

***Minutes of the Board meeting held in the Board Room at the Derby Road site on Thursday 19<sup>th</sup> November 2015 at 5.00 pm***

**GOVERNORS** Kate Allsop (until 6.00 pm)  
**PRESENT:** Tim Clarke  
 Nevil Croston, Chair  
 Terry Dean  
 Nick Golubs  
 Diana Meale  
 David Overton  
 Colin Sawers  
 Chris Winterton

**ALSO IN ATTENDANCE:** Patricia Harman, Deputy Principal Teaching and Learning  
 Thomas Stevens, Executive Director Capital Projects and Estates  
 Louise Knott, Director Communications, Marketing and Learner Engagement  
 Faye Boucher, Head of Employer Engagement  
 Derek Jones and Colin Marshall, KMPG presentation  
 Carol Jones, NLG presentation in relation to area reviews

**15.55 EMPLOYER ENGAGEMENT PRESENTATION**

Faye Boucher introduced her presentation to the Board and key items noted were:

- The college now has a single Employer Engagement team. Within the BDU there are 3 distinct areas. The Employer Engagement team is made up of 83 staff. The team cover 5 academic areas and offer 25 qualifications and a number of different pathways.
- Starts in 2014/15 – 286 16-18 apprenticeships, 549 19+ apprenticeships, 293 work placed learning, 1297 ALR (including traineeships) making a total learner volume of 2424.
- Achievements in 2014/15 – 244 16-18 apprenticeships, 494 19+ apprenticeships, 373 work placed learning, 1249 ALR (including traineeships), total learner volume 1360.
- The College works with 857 employers locally and nationally across multiple sectors
- The College has seen an improvement in the learner and employer voice satisfactory rates – learners was 98% in 14/15 compared to 88% in 13/14.

ACTION by whom	DATE by when

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Employers were 94% in 14/15 compared to 91% in 13/14.

- The College can demonstrate positive destinations for learners (a really key measure of success) apprenticeships 97%, work placed learning 100%, classroom 94%.
- Observation of teaching and learning grade profile shows 93% good or better. Work related training self-assessed in 14/15 as a grade 2 'good' overall which includes health and leisure as a grade 1 outstanding. The Board were advised that the team set high expectations with all of the staff involved in the unit.
- Success rates in 14/15 are strong and continue to improve, all have a positive variance in relation to national rates, however there is still work to do in relation to timely success. The impact of the VWS closure and the merger of the units in 14/15 had an impact on this. Assurance was given that these figures will improve in 15/16.
- Key performance indicators for 15/16 include £0.5million increase in terms of financials, 600 more apprentice starts than in 14/15, 100% of staff observed with 85% good or better. 95% positive destinations and 95% learner and employer customer satisfaction.

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The Board were advised that, in terms of development, the team are introducing more sophisticated technology to seamlessly allow assessors to work alongside learners in the workplace. The Board questioned how the team target employers and how they get them to engage. The Board were advised that the team are working on a traineeship programme which will appeal more to SMEs. The team generally find that large employers are ready to engage but that it is the smaller employers who need to be educated and encouraged. In real terms it is all about developing the personal relationships and in particular word of mouth is critical to success.

CH

The Board acknowledged that, in terms of the national statistics in relation to apprenticeships, the College is very much in the upper quartile. The challenge now is to retain this position and also grow both numbers and income.

Faye Boucher took the opportunity to circulate a two page summary which includes key facts and figures for 2014/15 and key objectives for 2015/16.

AGREED: to note the update provided.

## 15.56 AREA REVIEWS PRESENTATION

(KPMG and Carol Jones, National Leader in Governance)

KPMG opened this presentation at 5.20 pm.

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Key information provided was:

1) Background to area reviews

- Government document ‘the productivity challenge – fixing the foundations’.
- Policy statement reviewing post 16 education and training institutions.
- Talked about developing larger more sustainable institutions, however in discussion it was confirmed that the FE Commissioner is no longer of the view that the best solution for every area is one ‘super’ College. In a number of area reviews which have commenced the decision has been taken to breakdown College groupings into more manageable units. The outcome of this is that there may be 150-160 Colleges in total nationally after the area review process.
- Challenging financial context – forthcoming comprehensive spending review.
- Simplification and devolution – number of local authority areas agreeing devolution deals.
- In total there will be 39/40 area reviews undertaken plus London, roughly tying in to the LEP areas.

2) Declared purpose of area reviews

- Developing institutions which are financially viable, sustainable, resilient and efficient and deliver maximum value for public investment.
- Delivering an offer that meets each areas economic and educational needs.
- Developing institutions with strong reputations and greater specialisation.
- Able to deliver high quality and relevant education and training for all.
- Provision which reflects changes in Government funding, priorities and future demand.

It was acknowledged that in reviewing the list of declared purposes that you have to go quite a way down the list before there is talk about quality education. There are 336 colleges in the country and 57 are based in London. It was agreed that London reviews would be a significant challenge for the FE Commissioner team because of the politics involved.

3) The approach

- National framework with space for local flexibility – for example Chesterfield College have opted-in to the Sheffield City region review.

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- National steering group provides gateway to reviews and ensures consistency and boundary management.
- Focus on general FE and sixth form Colleges – note do not include school sixth forms.
- Create network of prestigious Institutes of Technology.
- Evidence based reviews undertaken using a consistent approach.
- Locally steered.
- Locally supported by FE and SFC Commissioner and joint delivery unit (made up of agency and departmental resource).

4) Local steering groups

- Can be very un-wieldy – Manchester has 68 members, Birmingham has 40 members.
- FE and Sixth Form College Commissioners – consistency, equality and neutrality.
- LEPS - economic analysis and business voice.
- Local authorities – analysis of current and future educational and economic need.
- Governing bodies - Chair of the Board as a member and can take the Principal with them if they wish to. Consider options, take decisions and lead implementation.
- Regional schools commissioner – identifying issues with School Sixth Forms.
- Funding agencies – facilitating delivery of the reviews.
- Departments (BIS and DFE) setting frameworks, facilitating access to advice guidance and resources, national stakeholder engagement and communications, evaluation.
- Other providers – potential to opt in and engage with reviews, part of supply analysis.
- Other key stakeholders – learners, employers, staff engaged.
- Other supporting organisations – Ofsted, JISC, Education and Training foundation and representative organisations.

5) Review and implementation

- Review is triggered by the national gateway.
- Establish local steering group.
- Economic and educational needs analysis.
- Analysis of all current post 16 provision and delivery arrangements.
- Options analysis.
- Governing body deliberations.
- Implementation, including establishment of a local outcome agreement.

6) What are we seeing other governing bodies doing elsewhere:

- Undertaking College structure and prospects appraisal/feasibilities to get a view on their options.

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- Entering in to discussions with other providers about potential partnership options.
- Undertaking mapping of the data to get a view on travel to learn so that they understand where their students are coming from.
- Undertaking reviews of curriculum to understand relative strengths and weaknesses.
- Reviewing their provision against LEP priorities to identify any significant gaps.

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The Board in general discussion indicated that it would be really interesting to see how the Newcastle model fairs in the area review, given that they have mergers in place already with Kidderminster and Lancashire, both of these would be outside the natural geographic area. The Board questioned whether any mergers could be undone/unravalled. It was felt that this is a possibility but that area boundaries will not be sacrosanct. It was acknowledged that there is no real template in place for how each area review will progress and develop.

The Board felt that there will be tension between localism and an area/national solution. There was a firm view that the comprehensive spending review and funding implications will drive forward the changes required. KPMG expressed a view that it was really difficult to see what a 'sustainable model for the sector' would actually look like. They can quite clearly see a focus on the target of rationalisation. It was acknowledged that the area reviews currently planned are likely to be one step in a continuing process. In reality the area review process is the prompt/stick that will require colleges to share their ILR data.

The Board were advised that there are no restructuring funds available and therefore colleges will have to finance any solution to the issues raised in an area review.

In terms of Governance, Carol Jones the National Leader in Governance, indicated that it was important for the Board to focus on what it can do in an environment where there is a lot that cannot be influenced, particularly in terms of process and procedures. In every area review there will be opportunities as well as challenges. It is important for each College to look as far as they are able to lead change and not be in a position of having to respond to it. In her view the Board need to have clarity of vision and in particular be knowledgeable about the drivers for change in the local area. Experience has shown her that Boards have got to be objective and that in area reviews Governors have to think beyond their own individual College.

Carol Jones indicated that in the Staffordshire area review planned for January 2016 the colleges have made the decision to convene a pre-area review steering group, this is for all Principal's and Chair's, with all colleges save for one agreeing to sit around the table.

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All have agreed to complete the template questionnaire and the information on this will be shared. She expressed some frustration that School Sixth Forms were not included within the reviews, however the FE Commissioner has very clearly excluded them on the basis of policy and pragmatism as it would simply take too long to bring about changes if schools are involved.

In terms of significant challenges in the process these are:

- a) Loans and debt.
- b) Pensions.
- c) Restructuring costs.

In terms of assessing where each college positions itself, progression routes and destinations are important, as are employer partnerships and apprenticeship levy implications.

The Board acknowledged the importance of having further opportunity to discuss the specific position of West Nottinghamshire College. The Clerk indicated that there was time set aside in January for a Governor Development session on 14<sup>th</sup> January which could be used, it was agreed that this would be the case.

AGREED: to note the presentation information provided.

(Kate Allsop left the meeting at 6.00 pm. KPMG and Carol Jones left the meeting at 6.20 pm)

**15.57 DECLARATION OF INTERESTS**

The Chair reminded those present to declare any interests in items to be considered. No interests were declared.

**15.58 APOLOGIES FOR ABSENCE**

Apologies for absence were received from Ian Baggaley, Malcom Hall, John Holford, Dame Asha Khemka, Hari Punchihewa, John Robinson, Shania Henson, Andrew Martin, Andrew King and Sacha McCarthy.

The Clerk took the opportunity to inform the Board that Chris Bodger had resigned because of increasing working commitments. She confirmed that a recruitment campaign was underway and that what was critical at this time was to seek to recruit new members to sit alongside more experienced Governors to ensure both a developing and consistent position.

**15.59 MINUTES OF THE MEETING HELD ON 22<sup>ND</sup> OCTOBER 2015**

The minutes were reviewed and agreed as an accurate record.

Signed : \_\_\_\_\_ Chair

Date:

AGREED: to approve the minutes of the meeting held on 22<sup>nd</sup> October 2015.

**15.60 MATTERS ARISING AND ACTION PROGRESS REPORT**

There were no matters arising and the content of the action progress report was noted.

**15.61 KPI UPDATE**

In the absence of Andrew King the Director for Communications, Marketing and Learner Engagement took the opportunity to circulate a top 10 KPI summary as requested at the previous meeting. It was explained that this would now be presented as the front page to the KPI report. Governors all agreed that they found it really useful and helped to focus attention and prompt questions. Key matters for discussion are dependent upon the rating provided, with the red and amber items being of most concern. Also to be factored in to this are the negative trends clearly identified by the arrows in the third column. From the information provided key matters to monitor are:

- Full-time 16-18 students – the number of 16-18 full-time students has fallen by 99 compared to last month. This mirrors previous years but is a slightly larger reduction. The College is currently at 95% of its 16-18 full-time target.
- Apprenticeship starts – apprenticeship numbers have more than doubled in the last month although are behind the level of starts at the same point last year. The College will need to see an acceleration in starts to achieve the target level.
- Success rates classroom-based – there is no update from previous months but the overall trend is downward. The College does not know at this stage whether the national picture will also show a similar trajectory.

AGREED: to note the update provided.

**15.62 SUCCESS RATE DATA 2014/15**

The Deputy Principal introduced this item and drew members' attention to page 21 which summarises the key points. Key matters noted were:

- Classroom-based learning – the College's overall success for all leavers including Maths and English has declined by 3% from the previous year with the College now being 1% point below national success with 15,909 leavers. It was explained that the outcome was significantly influenced by the Maths and English position.
- Classroom-based learning – when excluding functional skills the College performs well with its success for 16-18 and 19+ cohorts at 89% being 4% above national success.

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In real terms students simply didn't pass the functional skills part of their vocational courses.

- Apprenticeships – overall success in all apprenticeship provision with 5118 leavers and success at 77% is 8% above national success.
- Apprenticeship – timely with 4491 leavers at 66% is currently 11% above national success (timely success rates may improve as period 15 data is not due until December 2015).
- Work placed learning – the overall success for all students is 95% which is 10% above national success. Timely success has declined by 1% from 84% this is 3% above national success.
- Traineeships – success at 88% is an increase of 8% with 1518 leavers. There are no national success rates.
- Functional skills 16-18 - overall success at 55% is 8% below the national rate with 1939 leavers. 19+ success with 76% success is 4% above the national rate with 1069 leavers. Significant improvements are required in level 2 Maths.
- GCSE entries increased significantly in 14/15 and success remained the same at 83%. The proportion of A\*-C grades is an area for improvement.
- The pass rate for AS qualifications declined by 5.1% to 80.1% in 14/15. The proportion of A\*-C grades was 57% a decline of 10%. A2 pass rates declined slightly by 0.3% but the proportion of passes at A\*-B increased to 41.
- Success on adult learning programmes has improved by 3% to 97% with 3755 leavers.

It was explained that to address some of the known issues the College has now broken down two year courses in to one plus one year as this is easier to secure retention. There have been new Heads of School recruited and there is greater confidence in their abilities and strategic thinking. The College is very clear where all of the areas for improvement are required and robust plans are in place.

AGREED: to note the update provided.

### **15.63 REVIEW OF CONFIDENTIAL MINUTES 2014/15**

The Clerk introduced this item and provided her annual review of matters recorded as confidential in the minutes. The Board all agreed that the report was self-explanatory and they were happy to agree the recommendations made.

AGREED:

- a) to note the update provided,
- b) approve the release of items identified in the recommendation.

Signed : \_\_\_\_\_ Chair

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**15.64 FINANCE REPORT – MANAGEMENT ACCOUNTS TO SEPTEMBER 2015**

AGREED: to note the content of the report provided.

**15.65 EXCEPTION REPORT SAFEGUARDING E&D AND PREVENT**

AGREED: to note the content of the report provided.

**15.66 STAFF GOVERNOR UPDATE**

AGREED: to note the content of the report provided.

**14.67 FINANCE, RESOURCES AND ESTATES COMMITTEE MINUTES 10<sup>TH</sup> NOVEMBER 2015**

AGREED: to note the content of the minutes provided.

**15.68 HE AND HIGHER SKILLS STRATEGY**

AGREED: to note the content of the report provided.

**15.69 PREVENT UPDATE**

The Director for Communications, Marketing and Learner Engagement introduced this item and drew key matters by way of training/presentation to Governors.

Background:

- Terrorism threat levels severe.
- 700 UK young people.
- Increasingly from FE and HE.
- Driven by conflicts in Syria and other countries.
- Sophisticated and prolific use of online media.
- Targeting non-traditional groups e.g. women and children.
- Counter terrorism and security act agreed by Parliament in February 2015 and includes specific duties for FE Colleges and training providers.
- Extremism – vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces.
- It is clear that this is not just about Islamist extremists and can be any 'lone wolf'.
- The risks in Nottinghamshire include:
  - a) Local support for ISIL limited but with one arrest in Sutton in Ashfield.

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- b) Right wing activism but low level membership and sympathy for EDL and the like is growing.
  - c) Environmental protesters linked to the oil and gas extraction industry.
- What is prevent? Prevent sits outside the criminal sphere. The reporting organisation is Channel who provide support. Referrals to prevent are voluntary. It was acknowledged that this was very different from the safeguarding position.
- What are our duties? - they include partnership, risk assessment and action planning, British values, staff training, welfare and pastoral support, safety online and speakers and events.
- Monitoring and enforcement comes in a number of areas
  - a) Ofsted - protection and safeguarding, embedding and promotion of fundamental British values. Will this be a limiting grade?
  - b) FE Commissioner.
  - c) HE – it is likely to be the case that the College has to file an annual report with HeFCE.
- Reporting includes:
  - a) Embedding within existing safeguarding processes.
  - b) Designated person will have responsibility for external liaison.
  - c) You need to report concerns to the safeguarding team.
  - d) Monthly reports from partners back to College will include prevent from September.

It was confirmed that prevent will be reported to the Board as part of the safeguard exception report.

Key challenge for the College is to support and develop student resilience. The role of the College is to enable students to keep themselves safe and part and parcel of this is to encourage critical thinking.

The role of the Governor includes:

- Hold ultimate responsibility for implementation.
- Adopt the prevent duty.
- Set the strategy for prevent.
- Ensure active engagement with partners.
- Ensure prevent is communicated.
- Undertake appropriate training themselves.
- Ensure risk assessment and action planning.
- Ensure appropriate policies are in place.

Assurance was given that the College's response is in place and includes a policy. Risk assessments are updated termly, there is an assessment against vulnerabilities and an action plan in place.

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- Risk assessment includes awareness, attitude, embedding and confidence. In terms of a risk assessment, partner training providers are considered to be the most significant risk given the lack of direct control. Assurance was given that this is a key focus for the college and the prevent teams.

**Q/CH**

In terms of how the Board will be informed, this is part of the monthly exception reports, equality and diversity annual report and safeguarding annual report. In terms of specifics there have been 11 concerns raised so far and of these 2 may potentially go further. It was confirmed that Governors will be updated at the appropriate points in time. The Board asked, in the circumstances detailed, why the College was simply thinking of progressing two matters at this time rather than acting upon them. Assurance was given that the College is liaising appropriately with the Police and the prevent team is gathering more information. The Police team will be coming in to College on Monday to speak to the individuals involved, however the issue is likely to be whether or not the individuals concerned provide the consent to refer to Channel that is required.

In terms of student attitudes toward prevent it was confirmed that the College had a very successful Your Voice meeting yesterday. There were very mature discussions following the Paris atrocities. The session itself was very clear evidence that the training put in place has worked.

AGREED: to note the update provided.

**15.70**     **AOB**

There were no items of additional business.

**15.71**     **DATE OF NEXT MEETING**

The Clerk confirmed that the next scheduled meeting was 17<sup>th</sup> December 2015 at 5.00 pm.

**15.72**     **CONFIDENTIAL ITEMS**

It was agreed that confidential items would be recorded separately.

Signed : \_\_\_\_\_ Chair

Date: