



**CORPORATION**

**FINAL SIGNED Minutes of the Meeting held on Tuesday 7 November 2017 at 5.30pm**

**in The Source, All Saints Building, Worcester**

**Present**

<b>Governors:</b>	Neill Bucktin	Chair
	David Ash	
	Steve Bolton	
	Kevin Gaffney	
	Vikki Greenfield	
	Peter Heath	
	Fiona Hellowell	
	Stuart Laverick	Principal
	Karen Lowe	
	Paul McCunn	
	Denis Miles	Vice Chair
	Debbie Morris	
	Robert Pearce	
	Angela Snow	
	Gary Woodman	

<b>In Attendance:</b>	Kelvin Nash	Vice Principal Curriculum & Quality
	Nicki Williams	Vice Principal Corporate & Resources
	Claire Heywood	Assistant Principal Inclusive & Employer Learning
	Peter Robinson	Assistant Principal Higher Education & Standards
	Julia Breakwell	Assistant Principal Information Systems & Student Experience
	Sal Friel	Student Experience Manager
	Sue Frost	Clerk to the Corporation

**Action**

*Members agreed to begin the meeting with the training item*

**25.6 Equality and Diversity/British Values**

**i)** The Student Experience Manager led with a presentation (available on the Governor Portal) stating that Equality and Diversity was ever evolving and everyone's responsibility. The General and Specific Dues under the Equality Act 2010 were explained and the Association of Colleges' definitions were:

**Equality** is about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – to live as equal citizens in society free from discrimination and harassment.

**Diversity** is about respecting, valuing and celebrating aspects that make us

unique as individuals – recognising that we contribute to society because of these aspects, not in spite of them.

- ii) Governors participated in interactive exercises to test and reinforce their knowledge of protected characteristics; harassment, discrimination and victimisation; and British Values (Democracy, Individual liberty, Rule of law and Mutual respect and tolerance for those of different faiths and beliefs). Governors considered what made a College Outstanding in terms of Equality and Diversity, looking at feedback from Student surveys and noting in particular that Student understanding of British Values and Prevent had increased by 4% and 8% from the 2015/16 scores following targeted work by Student Services and focused tutorials delivered by Personal Tutors. Governors noted information about the profile of students by gender, ethnicity, declared disability and staff by age, ethnicity and declared disability, none of which indicated that there were areas of concern.
- iii) The Assistant Principal Higher Education & Standards reminded Members that Governing bodies were required to Eliminate unlawful discrimination Promote equality of opportunity and Promote good relations between people in a diverse community and that this was achieved through Prevention, Promotion, Assessment and Review, each of which was considered in the context of the work of the Corporation. Equality and Diversity Impact Measures were used to address Equality gaps and the College went beyond the protected characteristics, considering also such areas as Mental Health, Social and Economic Deprivation, Looked After History and Young Carers.
- iv) Governors asked:
- How could groups address lack of age diversity? They could work with other groups with greater or different age profiles – for example with the Corporation through interaction with the College Learner Voice system.
  - The Corporation lacked ethnic diversity, how could this be addressed? The ethnic diversity of Worcestershire was very low which made recruitment difficult. The Clerk to the Corporation explained that Governance and Search Committee monitored the Corporation profile, that recruitment was open and that increasing Governor diversity was on the Governance Improvement Plan.
  - To what extent was Equality and Diversity embedded in the College's work with partners and subcontractors? There was an Employer Charter in place and an Assessor Booklet was being developed which would cover Equality and Diversity. Consortium staff supported Equality and Diversity.
- v) The Corporation received training in Equality and Diversity and British Values from Sal Friel, Student Experience Manager and Peter Robinson, Assistant Principal Higher Education & Standards and thanked them for their input.

*The meeting returned to the Agenda order*

## **25.1 Apologies**

- i) Apologies were received from Lucy Hodgson and the Chair welcomed the staff attendees.

The Chair reported to Members that with regret, due to workload pressures and the time requirements of the role, Louise Gresty had resigned as

Governor at Heart of Worcestershire College on 7 November 2017. The Governors understood and respected her position and were grateful for her contribution to the College over many years.

## 25.2 Declarations of Interest

- i) Members were asked to declare any Interests, financial or otherwise, which they may have in any Agenda Item and Paul McCunn declared that his wife is a College employee. Other Members confirmed that they had no interests to declare.

## 25.3 Minutes of the Last Meeting

- i) Two minor amendments were highlighted in the pack and a year was corrected at 24.7 ii) on the face of the Minutes for signing. The Corporation **APPROVED** the revised Minutes of the meeting held on 10 October 2017 as a true record for signature by the Chair.

## 25.4 Matters Arising

- i) The Corporation reviewed the Action Points report and noted progress. Fifteen actions would be completed by the end of the meeting, six carried forwards from the last meeting and eight carried forward from the Corporation Workshop.
- ii) The Corporation **MONITORED** action taken and remaining to be taken in respect of Matters Arising from the Minutes of previous meetings and Notes of workshops.

## 25.5 Determination of Any Other Urgent Business

- i) There was no other urgent business.

## INCLUSIVITY

### 25.7 Safeguarding/Prevent

#### i) Safeguarding Report 2016/17

The Assistant Principal Information Systems & Student Experience explained that the annual Safeguarding Report had been expanded to reflect the numerous activities which contribute to keeping students safe. The report included an overview of safeguarding activity, Staff training information, Partnership working and plans for 2017/18. Additional information was included in the papers detailing the Retention of 'At Risk' learners, including students with Criminal convictions (any learner who declared a criminal conviction) , in Independent Living (a learner aged 16-18 who lives on their own), Looked after Learners (aged 16-25 who are in care) , those in the Safeguarding Caseload (learners referred/known to the safeguarding team) , Young Carers (aged 16-18 learners with responsibilities for parents or siblings) and Young parents (aged 16-18).

The Assistant Principal Information Systems & Student Experience answered Governors questions as follows:

- How many learners required support? The data in the Safeguarding Report 2016/17 was presented by number of "interactions" with the Welfare Team. There could be several interactions for one student which could be across different categories and these might, or might not, relate to a declared disability. There were 1,136 learners on the Welfare database for 2016/17.
- Was the College aware of children in the CAMHS System? (Child and Adult Mental Health Services) Yes, the College was aware of this if the Student disclosed it at enrolment and would then liaise with CAMHS.

- According to the Report, Governors should be identified by an orange lanyard – this was not universal but would be addressed.
- Had the College ever found students who had not declared a criminal conviction? Yes this had happened very occasionally and had been discovered through other circumstances and appropriate action taken.
- Had any students been referred under the Prevent Strategy? Yes, a small number of students had been referred to Channel but no prosecutions had resulted.
- Volunteers were often DBS checked on a cyclical basis in organisations. Were there plans for this to happen? The Vice Principal Corporate & Resources stated that the College was considering more regular review for staff members but that there was a cost implication in using the DBS update service.
- The papers referred to retention and achievement information for 'At Risk' learners, but only retention was recorded. The Assistant Principal Information Systems & Student Experience would circulate the information but there were no immediate concerns arising from that data.

The Corporation **MONITORED** Safeguarding and Prevent Policies and **RECEIVED** the Safeguarding Annual Report for 2016/17.

**ii) Safeguarding Policies and Prevent Strategy**

The Assistant Principal Information Systems & Student Experience reported that the Safeguarding Policy had been updated to reflect changes in staffing and structures and to include the new requirement from the Education and Skills Funding Agency to report any report serious safeguarding concerns, where investigation into the college is taking place, to them directly. Further change could be required when the Government guidance 'Keeping Children Safe in Education' was updated. The full policy was provided in the Supporting Papers Folder.

The Managing Allegations Policy had been revised to reflect the changes in staffing but was otherwise unchanged. The full policy was provided in the Supporting Papers Folder.

The Prevent Strategy 2017/18 included the National and Regional context, the College Prevent Strategy objectives, awareness of Prevent, current practice in College contributing to Prevent and the 2017/18 Prevent Risk Register and Action Plan. It had been reviewed by the West Midlands Prevent Regional Co-Ordinator.

The Prevent focus had moved from awareness raising to 'premises' based actions as a result of recent events in the UK. This was reflected in the Prevent Action Plan 2017/18, which included a review of the external letting policy and Campus Security Policy and the introduction of a Lockdown Policy.

The Assistant Principal Information Systems & Student Experience answered Governors questions as follows:

- Did the Prevent Strategy apply to partners and subcontractors? Yes it did.
- Was Prevent reflected in other policies? Yes, in key policies such as Safeguarding but an exercise was underway to ensure that Prevent was reflected across the College, for example in the Procurement Policy.
- How was the Modern Day Slavery Act reflected? The Vice Principal

**Action**

Corporate & Resources stated that the College was below the reporting threshold, but acknowledged that the issue could impact on the College Welfare and Safeguarding Teams.

Governors raised a number of points in respect of the three documents that the Assistant Principal Information Systems & Student Experience agreed to incorporate in the final versions. The Clerk to the Corporation would supply details by email.

**CC**

The Corporation **APPROVED** the 2017/18 Safeguarding Policy; the 2017/18 Managing Allegations Policy and the 2017/18 Prevent Strategy **SUBJECT TO** the incorporation of the amendments requested.

**APISSE**

*The Assistant Principal Information Systems & Student Experience and the Student Experience Manager left the meeting at this point.*

## **25.8 Special Educational Needs and Disabilities (SEND)**

i) The Assistant Principal Inclusive & Employer Learning reminded Governors of the changes brought in by the Children and Families Act 2014. There was a 0-25 years SEND Code of Practice, Local Authorities had to publish the Local Offer of services, there was joint commissioning between education, health and social care, Education Health and Care (EHC) plans replaced older assessments and included personal budgets, FE Students could appeal to a SEND tribunal and there was a strong focus on preparing for adulthood, including employment. These changes required a whole college approach to students with special educational needs and disabilities. Governors should be mindful in particular of Chapter 7 of the SEND Code of Practice.

ii) The legal duties under the Children and Families Act 2014 are:

- To co-operate with the local authority (a reciprocal duty).
- To admit a young person, where the college is named in their EHC plan.
- To have regard to the new 0-25 SEND Code of Practice.
- To use their 'best endeavours' to secure the SEN provision the young person needs.

The College worked with Local Authorities, schools and the young people concerned in developing EHC plans particularly supporting aspirations and preparing for adulthood. Young people with EHC plans could ask for the College to be named in their plan – but the Local Authority must consult the College about this and consider its suitability. The College was not a specialist College, but was a supportive Further Education environment. The College regularly engaged with students with SEN and disabilities and their families, providing support including a SEN co-ordinator.

*Karen Lowe left the meeting at this point.*

iii) The College was strong in delivering support to enable children and young people to achieve their ambitions in relation to Higher Education and/or employment, independent living, participating in society and being as healthy as possible in adult life. Success could be judged through positive outcomes and a positive experience of the system for young people and their families and effective preparation for adult life. The College was successful over a series of measures, but working closely with Local Authorities and developing partnerships with schools to support transition needed to improve on both sides.

iv) Governors reviewed questions suggested on the Department for Education website in regard to SEN and considered the key agreed key strategic goals set at the College for SEND students:

- We are an inclusive college. Our SEN learners are highly successful both in 'close by' discrete provision and across mainstream vocational programmes.
- We have invested heavily to ensure our facilities offer high quality learning environments that significantly enhance learning.
- We are ambitious for our high needs learners and have supported transition work both into and out of the College with a particular focus on employment outcomes.
- We are highly responsive to personalised needs, utilising funding well to ensure study programmes are tailored to meet the individual needs of young people with SEND.
- We are in both financial and quality metrics the leading FE provider for high needs in the county and have become one of the leading providers of the number of HNL learners in the regions.
- It was extremely unusual for a College to do so much work with SEND students and also with NEET Groups. (For example the College had eighteen Prince's Trust groups scheduled for 2017/18 but only had three in the first instance. This work had grown steadily and successfully to the volumes and locations it was delivered in today.
- At the point of merger there were 108 learners classed as 'high needs' having grown from 42 previously and subsequent SEN re-classification of learners. This figure had now grown by 50% with over 200 learners at the College.

v) Governor challenged the Assistant Principal Inclusive & Employer Learning asking:

- The rules were more detailed and the costs were increasing. How much more could it be and what was the risk of legal action over this area of provision? The Local Authority would be called to a SEND Tribunal but the College could be named. The Local Authority funded the work well and the costs were covered. Relations were open, honest and clear. There was a heightened risk but it was well managed. The Principal added that the Local Authority would need to commit funds for certain exposures, such as specialist equipment.
- What difficulties were caused by Local Authorities not being up to speed? The new regulations came in quickly. The College could explain how it was working with Local Authorities and other partners.
- What was the biggest barrier to employment success? There were jobs and each placement was based on the needs of an individual and reassurance was important for student and employer. (For example, there had been three successful placements at Webbs Garden Centre.) EHC plans were often poor and based on scratchy information. Some parents had low aspirations because of their previous experience within the system.
- What impact would universal credit have with the possible reduction of benefits? The College was developing a work and health programme and was seeking to open a new flexible learning fund to provide support.

vi) Governors considered the arguments for claiming an Ofsted Grade 1 for High Needs Learners and fully supported this assessment on the grounds that:

- College high needs learners achieved exceptionally well (96% in

2016/17).

- On discrete provision, achievement on main programme aim was 100% in 2016/17. (98 learners in 2017/18)
- On mainstream Level 1, 2 and 3 vocational provision, achievement rates for learners with high needs were higher than those of their non-supported peers in every vocational department area.
- The College has high quality specialist resources in three campuses and across five locations.
- Outcomes to employment on supported internships programmes total 65% since it began four years ago, (46 young people into sustained paid employment,) compared with 21% on the DWP Work Choice programmes.
- Learners make significant progress and the College has an excellent impact on life chances.

Finally, the Corporation congratulated the Assistant Principal Inclusive & Employer Learning and the SEND staff on gaining the 2017 Nasen award for “Excellence in Further Education”.

vii) The Corporation:

- **RECEIVED** a presentation from Claire Heywood, Assistant Principal Inclusive and Employer Learning, on High Needs Learners and the College Special Educational Needs and Disabilities provision and thanked her for her input
- **NOTED** that additional information would be supplied including a key statistics summary

APIEL/  
CC

*The Assistant Principal Inclusive & Employer Learning left the meeting at this point.*

## 25.9 PRINCIPAL'S REPORT

### i) Principal's Update for Governors

The Principal's Report provided updates with regard to the following:

- **T Levels.** T levels include a proposed three-month work placement and the College had been successful in its bid to be a work placement pilot. The College was also prepared to contribute to any discussion of the blended learning component through the Association of Colleges' Technology Special Interest Group. The change from 600 learning hours to 900 with 300 hours in work placements would cause capacity issues.
- **16-19 Funding.** The Principal reported that a letter from several representative bodies had been sent to the Chancellor Philip Hammond) in an attempt to influence the autumn budget planning. There were two main demands: An immediate increase of £200 to the national funding rate in the forthcoming budget; and a comprehensive review of 16-19 funding that is based on the actual costs of delivering an appropriate sixth form curriculum (not based on notional amounts as at present). The Principal would speak to key local MPs on this matter.
- **Institutes of Technology (IoT).** The College had contributed to two bids: One led by the Worcestershire Local Enterprise Partnership (WLEP) to enhance STEM learning Resources, mainly for 18-24 year old full time and work based students studying for higher (level 4/5) courses with the College involved in developing a significant on-line resource; the other headed by the University of Gloucestershire

supported by Heart of Worcestershire College and South Gloucestershire and Stroud College to enhance STEM with a focus on cyber and advanced manufacturing, with the College developing the virtual capability. The probability of success was small but second bid had a strong fit given the national cyber focus in Cheltenham and Malvern. The Principal had heard that there had been many submissions.

**ii) Curriculum and Quality Key Performance Indicators**

The papers included the 2016/17 Key Performance Indicators, which were substantially as presented on 10 October 2017, including RAG rated indicators for attendance, FE classroom based retention, FE pass rates, Apprenticeship success rates, lesson observation grades, (internal progression - to be confirmed), external destinations and key survey questions for learners. The key changes were: The red rating would apply when targets were missed by 3% (a harder target than the current 5%); FE Pass Rate information had been finalised with an overall result of 84% against a target of 85%; Basic Skills English and Maths at 60% and GCSE Maths revised to 22%. (GCSE English was unchanged at 61 %.) A target for participation of eligible study programme students to participate in work experience had been added at the Corporation's request and was proposed at 90%.

The Governors asked what impact the ending of the IGCSE option would have on GCSE English results and the Vice Principal Curriculum & Quality replied that this could be disproportionate as the style had suited a lot of students. It was expected to drop but could still be at target. The A-C grade target would be revised to the new number system.

The Corporation **APPROVED** the revised targets proposed.

**iii) Financial Key Performance Indicators**

The Vice Principal Corporate & Resources presented the RAG rated data as at 30 September 2017 including an operating surplus analysis, financial outturn projection (2 amber), financial health indicators (1 green, 2 amber) and bank covenants (1 green, 1 amber) and an actual against budgeted cash forecast for 2017/18. The current projection for the year end was £81k operating deficit against a budgeted £36k surplus although this was a very early, very pessimistic view. (For example cancelled courses had been removed but new courses not yet added.) There was no Individualised Learner Record data available as yet. The Nat West loan could be repaid if the covenants were too onerous.

Governors challenged the Vice Principal Corporate & Resources asking:

- What interest would Ofsted show in the College finances? Ofsted were likely to look at Student Numbers and plans but not finances.
- Was the College experiencing difficulties with the Digital Apprenticeship Service as some Employer's funding payments seemed to be randomly calculated? The College was carrying out checks to match funding to employers but was not aware of wider issues. The Vice Principal Corporate & Resources would raise the issue at the next College Finance Directors' meeting.
- Given the College history of poor student number forecasting could Governors trust that this was pessimistic? The Vice Principal Corporate & Resources agreed to provide an update at the November Away Event when the ILR data would (just) be available. The next item would



provide some reassurance.

**iv) Student Number Update**

The papers included an update on Student Numbers against target as at 27 October 2017 which was presented by the Vice Principal Curriculum & Quality. 16 – 18 year old full time learners were currently at 105% of target against the Education and Skills Funding Agency profile of 90 - 95%. [Clerk Note: A Governor asked for the comparative figure for this time last year to be provided – The Director of Finance has confirmed that 16 – 18 year old full time learners were at 89% of target at 31 October 2016.] There were also seven Prince's Trust Groups to add later in the year. Adults were currently at 89% of target based on head count and this was likely to increase. "Carry in" Apprenticeship funding for learners who commenced before May 2018 was at 97% for 16 – 18 year olds and 113% for adults but these would only reduce where learners withdrew from programme or did not achieve. Apprenticeship new starts based on headcount and estimated average funding were at 46% for 16-18 year olds and 86% for adults, which would increase as new starts came online. Early indications were however positive. Higher Education students were at 93% of target and this might rise to 95%

Governors asked:

- Would over performance against target be funded? The Vice Principal Curriculum & Quality explained that the Education and Skills Funding Agency operated on a lagged funding basis, so money for additional students would be received in the next year. For Apprenticeships the College would have to apply for additional funding, but this was neither automatic nor guaranteed.
- Did the College have the capacity to deliver to the increased 16 – 18 year old full time cohort without it having a negative impact on other students or staff? Group sizes had been increased where feasible and some room allocations had been changed for larger groups. The ratio of lecturing and support staff had been checked. Group sizes were often limited in practical subjects where work stations were required for individuals. The budget had included some extra staffing costs for growth areas which had now been released.

The Corporation **RECEIVED** the Principal's Report and **MONITORED** progress against targets.

**HIGHER EDUCATION**

**25.10 Higher Education Strategic Plan**

**i)** The papers included the 2016 -17 review of progress. The Assistant Principal Higher Education & Standards answered Governors questions as follows:

- Although the high level Strategic Plan was unchanged, changes were reflected in the Improvement Plan.
- Was there a plan to bring the College and Higher Education Strategic Plans together? The Vice Principal Curriculum & Quality stated that it was important to retain the differentiation between the strands of work. The Quality Assurance Agency expected to see the as separation of the Higher Education elements. The Strategic Plan did have cross s references to the Higher Education strategic Plan and there was some standardisation in the approach.

**ii)** The Corporation **NOTED** that there had been no changes to the Higher

Education Strategic Plan 2016 -19 and **MONITORED** progress against the Strategic plan for 2016-17.

### 25.11 Higher Education Self Evaluation Document (HE SED)

- i) The Assistant Principal Higher Education & Standards thanked Fiona Hellowell, the Governor representative on the Academic Board for reviewing the initial draft document. The HE SED was similar to the College Self Assessment Report, except that there was no published benchmarking data for Higher Education. The report reviewed the quality assurance framework and performance across 2016/17, showing College performance against Teaching Excellence Framework metrics, National Student Survey results and the Quality Review Visit. Good progress had been made against the improvement action plan, some parts of which had carried forward. Governors were aware that the Quality Assurance Agency had “full confidence” in the College and that the College had achieved the TEF silver award.
- ii) The Assistant Principal Higher Education & Standards explained some of the results from the TEF metrics and the NSS survey, the results of which had been adversely affected by an NUS boycott call and the removal of the College CIPP programme to Staffordshire University’s data. Issues had been identified with regard to part time student satisfaction, particularly in engineering, which were included in the 2017/18 Action Plan. The Assistant Principal Higher Education & Standards explained each entry in the Improvement Plan for 2017/18.

The Academic Board had yet to meet to consider the documents which might lead to some changes to the current versions.

- iii) The Corporation
- **APPROVED** the Higher Education Self Evaluation Document **SUBJECT TO** amendments proposed by Academic Board and approved under delegated authority by the Corporation Chair **Ac Bd Chair**
  - **MONITORED** progress against the 2016/17 Higher Education Improvement Plan
  - **APPROVED** the 2017/18 Higher Education Improvement Plan **SUBJECT TO** amendments proposed by Academic Board and approved under delegated authority by the Corporation Chair **Ac Bd Chair**

### 25.12 Higher Education Annual Provider Review

- i) The Assistant Principal Higher Education & Standards explained the HE Provider Annual Assurance Statement required by the Higher Education Funding Council for England. Additional information about the review process was provided in the supporting papers folder, being the Leadership Foundation. Support for governing bodies: Academic Governance and Assurance and the Committee of University Chairs. Illustrative Practice Note 3: Academic Governance. The November meeting was added to allow sign off by the HEFCE deadline of 1 December 2017.
- ii) The Corporation **APPROVED** the Annual Assurance Statement for the Higher Education Funding Council for England for signature by the Principal as the accountable officer as a governor on behalf of all of the governors.

### TEACHING LEARNING AND ASSESSMENT

#### 25.13 College Improvement Plan

- i) The Vice Principal Curriculum & Quality reminded Members that the

Corporation approved the draft College Self Assessment Report as a document for development on 10 October 2017. The College Improvement Plan (CIP), the next stage in the Self Assessment Report process, was intended to share good practice and to address the areas that the College needs to improve upon. The themes of the CIP were approved in October and were now provided with set milestones throughout 2017-18. It would be monitored on a termly basis through the quality process, SLT/Directorate meetings and Corporation meetings.

- ii) The Corporation **CONSIDERED and APPROVED** the College Improvement Plan milestones for 2017/18.

#### **25.14 Accolades and Complaints**

- i) The Assistant Principal Higher Education & Standards presented an analysis of complaints and accolades. 29 Complaints had been resolved informally with a small increase in formal academic complaints. Accolades had declined in academic and business support, probably because of increased use of emails rather than cards. Staff would be reminded where to send favourable feedback if it was emailed.

- ii) The Corporation **RECEIVED** the Accolades and Complaints Report 2016/17

#### **25.15 Quality Group**

- i) Kevin Gaffney reported that the Quality Group had held a Deep Dive into the Quality Process and asked the Clerk to the Corporation to circulate the slides to the Corporation. **CC**

- ii) The Corporation **RECEIVED** a verbal report from the Quality Group meeting held on 2 November 2017.

#### **25.16 Governor Insight Scheme**

- i) The Governor Insight Scheme Champion, Denis Miles, presented the statistics for attendance on the various insight activities for the short summer term and the whole year 2016/17. Members noted that while accompanied lesson observations decreased, there had been eight accompanied learning walks. Overall, twelve Governors (excluding the Principal and Staff Governors) participated in at least one event in 2016/17 and the Chair thanked all present for their participation.

- ii) The Corporation **RECEIVED** a summary of Summer Term and 2016/17 activity from the Governor Insight Scheme Champion.

#### **25.17 CONFIDENTIAL ITEM**

- i) The Corporation **APPROVED** the Confidential Minutes 1 of 2 of the meeting held on 10 October 2017 as a correct record for signature by the Chair and **NOTED** that there were no Matters Arising.

#### **25.18 Any Other Urgent Business**

- i) There was no other Urgent Business.

#### **25.19 Meeting Reflection**

- i) The Chair felt that the meeting had included some inspiring presentations and a reasonable degree of challenge to management. All present were reminded to complete the Meeting Evaluation Form.

- ii) The Corporation **REVIEWED** the meeting and **CONSIDERED** Governor

“impact”.

**25.20 Date and Time of Next Meeting**

- i) Away Event 9.45 for 10am Friday 24 and 8.45 for 9am Saturday 25 November 2017, Osprey House, Redditch.
- ii) Tuesday 5 December 2017, 4.30pm for 5.00pm, Peakman Campus, Redditch

*In accordance with the Corporation resolution under Instrument 13 of the Instrument and Articles of Government the attendees and Staff and Student Governors left the meeting at this point.*

**RESTRICTED CONFIDENTIAL ITEMS**

**25.21** These Items are recorded as Restricted Confidential Minutes 1 of 1

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**25.22**

The meeting closed at 8.35pm.

**Signed:**

**Date:**

Sue Frost  
Clerk to the Corporation  
8 November 2017