussed the Termly Update on Achievement of Strategic Objectives 2023/24, paper LMC/C/43/23.**
- ACTION: Vice Principal Progress and Performance to take forward the suggestion of raising awareness of energy and IT usage with learners.*

PERFORMANCE

REPORT FROM VICE PRINCIPAL PROGRESS AND PERFORMANCE

- C/23/190 The Vice Principal Progress and Performance referred members to paper LMC/C/44/23 and advised that, as the Principal has mentioned, apprenticeships are a key issue and risk for the College. There is a lot of work being undertaken to support apprentices. Apprenticeship starts will not just focus on numbers to support the financial aspect, but will also focus on recruitment with integrity to improve retention rates going forward. The difficulty with apprenticeships is that, unlike other lines of funding, the data carries forward for a second year. There is not a huge amount that can be done in-year to support improvement due to the way time lapses on apprenticeships, so the current focus will be on this year's retention. In all the monitoring documents, the key performance indicators (KPIs) and the Quality Improvement Plan (QIP), apprenticeships will be red rated this year on all aspects; retention, starts, finance and quality. To provide the Board with assurance on improvement work, the Vice Principal Progress and Performance meets every month with the Director of Curriculum and Innovation, the Head of Quality and Improvement, along with the Apprenticeship Manager and the deputy manager to review progress on different activities and actions. The Vice Principal Progress and Performance and the Director of Curriculum and Innovation also meet regularly with the Programme Area Manager and deputy manager for Energy, Engineering and Construction to work on issues in this area as well. Communications are not quite where they should be, and it will be another year before the improvement work starts to improve the data. Some of the current issues are related to starts from two years ago, including the withdrawal of the Level 4 Children and Young People apprenticeship, which had 80 starts. This also impacted funding. The College reviewed quality on other apprenticeships and also withdrew the Residential Childcare apprenticeship, looking at alternative pathways with employers. This was reported to the Board at that time. The Notice to Improve Assessment Boards for apprenticeships are due to take place on 07 February 2024, and Governors were encouraged to attend, if possible.

- C/23/191 The College is seeking to maximise its funding through the Adult Education Budget (AEB) through different opportunities and the promotion of distance learning provision and part-time courses. There is an aspirational attendance target of 90%, but then more realistic differential targets between levels. Level 1 attendance is a cause for concern, and the Vice Principal Progress and Performance is working with a group of curriculum leaders on how to improve Level 1 attendance. The Principal advised that the Curriculum Management Team were excited to work on this together, sharing issues and good practice around things that have worked and for them to work together on one issue rather than each manager trying to deal with the issue in their own particular area. There has been a proportionate increase, from 61% to 66%, in the numbers of learners without at least either GCSE Maths or English at grade four, but many have neither. There is a heavy focus from Ofsted on learner progress, and there was an early review day in October. That day was used to ensure that the right learner was on the right course within the first six weeks of the term. There is a huge gap then to the next review day in February. Looking at next year's calendar, there will be another review day in December to update all progress and to see actual learner progress. For this year, there will be more detailed information on learner progress within the next report.
- C/23/192 The College has been recognised for the careers education it provides to young people, and the Principal and the Engagement Manager, who leads on the work, will attend an event at the House of Lords. The increase in 16-18 learner numbers is having an impact on all aspects of College life, not just on the Lounge canteen, but also on the learner support fund, safeguarding and all support areas. All areas are working smoothly, but it is a huge increase and is taking its toll. The volume of learners that withdrew in the first six weeks increased from 5.3% in 2022/23 to 5.8% in 2023/24, against a national benchmark of 6%. The engagement team is analysing the various reasons for withdrawal and how to reduce the number of withdrawals in the future.
- C/23/193 The safeguarding team is working with a new Rapid Assessment Intensive Support Team (RAIST) that has just come into the area through NHS funding. This is a new service that plugs the gap in services available. The College does have access to crisis services and earlier preventative measures, but there is nothing in between. This agency has stepped in to fill that gap and the services have been tried and tested with one young person. If a learner talks about suicide, the Safeguarding Manager can contact the Support Team, who will visit the student the same day to provide a rapid assessment. A lot of students talk about suicide and taking their own life and the team has seen a difference already in that one young person. The College has recently secured a new contract to support digital inclusion in the West End. An example of a curriculum map from the outcome of the external review has also been included and will be used in the forthcoming management training.

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

- C/23/194 The specialist mental health team will continue to work with learners during holidays when College is not open, and can be re-contacted by parents should further assistance be required. Learners cannot self-refer, but will need to be triaged by the Safeguarding Manager, who can make referrals on behalf of the College. The College is also part of the BART2 trial, which is an intense Cognitive Behavioural Therapy (CBT) trial with young people presenting with a diagnosis of bipolar disorder. The College can continue to refer learners into this trial, as appropriate. The College works well with all outside agencies and it is very positive that there are so many outside agencies working with the College.

- C/23/195 The impact of the increase in the minimum wage may have a negative impact on apprenticeships. There are not many hair apprentices, as the minimum wage is an issue for employers, as this may be the same in some trade areas. It may have a positive impact generally, though, for students but not necessarily employers and the appeal of taking an apprentice may dwindle. The National Living Wage (NLW) has also increased for age.
- C/23/196 The kickstart grant was only for 16-18 apprentices and was £1,500 paid in two instalments, but is no longer available. The College has secured a visit on 12 March 2024 by the Chief Executive of the Institute for Apprenticeships and Technical Education (IfATE) and barriers to apprenticeships will be a topic for discussion. Some reasons as to why apprentices are not completing the full apprenticeship is that some, e.g. the AAT Accountancy, include a qualification which is sufficient for some apprentices. Other are not achieving their maths and English at the end of the apprenticeships and some are issues with retention. Some apprentices were taken on by employers when there were large incentive payments, but once these have been spent, the apprentices are not being retained as they can work and be paid the National Living Wage, rather than an apprentice wage. Some are not overtly focused on their career at this time and take on labouring jobs for better pay. Some of these issues, like the ones with employers, are out of the College's control. Some things cannot be fixed as they are a national problem, but the College can review if the current apprenticeships are fit for purpose for local employers. Some funding is overpaid to encourage learners to become an apprentice and to invest in their future, e.g. a student loan, as currently it is financially detrimental to apprenticeship learning.
- C/23/197 Some courses have been postponed due to difficulties with tutor recruitment, particularly the Level 3 AAT Accountancy course. The current tutor is leaving at the end of this year, so this post is currently out to advert. The College will be seeking a dual professional, as the course requires a qualified accountant who will also need a teaching qualification. Essentially, it does come down to the recruitment of an industry professional. Residential childcare is another course, but there are also issues on brickwork and joinery, which is down to the incentive payments employers received then did not retain the apprentices. A full breakdown of issues is being worked through at each apprenticeship improvement meeting, and each element will have action, impact and evidence. There is a consultation by the Institute as whether there should be no mandatory qualifications within apprenticeships, so this should also be another key topic for discussion. When there is a thriving curriculum, there are good teachers, but when recruitment is a struggle, it is a constant 'firefight'. The last vacancy for this tutor post was advertised six times over 12 months, before the current tutor was persuaded to take on the role. The current high wages in industry make it more difficult to recruit to teaching on much lower pay. The situation also enforces that colleges must work in partnerships and think differently and creatively about models of delivery.
- C/23/198 One key performance indicator (KPI) is that the College will maintain at least 70 cash days. As at November, cash days stood at 101 and so Governors questioned the rationale for coding this amber. The Vice Principal Finance and Resources advised that it could, arguably, be coded green at this time, but it is a movable figure in-year and has not actually been achieved until the end of the year.
- C/23/199 Governors thanked the Vice Principal Progress and Performance for a comprehensive report, and congratulated staff on the successes reported.
- C/23/200 The Corporation received and discussed the Report from Vice Principal Progress and Performance, paper LMC/C/44/23.**

TERMLY UPDATE ON QUALITY IMPROVEMENT PLAN 2023/24

C/23/201 The Vice Principal Progress and Performance referred members to paper LMC/C/45/23 and advised that the Plan was previously approved by the Board and this was the first update of the year. There were a number of progress areas and, as previously mentioned, there has been much activity around re-embedding maths and English. 16-18 learner attendance is also positive at 87%, even though it is still below the 90% aspirational target. There is still further work to do on attendance for 19+ learners and apprentices. There is positive attendance for maths and English, but there is a differential with maths seeing higher attendance than English. There has also been a growth in student voice and this is alluded to within the report.

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

C/23/202 It was suggested that some of the outcomes are large to achieve in on target and it may be beneficial for some to be broken down into more detailed areas for development. Each target is an overarching one, but the success criteria has been split in each category, although these could be reviewed to see if they could be further split into more bite-size achievements. It was further suggested that attendance and retention are not always linked, but that progress was linked to achievement. Progress is an area of focus for Ofsted, and wraparound support is planned for learner progress, and particularly for those with high needs. The Vice Principal Progress and Performance agreed that more links to progress could be added, along with narrative around improvement. Progress is not explicit in the actions to address the overarching targets, so the narrative and actions can be refined to address that. Governors also have the opportunity to attend quality meetings and Assessment Boards to gain a more in-depth understanding.

C/23/203 In terms of embedding maths and English, there is an opportunity with the redevelopment of a dedicated space to review the way this is being done, particularly with the increase in numbers. It could be researched into how change learning and how learners are taught completely different to school, e.g. the use of gaming etc. Functional Skills can be contextualised into an environment that learners know, rather than standard teaching as done in schools. The activity on Professional Development (PD) Day was all around delivery, but not all staff are confident to deliver maths in vocational areas. The College is using Multiply to ensure all staff are able to deliver aspects of embedding maths. Maths skills in industry could be identified and provided in context of their vocational course, contextualising maths for each curriculum area. The Vice Principal Progress and Performance agreed that it could be taught in that way, but that would not address the issue that learners 'freeze' under exam conditions as exam questions would not be worded in the same context. It is about giving learners confidence to learn. The Principal advised that tuition funding may be changing in the future, and there may not be as much support for maths and English, which may force changes to delivery, but the Principal was keen for maths and English to be delivered in a more comfortable environment for learners, e.g. within their workshops etc. Last year, learners from multiple curriculum areas were brought together in mixed groups, but with the increase in learner numbers and class sizes this year, the College has aimed to put a maths tutor into the practical vocational areas, but there is no evidence that approach is more successful. The staff team is looking at more 'grade booster' sessions, towards the summer term, and particularly targeting those learners with a grade three. It was suggested that students could write their own exam questions to get a sense of what they look like, as if they write the question, they will have a better understanding of what they are trying to answer.

C/23/204 Learners have a lot to process at the start of the academic year, e.g. new course, new environment etc., and it may be too much for some learners in a short window of time. It was queried whether the College could provide additional resources, potentially online, prior to learners starting at College to give them a head start over the summer. It is clear that only a minimum number are passing the resit maths exam in the Autumn. Learners are practising their English all the time, with testing on assessments being from day one. Some learners, however, will not do any maths work between May, when they sat their GCSE exams, to starting College in September and that is a substantial time gap for learners to retain what they have already learnt. It can be hard to motivate learners with such a gap in learning and it may that the College could work with schools, particularly for those borderline students, to give them a head start over the summer so they have a much better chance of achieving their grade four in the Autumn term.

C/23/205 There are different assessments throughout the year to monitor progress and to identify areas where learners still require further development. Some of the assessments for some learners will take the form of mock exams with past exam papers. This will depend on where individual learners are in their learning, or an assessment may focus on just one element, e.g. algebra.

C/23/206 **The Corporation received and discussed the Termly Update on Quality Improvement Plan 2023/24, paper LMC/C/45/23.**

ACTION: *Vice Principal Progress and Performance to review success criteria and to add more links to progress and to add more detailed narrative around improvement.*

REPORT FROM VICE PRINCIPAL FINANCE AND RESOURCES

C/23/207 The Vice Principal Finance and Resources referred members to paper LMC/C/46/23 and advised that all the estates work underway is detailed in the report. Work is well underway on the Maths and English Hub, for which the Board has previously approved funding. The building has been stripped out and will now be re-purposed to provide the Maths and English Hub. There has been a pause in the work on the courtyard due to the weather, meaning the concrete has not yet been laid. Another project that has been funded through the Local Skills Improvement Fund (LSIF) is a new construction brickwork canopy at the side of F Block. The surveyor has recently visited and this project is currently out to tender. It is anticipated that the project will commence mid next month, with an aim for completion around April or May 2024.

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

C/23/208 In regard to the two RIDDOR incidents, the staff member was working in the dispensary but felt unwell at the time and fainted, breaking her leg in the process. The staff member was taken to hospital and signed off work for six weeks. The student was playing football and landed awkwardly. There is no suggestion of liability in either case.

C/23/209 **The Corporation received and discussed the Report from Vice Principal Finance and Resources, paper LMC/C/46/23.**

ACTION: *Governance Adviser to include a campus walk round at the start of the April session.*

LATEST MANAGEMENT ACCOUNTS AND FUNDING KEY PERFORMANCE INDICATORS

C/23/210 The Vice Principal Finance and Resources referred members to paper LMC/C/47/23 and advised that these are the November 2023 accounts. The deficit of £184k is more or less in line with the budgeted deficit of £174k. Staff costs are in line with the FE Commissioner's 65% benchmark, and are slightly better than budget. There have been some adjustments in month in regard to the breakdown of income, based on a revised forecast for some funding streams. 16-18 funding is £57k over budget, as there was an increase in allocation in September and this has continued to be recognised in the accounts. Potentially, there may be additional in-year funding where colleges allocated learner number targets have been exceeded by more than 100. For LMC, this could be for circa 50 to 60 students, and could be up to £250k. This is purely a data driven position and colleges do not have to apply for the additional funding. When the funding submission is returned and shows under-recruitment, this is netted off against over-delivery. In line with last year's allocation, this should not be the case for LMC. There is some complexity around the point at which the measurement is taken. The original funding forecast for apprenticeship income has been reviewed. This was original based on £1.9m but, taking into account starts and carry-ins, this has now been downgrade to £1.65m for the full year and the income line is based on that reduced forecast. In terms of Higher Education (HE), the funding plan was based on the College's additional HE provision through its own regular students and the work being undertaken with EDF. Some courses, however, will not be running for various reasons, and the full year forecast has been reduced accordingly. The year-to-date figure is based on that revision. The £10k variance in staff costs relates to some vacancies at the start of the year. Non-pay expenditure is overall £156 over budget, due to a number of variances over a range of items, rather than one particular area. Some of the overspend has been offset by additional income and is also due to utilisation of budgets early in the year. There is nothing of significant concern. Currently, the College only just reaches the threshold for good financial health, with the Earnings Before Interest, Tax, Depreciation and Amortisation (EBITDA) score sitting at 1%. The risk rating has remained amber as it is still early in the financial year but, to date, the College remain on track to achieve its financial objectives.

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

C/23/211 It was confirmed that if there was a lot of colleges that required in-year growth funding, the Government could abandon such funding as it is subject to in-year affordability. The College has not budgeted on receiving any in-year growth funding.

C/23/212 Creditor and debtor days fluctuate quite rapidly. The Government has set a target for public sector organisations to pay creditors within 30 days, and this is checked within the financial statements annual audit. The College does aim to pay all creditors promptly.

C/23/213 It was suggested that a column be added to the accounts to allow for comparable figures from the previous year to be included, to allow for better scrutiny. There could also be another column for variances, alongside more information on past performance and expenditure breakdown. This will allow Governor to better monitor expenses and scope for any potential savings. The Vice Principal Finance and Resources advised that a variance review is undertaken at each month end and anything out of kilter will be investigated or challenged by the finance team, or reported to the Vice Principal Finance and Resources. The College will be installing new funding software and the finance reports can then be amended to have previous year-to-date information included for comparison.

C/23/214 As of November, the percentage of reserves held with Barclays stood at 56%, which included capital funds received but not yet spent. This figure will have reduced considerably, as work has been ongoing on the courtyard, and the brickwork canopy has been ordered. As more capital work progresses, the percentage will reduce further.

C/23/215 There is a small amount held in Lloyds current account, as well as a Euro account for student trips. The College is charged for that account, which is also non-interest earning. The Barclays current accounts is swept nightly, but to retain a minimum £50k holding. The excess is transferred into the Business Premium account, which earns circa 2% interest, which is quite good for that type of account.

C/23/216 The Corporation received and discussed the Latest Management Accounts and Funding Key Performance Indicators, paper LMC/C/47/23.

ACTION: Vice Principal Finance and Resources to include a column for the previous year's figures to enable a year -to-year comparison of the monthly financial position.

STATUTORY RESPONSIBILITIES

TERMLY GOVERNANCE REPORT

C/23/217 The Governance Adviser referred members to paper LMC/C/48/23 and advised that this was a factual report of the summary of business for the Autumn term, with future key developments for noting included in the summary.

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

C/23/218 Governors suggested it would be useful to have guidance on how to better promote the College within their own business networks.

C/23/219 The Corporation received and discussed the Termly Governance Report, paper LMC/C/48/23.

ACTION: Governance Adviser to arrange for guidance to be issued to enable Governors to better promote the College within their own business networks.

ARRANGEMENTS FOR STRATEGIC PLANNING DAY

C/23/220 The Governance Adviser informed members that the day will focus on how well the College is meeting local skills needs, taking into account the outcomes of the external curriculum review and an update to the Strategic Plan.

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

C/23/221 Governors would appreciate some world class examples of maths teaching and how the College is inspiring young people to achieve. The Principal advised that the session objective may not be focused on describing what highly effective teaching is, but for individual thinking as everyone's perspective may be different. There may be some similarities, but also some key differences and it is about how to pool expectations around teaching, learning and assessment activity. It may be about who inspired you as a child, as it will be their qualities that were inspirational and made them effective. This is linked to the external presentation on maths, and the speaker will be returning on 09 February to undertake a session with support staff and Governors are welcome to join that session. The session on Professional Development (PD) Day was purely for academic staff, but it is important for support staff to also understand the importance of what teachers are trying to do. Governors were keen to explore development opportunities and whether there needed to be further investment. It was noted, however, that confidence around maths is key. Many learners studying maths have lost confidence in their ability, as many were in lower groups at schools etc. Learner need to be given confidence, e.g. though games etc., and this could be a piece of work for the external speaker to link with the engagement team to look at summer work. Different types of delivery could be showcased, as this is a national issue, but it is around how the is being developed within College.

C/23/222 It will be around a tailored approach, as everyone's learns differently. Teaching is a demanding job, but the key to effective teaching, learning and assessment is relationship building, as that is an enabler for learning. Tutors must be ready to develop those relationships, meet at learners' starting points and be able to comprise, before building technical knowledge and how to share their knowledge. It is, in effect, almost starting with youth work, before progressing into learning.

C/23/223 Anti-social behaviour was recently discussed at a Business Improvement District (BID) meeting, but the reality of young people now is different. In terms of teaching, learning and assessment, teachers have to evolve and adapt to change to build those relationships from different starting points from, say, three years ago. Summer activity programmes are offered locally for young people, and always focus on positive activity, and there is an opportunity for the College to link into those programmes. This would enable early access to those young people to build confidence earlier. There are many variables to create perfect delivery, but staff are at the centre of all them and so staff and their wellbeing must be at the heart of the English and Maths Strategy to address the issues. Engages teachers love what they do, but where staff feel unsupported, it can wear down their resilience. Poor staff wellbeing will, ultimately, impact on learners' attendance, retention and achievement.

ANY OTHER BUSINESS

C/23/224 The Chair advised Governors that in order to highlight more opportunities for Governors to get involved in College activities, the Governance Adviser will produce a monthly reminder of forthcoming events, as well as provide attendance data on the previous month's events. Governors were reminded that the launch of the newly refurbished Bay Restaurant (formerly Coulson's) was taking place on Wednesday 24 January. Staff have done a lot of the work with the estates team, but the redevelopment was funded through the Farm to Fork project, part of the Local Skills Improvement Fund (LSIF).

DATES OF NEXT MEETINGS

C/23/225 Tuesday 27 February 2024 at 5.30pm
Saturday 09 March 2024 at 9am (*Strategic Planning Day*)
Tuesday 26 March 2023 at 5.30pm

REFLECTIONS ON THE AUTUMN TERM

C/23/226 The Chair advised members that this item provides an opportunity for Governors to consider the work of the Autumn term against the overall strategic aims, College mission and values, and whether there are any specific items that Governors would like to put forward for discussion and review.

C/23/227 It was suggested that guidance could be given on how Governors could better promote the College, e.g. sharing posts on LinkedIn etc., and to share job vacancies throughout their own business networks. College expectations could be set out, along with ways that would be most beneficial for the College, e.g. a 'marketing wish list' and how to make best use of different platforms etc. There could also be Governor expectations around what they need to communicate on their business website in order to be an ambassador and for the College to make best use of that resource.

C/23/228 It was suggested that the April date may be too late for Ofsted training, and the option for an earlier date should be sought. The session being held on Friday 09 February will be led by the skills lead and the quality nominee from Myerscough College. Governors are welcome to join the session.

C/23/229 Governors queried whether the College has developed a strategy or statement on its stance around the expectations and use of Artificial Intelligence (AI), such as ChatGPT. This was one of the sessions at the Association of Colleges (AoC) annual conference and the College does need to look at a policy around assessment, as well how it can be used as a tool for teaching, learning and assessment, along the lines of staff wellbeing, workload management and innovation in teaching and learning from classroom-based activity etc. This should form part of the Teaching, Learning and Assessment Strategy, as well as the Assessment Policy. Lancaster University has received £13m to put maths on Artificial Intelligence (AI) and the College is undertaking a piece of research with them looking at how communities could use Artificial Intelligence (AI). Feedback is also being sought from learners.

C/23/230 It was suggested that Governors may be able to attend shorter online training sessions over a lunch period, for example. This is a digital community and the College needs to look at how it connects and works with each other, both in traditional and more innovative ways. The College needs to go out to businesses more, doing little and often, which people find valuable and the digital lead is spending time connecting with businesses each work to keep them informed. It takes time to build that relationship and employers need confidence to be able to provide honest feedback. Face-to-face works for some sectors, e.g. breakfast meetings, but some employers prefer different approaches to engagement and it about seeking that feedback from individual networks.

ACTION: *Governance Adviser to explore an earlier date for Governors' Ofsted training.*

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

APPROVED BY BOARD ON: **27 February 2024**