

# HARLOW COLLEGE FURTHER EDUCATION CORPORATION

## STANDARDS AND CURRICULUM COMMITTEE

Minutes of the virtual meeting held on Zoom on Wednesday 16 March 2022, 9.30am

Membership: \*Lily Lin (Chair)  
\*Sotirios Adamopoulos  
\*Jon Bouffler  
\*Rod Bristow  
\*Liz Laycock  
\*Maksymilian Peikert  
\*Karen Spencer

\*denotes present

In attendance  
Becky Jones, Vice-Principal  
Paul Whitehead, Vice-Principal  
Wendy Martin, Assistant Principal  
Laura Wedgbury-Glew, Assistant Principal  
Kirstie Craig, Assistant Principal  
Ann King, Assistant Principal  
Maria Staines, Head of Higher Education  
Viv Kimeng, Head of Academy  
Simon Boyce, Director of Student Services, Student Experience  
and Marketing Team  
Ruth Lucas, Head of Governance

### **1 Apologies for Absence**

Apologies for absence were received from Will Allanson and Kelly Edwards.

### **2 Declarations of Interest**

There were no declarations of interest.

### **3 Minutes of the Previous Meeting**

The minutes of the Standards and Curriculum Committee meeting held on 2 December 2021 were agreed as an accurate record of the meeting.

### **4 Matters Arising from the Minutes (not mentioned elsewhere on the agenda)**

There were no matters arising.

### **5 Consultation – Government Changes**

The Standards and Curriculum Committee received and considered the presentation by Karen Spencer, Principal on Consultation – Government Changes.

The presentation gave an overview of Government reforms.

Governors were informed that the Skills and Post-16 Education Bill has had its second reading in Parliament and some elements will soon come into law. The primary focus of the Bill is post-18 education and there is no simplification of 16-18 education and no links with or overlaps to the schools' system. There is however some streamlining of regulation and accountability. There has been some simplification in some adult funding lines with a focus on adult funding which allows funding to be used in the best way to meet local needs however there is no focus on apprenticeship funding.

Governors' attention was brought to the Government's response to Philip Augar's Post-18 Education and Funding Review. This includes reviewing how student loans work for people with them being paid back over a 40-year period and the income threshold to pay the loans back being lowered. Minimum entry requirements for HE is also out for consultation.

There is an expansion of higher technical qualifications with a view to accrediting and merging qualifications like HNCs and HNDs into the framework for higher technical qualifications, some of which has already started. There is a change of emphasis away from three to four-year degree programmes to higher technical programmes and universities need to offer year 0 programmes at the same rate as access courses.

Levelling up sits alongside the above however there is no new central funding available for this. Essex has not been identified as a priority area however funding has been allocated by Essex County Council for levelling up parts of the County, which include Tendring, Harlow and Basildon.

A key focus is on how colleges meet the needs of the local area and Karen Spencer gave the example of Lancashire's Local Skills and Improvement Plan (LSIP). LSIPs bring together chambers of commerce, the DfE, colleges and skills providers and looks at how investment into the skills' system can be best made. Harlow College has received a small amount of funding to undertake some research work in this area.

A new Ofsted inspection framework is due to be introduced in September 2022 which will have a wider remit on how colleges prepare their students for careers, how they use labour market information, how they meet the needs of the local job market and how they ensure students have great, positive destinations.

A consultation is being undertaken on regulating provision which does not fit under the A-Level or T-Level umbrella. These are currently known as alternative technical qualifications and alternative academic qualifications. There is no clear direction yet on how the quality framework for them will work and some churn is to be expected once the result of the consultation is finalised

Governors were given the opportunity to ask questions.

Liz Laycock asked if the access funding has an impact on the College. Karen Spencer reported that access rates will remain the same however there will be an impact for higher education institutions as they may have to charge the same as an access course for a year 0 course. Liz Laycock asked if this would negatively impact the College. Karen Spencer reported there has been a significant decline in access numbers nationally this year. Jon Bouffler highlighted that ARU is looking at ways to deliver the year 0 internally and asked if the funding was the same for colleges as for higher education institutions as there was a thought it might have been different. Paul

Whitehead reported that the funding depends on the learner, some will be 16-18 ESFA funded and some will be 19+ and loan funded.

The Standards and Curriculum Committee noted the presentation on Consultation – Government Changes.

## **6 Key Performance Indicators and Quality Improvement Plan**

### **6.1 Key Performance Indicators**

The Standards and Curriculum Committee received and considered the Key Performance Indicators (KPIs), presented by Becky Jones, Vice-Principal.

Becky Jones informed Governors that good progress has been made with a number of the KPIs and a good proportion of them are RAG-rated green.

There are a number that are rated amber and these are KPIs which still to be finalised or are currently slightly behind the targets. These include walkthroughs and the power of 3. Walkthroughs take place from November to May and many have been completed however are either waiting to be written up or be moderated. Once this happens, the KPI figure will move and this is not an area of concern for the College. The power of 3 cycle runs from January to January and walkthroughs feed into the power of 3 therefore it is right to focus on the walkthroughs first.

Governors' attention was brought to the KPIs rated red.

Predicted achievement is at 83.6% against a target of 86%. All students are being re-flagged by Easter and from this, a more accurate picture of predicted achievement will be known. Retention is good however there is a slight disconnect between the good retention and the lower predicted achievement rate.

English and maths attendance will be covered in more detail in agenda item 6.3. The College is trying new and different strategies to help increase attendance and the teams are being pro-active in trying to get the learners to re-engage with English and maths. There are different strategies being used for those who are and those who are not attending their main programme.

Apprenticeships is a key area of focus for the College. There is a four-year lag in success and achievement and it will not be until 2026 that all legacy students will have worked their way through the system. The best position for achievement this year is 71.2% however a more realistic figure may be part way between current achievement, 33.8%, so around 53%.

Functional skills attendance for apprentices is another area of focus. Group delivery for apprentices has been set up and the main English and maths team is delivering functional skills rather than the home teams. Some apprentices are not achieving their apprenticeship simply because they have not achieved their functional skills.

16 – 18 recruitment numbers are slightly under target. The College is working hard with its moving on programme for students as currently 50% of Level 2 students do not stay on at College to undertake a Level 3 programme. The College is trying to retain all its Level 2 students and more targeted information, advice and guidance is being given to these students.

The Standards and Curriculum Committee noted the report on Key Performance Indicators.

## **6.2 Quality Improvement Plan**

The Standards and Curriculum Committee received and considered the Quality Improvement Plan (QIP), presented by Becky Jones, Vice-Principal.

Becky Jones reported that the College has been working hard to ensure that actions in the QIP are on track and it was pleasing to see the amount of green rated actions.

The amber rated actions are areas that the College is still working on and is aligned to the KPIs, as presented in the previous agenda item. Becky Jones highlighted the tracking of high needs funded students as the College is slightly behind on this action. The College will check that these students are on course to achieve and there is a need to look at the lost learners.

Governors' attention was brought to A-Level retention which is rated red. The College has moved from ASs and A2s to adopting full two-year A-Levels. This has had an impact on retention levels if students are not successful after one year. A discussion is to be held internally as to whether the College should revert back to the old system of enrolling these students for one year at a time.

Lily Lin thanked Becky Jones for a very focused approach in achieving the QIP actions which is reassuring.

The Standards and Curriculum Committee noted the Quality Improvement Plan.

## **6.3 English and Maths**

The Standards and Curriculum Committee received and considered the report on English and Maths, presented by Viv Kimeng, Head of Academy.

Viv Kimeng reported that there has been in a drop in student numbers enrolled on English and maths and this is probably due to more students achieving a grade 4 or above through the teacher-assessed grade process.

Governors noted the November GCSE results results, with 23% achieving a grade 4 or above in maths and 16% in English. The maths rate is above the national average and the English rate below.

Viv Kimeng reported that the College is part of maths networks with other colleges which allows for best practice sharing and sharing of resources through the Centre for Excellence in Maths. There is a desire to set up a network with other colleges for English.

The English and maths team is sharing the challenges it faces with colleagues across the College with a particular focus to help drive up to attendance. Attendance is currently at 75% for maths and 71% for English overall including adults – these are the latest figures and higher than those detailed in the report.

Students have not sat formal exams in the last two years therefore the College is holding full mock exams in the last week of March, giving the students exam practice and experience before their exams in the Summer.

Lily Lin reported that it is positive to see how the staff are supporting each other and that the student situation is challenging, however the College's positive approach will help the students.

Rod Bristow thanked Viv Kimeng for a very clear presentation.

Rod Bristow highlighted that the overall numbers achieving a grade 4 or above are low and acknowledged that whilst there is a plan in place to get English up to the national average, both English and maths results are low. It was recognised that this is a national problem and not an issue exclusive to Harlow College. Attendance levels are only at two thirds and therefore low. Rod Bristow asked is there was a bigger picture with a solution, whether the College was doing the right thing and whether there was a chance for anything to be done better? Rod Bristow also asked about functional skills.

Becky Jones responded saying that these subjects are hard for students to study when they had not had any success with English and / or maths at school and this was the biggest barrier to them achieving a grade 4 or above. Until the course changes, it is difficult to change this mindset unless you can get to students earlier. Many students chose to study a vocational qualification as they do not want to study English and maths and whilst it remains a condition of funding, it is hard for these students. The College has tried to contextualise English and maths for these students however this has not proved to be any more successful than other strategies.

Karen Spencer reported that the East of England and Essex figures track below the national averages and that the College's November resit results five years ago were around 9% so progress has been made. The content maps the Key Stage 2 content, across GCSE and Functional Skills, and students having to sit more exams will not work for them all.

Karen Spencer highlighted that maths students are more likely to achieve in the November resits than when they take the exams later in the year however this is reversed for English students, with more students likely to be successful at the end of two years.

Karen Spencer reported that attendance figures match the national figures, provided by AoC surveys, and all colleges are trying everything they can to improve this. It is a hard area to improve and there needs to be different qualifications.

Karen Spencer reported that the DfE has committed Ofqual to undertake a review of functional skills to ensure students were not treated unfairly. It is not yet clear when this review will be concluded. English is generally easier to achieve than maths as some elements can be banked. Functional skills are a straight pass / fail

and appear to be poorly designed qualifications and it is hoped that this will be recognised as part of the review.

Liz Laycock asked if the English results would have a disproportionate impact on an Ofsted inspection outcome and whether the College has looked at other colleges who have been successful with English and maths GCSEs. In short, yes both the Functional Skills and Apprenticeship results could have a negative impact. Karen Spencer reported that the College has been working with USP College however it is largely an A-Level/Level 3 college. Becky Jones reported that the work with colleges as part of the Maths Centre for Excellence has had benefits for maths staff and that the College is looking for more external opportunities to work with other colleges on English. Viv Kimeng reported that the College is talking to other colleges in the maths network who are doing well with English.

Liz Laycock reported that this is a very difficult area to get right and that the Standards and Curriculum Committee is most interested in the students. Karen Spencer reported that there have been improvements in English and maths and that the main issue being that overall national rates are so low. The College is currently working with 45% of students in subjects that they have been unsuccessful in for twelve years in school.

Karen Spencer reported that it would be better to look at progress and grade improvement rather than looking at those who achieve a grade 4 or above. English and maths students with a grade 2 will find it harder to move up to grades to a grade 4. The key for Governors is the progress of the students. There is such a breadth within the grade 3 boundary and it is hard to move students from the bottom of a grade 3 to a grade 4. Paul Whitehead reported that there is no national data to match progress against. Liz Laycock reported that this would be extremely useful for Governors to see. Karen Spencer highlighted that this could be included in the next report, covering students' starting points and where they are expected to be. Rod Bristow highlighted that this would be really useful information for Governors to receive and suggested an assessment at the start of the year might be beneficial so the students can be benchmarked rather than rely on teacher-assessed grades.

It was agreed that progress would be included in the next report to governors.

Lily Lin highlighted the positive attitude from staff which is really encouraging.

The Standards and Curriculum Committee meeting noted the report on English and maths.

## **6.4 Apprenticeships**

The Standards and Curriculum Committee received and considered the report on apprenticeships, presented by Ann King, Assistant Principal and Kirstie Craig, Assistant Principal.

The Committee was informed that Ann King is focusing on the leavers and Kirstie Craig on the remaining learners, as well as developing processes and quality systems.

Kirstie Craig highlighted the new accountability framework which is being implemented from April 2022. There will be a number of quality and supplementary

indicators which providers will be measured against. The College will ensure that processes are focused on these indicators and reports are able to be produced linked to the indicators, resulting in the College being in a better position to monitor progress.

Ann King reported that the new reporting system is being well received by the teams and it is a good management tool that demonstrates where the College is at in-year and predicted to be in future years.

Team meetings are taking place to discuss all on-programme learners and Ann King is meeting with teams where learners are due to complete. Where issues have been identified with learners, actions plans are set and the learners are re-flagged. This helps to identify why learners withdraw or why they are not attending.

The actual success rate is currently 33.8% with a predicted end of year position of 53% with 71.2% being the best case due to the learners who have withdrawn in previous years.

There were originally 74 legacy apprentices and this is now down to 34, 30 of which are due to achieve in term 1 of next academic year therefore good progress has been made here.

Management is monitoring closely with teams learners who are due to achieve and are tracking them to ensure a successful end point assessment for all learners.

English and maths has negatively contributed to the success of apprenticeships. English and maths historically was delivered at the end of the apprenticeship however this has been changed and the central English and maths team is working on this. Since the change, some learners have achieved and have had a positive outcome.

A Strategic Apprenticeship Group has been set up to discuss issues and monitor the impact of interventions and this is working well.

Rod Bristow asked about how the achievement rates compare to College targets and national rates. Ann King reported that the achievement rate has been falling over the years due to historical issues however this has been addressed and the achievement rate is slowly rising again but it is affected by what has happened in previous years. Karen Spencer reported that Governors should be informed of where the College is compared to where it wants to be. Pre-COVID, the achievement rate was 65% against a target of 70% and it is hoped that the College will get back to these levels next year however the maximum it can achieve this year is 71%. Currently the College is at 33.8% and the final position will be somewhere between these two figures with a focus on getting as close to 71% as possible. Governors were informed that 100 students were delayed from last year to this year and therefore it is more difficult to assess where the rates are in a national context. Paul Whitehead reported that there is no national data however achievement rates are low. Predicting achievement rates is a moving picture and it is difficult to predict where the College will be with achievement rates. There are a number of withdrawals after six weeks and there is a need to reduce these figures. 82 are showing as withdrawn but these are not all this year, however they have been lost over the last four years.

Jon Bouffler highlighted the 90% attendance rate and asked if this was increasing or declining and whether the issue is not with apprentices attending but getting them through end point assessment. Karen Spencer reported that it would be useful for Governors to have the data around why apprentices have withdrawn. With four-year programmes the chances of apprentices leaving is much higher than those on shorter programmes. Kirstie Craig reported that the College is tightening its process from the outset, with entry level requirements for apprenticeships being set. For those with low levels of English and maths, a Level 3 apprenticeship programme is not always the most appropriate pathway. With these learners, the College is giving them the opportunity to upskill at first and then move onto an apprenticeship. There is an expectation that a learner will move from a Level 2 to a Level 3 or from a grade 3 to a grade 4 and the apprenticeship teams are working closely with the English and maths team. There is a focus on getting the right processes in place to ensure that the outcomes are achieved.

It was agreed that a more detailed analysis of leavers be presented to governors.

The Standards and Curriculum Committee noted the report on apprenticeships.

## **6.5 Adult Education Budget**

The Standards and Curriculum Committee received and considered the report on the Adult Education Budget, presented by Wendy Martin, Assistant Principal.

Wendy Martin reported that the College has faced a number of challenges over the last few years with the number of referrals and converting the referrals to enrolments. Work is being undertaken to increase the referral and enrolment rates. Progress in this has been seen at both Bright Futures in Harlow and at Stansted Academy. The conversion rate for February was 48% whereas Bright Futures was previously below 40%. For the last programme delivered at Stansted Academy, there was a 70% enrolment rate, equating to 27 enrolments. Previously the programme was averaging two enrolments.

The College needs 490 adult enrolments per month to meet the target. On average each learner equates to between three and six enrolments. There were 440 enrolments in February. Whilst this is an improvement, there is still work to be done.

Management has looked at how to increase capacity to deliver more programmes. The course lengths have been reduced by a day which gives the College an additional 70 teaching days therefore this can be utilised to deliver more programmes.

The College is working with charities and voluntary organisations as referral agencies.

E-learning enrolments are increasing and are significantly higher than last year. There were 74 enrolments in January and 68 in February this year.

The College is marketing its adult evening offer. A successful information evening was recently held. 55 people attended and 38 applications have been received to date for evening courses starting after Easter. Once this has been launched, the College will develop a phase 2 offer for next academic year which will offer progression routes for those who have attended this year.



The College's strategy is to diversify its offer and not be reliant on work with the unemployed and look at progression routes for all learners.

The College has secured funding through the Community Renewal Project in which Harlow residents can access up to £1k towards training. The College is promoting this offer and working with businesses to upskill their workforces.

Key priorities going forward are meeting income targets, increasing referral and conversion rates, building key employer partnerships, promoting the Community Renewal Fund to eligible members of staff, recruit to the evening offer and ensure staff are able to deliver the evening offer.

The challenges faced include increased competition from other providers and the JCP requirement of ensuring individuals get a guaranteed interview at the end of the programme.

The College is exploring a number of new opportunities to increase adult income. These include working to develop a Veterans programme in partnership with Skymaster and a Living and Working in the UK programme with the East of England ESOL network. The College is also broadening the number of JCPs it works with and have approached those in areas where airports are as there is a gap in the market for the aviation programme which the College delivers. A new information, advice and guidance centre is opening up at East Walk which will help to promote the College's offer.

It was acknowledged that whilst progress has been made, there is still a lot of work to do.

Liz Laycock asked if the Community Renewal Project required learners to be enrolled or completed their course by the end of June 2022. Wendy Martin confirmed that they must be enrolled and started on a course by June 2022 and most of the courses are one or two years in duration.

Liz Laycock asked if the figures for the Community Renewal Fund detailed in the report were targets or what has been achieved. Wendy Martin reported that they are targets. The College has £220k of vouchers to issue however the value of the vouchers differ and some smaller value vouchers will need to be issued in order to meet the targets. Liz Laycock asked if achievement against profile could be reported on at the next meeting.

Jon Bouffler reported that the report was useful however asked if what the College is achieving is positive or not as there are no targets. Paul Whitehead reported that the College is trying to change its types of delivery in the adult area, the community is changing how it wants it delivered and the College is looking at how best to use its Adult Education Budget and how to earn the income. The work being undertaken at present is focused on making improvements as things have declined and the College will relook at and refocus its offer to make the best possible use of resources. Karen Spencer reported that the post-18 funding and accountability review is looking to simplify adult education funding. There is currently fifteen different funding lines with various different funding pots assigned to them, many of which did not exist when the curriculum was planned at the beginning of the academic year. This makes it hard to set targets when the College is not aware of all the funding from the

beginning. The College's loan funding has increased as learners are choosing not to take grants as they get maintenance payments with loans. Overall, it is hard to measure against any target apart from achieving the funding target. Wendy Martin reported that all the courses at Bright Futures are worth different values. Paul Whitehead highlighted that the College is trying the best it can to respond to need. A number of qualifications have been taken out of the 19 – 24 legal entitlement this year which was resulted in more loans being needed. The system is complex and somewhat fractured.

The Standards and Curriculum Committee noted the report on the Adult Education Budget.

## **6.6 Destinations**

The Standards and Curriculum Committee received and considered the report on destinations, presented by Paul Whitehead, Vice-Principal.

The report was taken as read.

Paul Whitehead reported that the data collection had not yet been completed however the report gives early indicators of destinations and trends. There is currently a completion rate of 89%, with 94% of which are known destinations which is above the 92% KPI target. Teams are still working on destinations to increase the 89% completion rate.

Paul Whitehead highlighted that in the overall breakdown of categories, the proportions are similar. There has been an increased number of unemployed learners however there has also been a rise in the number going onto apprenticeships. Learners accessing higher education have remained stable.

Paul Whitehead highlighted the EDIMS data and reported that females are more likely to have a positive destination than males and this gap is widening.

The Committee recognised that the last two years have been different to previous years however the College is working with the data it has. Management are working with teams and looking at destinations within related sectors to inform their curriculum plans.

The Standards and Curriculum Committee noted the report on destinations.

## **7 Higher Education**

### **7.1 Internal Student Satisfaction Survey Results Semester 1**

The Standards and Curriculum Committee received and considered the internal student satisfaction survey results for semester 1, presented by Maria Staines, Head of Higher Education.

Maria Staines highlighted the overall satisfaction rate of 76% and reported that the Public Services and International Travel and Tourism programmes were new this academic year. Maria Staines is working with the Engineering Team to address concerns raised and if the mechatronics data was taken out, satisfaction would be at a minimum of 83%. 75% satisfaction was reported in

International Travel and Tourism however issues raised have now been addressed and it is envisaged this rate will increase when the next survey is undertaken.

Governors noted that applications for next year are low. The College is hosting a HE open evening on 30 March 2022, starting at 3.30pm for the College's current Level 3 learners and it will then be opened up to the public from 4.30pm onwards. Maria Staines is also visiting Level 3 classes to promote the College's HE offer.

The Standards and Curriculum Committee noted the internal student satisfaction survey results for semester 1.

## **7.2 OfS Regulatory Requirements**

The Standards and Curriculum Committee received the report on OfS regulatory requirements, presented by Becky Jones, Vice-Principal.

Governors were informed that the document has been updated. There is a consultation underway on the Teaching Excellence Framework and it is not yet clear whether this will be applicable to the College or not. The Framework is currently suspended.

The Standards and Curriculum Committee noted the report on OfS regulatory requirements.

## **7.3 OfS Reportable Events**

The Standards and Curriculum Committee noted that there has been no OfS reportable events since the Committee last met on 2 December 2021.

# **8 Matrix Accreditation**

The Standards and Curriculum Committee received and considered the report on Matrix accreditation, presented by Simon Boyce, Director of Student Services, Student Experience and Marketing Team.

Simon Boyce reported that the full accreditation assessment visit took place in November 2021 and Matrix is the international quality standard for delivering information, advice and guidance, which is assessed on a three-year cycle. The assessment team was provided with data however the assessment was very much based on conversations with students and staff.

The following key strengths were identified:

- The service is provided with clear leadership and management, with strategic objectives linked to KPIs to drive improvement.
- The College establishes effective links with other partnerships and networks to enhance their service.
- Student Services evaluates feedback on their service to build upon their strengths and identify areas for development.
- Student Services continually reviews improvement to help inform future developments.

Specific mention was made to:

- The College's EdTech work and Digital Strategy which has been successful and has had a positive impact on information, advice and guidance given.
- There is continuous quality improvement.
- Students are used effectively through the Student Voice and Student Ambassador programmes.

Areas for development identified were:

- Accessibility of the service. The College is raising awareness of the STAR Agency as a one-stop shop and has increased the visual presence of the area. A broader QR code system has been implemented to help students get to the services which they need.
- Effective use of technology. The College and assessors were pleased with the use of the Padlet walk however some students were not as aware of it as the College would like them to be. Tutorial tea-breaks are being run for staff so that they can promote this.
- Understanding impact. An activity has been run with all STAR Agency staff to address this.

The Standards and Curriculum Committee thanked Simon Boyce and all the students and staff involved in the assessment.

The Standards and Curriculum Committee noted the report on Matrix accreditation.

## **9 Student Voice**

The Standards and Curriculum Committee received and considered the report on student voice, presented by Maksymilian Peikert, Student Governor.

The report was taken as read.

The internal student survey took place in November 2021 and there was an 80% completion rate with 2,224 students completing the survey. This is around the same numbers as the previous year.

Governors noted that the questions had been amended to reflect the 3 Is in the Ofsted framework.

Areas which have seen good improvements are introduction/information for apprenticeships, overall enrolment/sign-up, understanding of how to record 20% off job rated and tutorial support.

Enrichment satisfaction was 67.5% however this is an area which was affected by COVID and will be a key focus going forward.

Additional student voice activities were highlighted.

The Student Voice Action Plan was highlighted and Governors' attention was brought to the March 2022 updates, in particular the following:

- Point 1 – enrichment clubs are now taking place.

- Point 2 – own tables rather than shared however Karen Spencer reported that educational research has shown that it is better for learning and teaching for students to be sat on shared tables.
- Point 3 – ambassadors are reporting that tutorials are more consistent.
- Point 5 – toilets – immediate action has been taken.
- Point 8 – clearer signage to B Building common room has been introduced.
- Point 10 – ambassadors' hoodies have been ordered and T-shirts have been received.

Governors thanked Maksymilian Peikert for his presentation.

One point raised was around an individual issue raised by an ambassador. This issue has been resolved and it was agreed that individual issues should not form part of the Student Voice Action Plan.

The Standards and Curriculum Committee noted the report on student voice.

## **10 Any Other Business**

There were no items of any other business.

## **11 Dates of Future Meetings**

Summer Term	Thursday 16 June 2022	8.30am / 9.30am
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## **Key Points From The Meeting For Corporation:**

- 1. Key Performance Indicators**  
To receive and note the Key Performance Indicators.
- 2. Quality Improvement Plan**  
To receive and note the Quality Improvement Plan.
- 3. Student Voice**  
To receive the report on Student Voice.