

HARLOW COLLEGE FURTHER EDUCATION CORPORATION

STANDARDS AND CURRICULUM COMMITTEE

Minutes of the meeting held at Harlow College on Thursday 14 March 2024, 9.30am

Membership: *Rod Bristow (Chair)
 *Hannah Cheesman
 *John Godley
 Stephen Isherwood
 *Liz Laycock
 *Karen Spencer

*denotes present

In attendance Pauline Odulinski, External Reviewer
 Becky Jones, Vice-Principal
 Paul Whitehead, Vice-Principal
 Kirstie Craig, Assistant Principal
 Wendy Martin, Assistant Principal
 Laura Wedgbury-Glew, Assistant Principal
 Kelly Edwards, Executive Director – Quality
 Simon Boyce, Executive Director – Student Services
 Julien Sample, Executive Director – Business Development
 Viv Kimeng, Head of Academy
 Tracy Mucci, Director of Supported Education
 Ruth Lucas, Head of Governance

1 Apologies for Absence

The Chair welcomed everyone to the meeting and introductions were made.

The Committee noted that Jon Bouffler has now retired and is no longer a member of Harlow College Further Education Corporation and that a recommendation for a new Governor appointment who will sit on the Standards and Curriculum Committee will be considered by the Corporation at its meeting on 28 March 2024.

Apologies for absence were received from Stephen Isherwood due to work commitments and Karen Spencer due to personal reasons.

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 28 November 2023 were agreed as an accurate record of the meeting.

The Chair commented that at the meeting on the 28 November 2023 there were good and challenging discussions with open conversations.

The Committee noted that following on from the Corporation meeting held on 14 December 2023, the Self-Assessment Report was revised and approved by the Chair of the Corporation and the Chair of the Standards and Curriculum Committee.

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

There were no matters arising.

5 Key Performance Indicators and Quality Improvement Plan

5.1 Study Programmes

The Standards and Curriculum Committee received and considered the report on Study Programmes, presented by Laura Wedgbury-Glew, Assistant Principal.

Laura Wedgbury-Glew informed the Committee that it is currently a crucial time in the academic year and that the College is working hard on student retention and attendance.

Governors were informed that English and maths attendance has improved in comparison to this time last year and is positive at this stage.

An Executive Sub-Committee has been established for retention and attendance, with a particular focus on teams where these are low.

After Easter is a time when attendance can decline therefore the College has started work on putting strategies in place to address this.

A formal process for recording reasons for non-attendance is being investigated and will be implemented.

Governors were informed that the results of the latest Student Survey were positive, with only one question scoring lower than 80% which was in relation to enrichment. It could be that the question was misinterpreted with the way it was worded with enrichment being taken in its narrowest of sense, namely the Wednesday afternoon sessions. Governors were informed that there is more being done than just these sessions and it needs to be thought of as a holistic approach with the teams and students. The Student Governor reported that enrichment was made compulsory this year for second year students however this has caused some confusion as to why they have to take part this year when they did not have to last year. It would have been better for it to have been compulsory from the start. The Student Governor reported that students need to see a benefit of the enrichment, such as them taking part in something that would enhance their CV.

A Governor asked about the bespoke online approach for those students with little or no engagement with English and maths, whether this is being received positively and asked if the exams for these learners are on site. Laura

Wedgbury-Glew confirmed that this has been positively received and exams are on site.

A Governor asked about the quality improvement action of closing the gap in achievement between bursary and vulnerable learners which is currently RAG rated amber. Paul Whitehead reported that currently the gap is predicted to close by 2% however the College would hope for this to narrow further. There is a possibility that this will improve by the end of the academic year.

A Governor asked if the labelling on the KPIs be made clearer and to include last year's final position by way of a comparator.

Governors agreed that the report was encouraging.

The Standards and Curriculum Committee noted the report on Study Programmes.

5.2 Adult Education

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

Governors were informed that reasonably good progress is being made in all areas, with most of the KPIs predicting improvements compared to last academic year.

Attendance on long courses is currently below target and this is mainly due to the additional commitments that adult learners have.

The College is looking to improve and increase the overall achievement rate and strategies that were put in place to address low achievement rates on courses last year are having a positive impact and improvements are being seen.

A Governor asked what the reasons were for the significant decline in childcare achievement. Wendy Martin reported that this was due to the small cohort and that some learners withdrew from the course as they decided they did not want to work in the sector and some withdrew due to personal circumstances. Discussions have been held with the Head of Academy to see if the College could have better prepared these learners. A Governor highlighted that 40% achievement is not good however Wendy Martin reported that there were ten learners, four of which are on track to pass and six of which withdrew. Governors agreed that it would have been useful to contextualise the report with student numbers as the percentages are magnifying the issue.

Julien Sample reported that in his experience with e-learning, there are a number of reasons for withdrawing and disengaging and this is increasing. It is therefore possible that this could be replicated in the College's wider adult provision. Wendy Martin reported that a lack of resilience and health reasons are often the reasons for withdrawal.

A Governor asked if learners were leaving due to the quality of the course, lack of information, advice and guidance or were they accessing jobs. Paul

Whitehead reported that external factors are more prevalent. The College cannot control or predict certain factors however where the College has more control, it works hard to retain the learners and adapt the offer where appropriate.

A Governor reported that the stated reasons for learners leaving their courses need to be looked at and asked if the College is recruiting the right learners to its courses. Paul Whitehead reported that overall the adult education predicted outcomes are good however there is a small sub-set of these where there are issues.

Wendy Martin reported that the childcare and health and social care sectors are low paid sectors and that adults entering these roles could struggle financially and this is a barrier to accessing training. These factors are largely out of the College's control. Viv Kimeng reported that a similar issue has been seen with adult basic skills where numbers have declined due to adults choosing to work rather than attend College.

A Governor asked about the continuing decline in Access to HE learners. Becky Jones reported that some learners cannot afford to study. They are not eligible for maintenance allowances and need to take out an Advanced Learner Loan. This is in line with a national decline in Access to HE learners.

A Governor asked about progress with destinations in the quality improvement actions. Wendy Martin reported that work is being undertaken with the developers to put a new system in place. No destination data is available for those learners who have not yet finished their course and the College is reasonably confident the target will be met.

A Governor asked how far advanced the new system for attendance on very short courses is. Paul Whitehead reported that the administrative part of the adult team has moved centrally and converted to an online application process, the first of which are going online this week. Additional online processes will follow on from this.

A Governor asked about retention on long courses and if the College is confident the target will be achieved by the end of the academic year. Paul Whitehead reported that this ties into the issues already discussed and whilst currently it is below target, the College is looking to recover this position. Wendy Martin reported that the College is working with all learners to help achieve this.

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

5.3 Apprenticeships

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

Kirstie Craig reported that achievement has improved and is currently 51%, which is approximately 10% higher than this time last year. An additional 20 learners have gone through the gateway and are preparing for their end-point assessment.

A Governor asked if the College is confident it is on track to achieve the 60% achievement rate. Kirstie Craig reported that there are 45 – 50 learners who have gone through the gateway or due to complete this year and if they achieve, then the 60% target will be met. Based on what is known of the learners, the College is confident the target will be met.

Governors were informed that there is a particular focus on electrical and engineering apprenticeships as these areas have the biggest impact on the data.

Kirstie Craig reported that the biggest impact on achievement and retention is the quality of provision. Standardised processes across all teams are being implemented and lots of work is being undertaken to support staff, particularly new staff. This has led to a better understanding of systems both at Harlow College and at Stansted Airport College.

A review of apprenticeship provision is being undertaken with all apprenticeship teams to ensure the College's offer is meeting local skills' needs and to diversify the offer. There is a need to ensure that the College's provision is worthwhile and making the best use of resources. As a result of this review, the potential need to offer a Level 2 apprenticeship in automotive as well as a Level 3 apprenticeship has been identified. The College is also working closely with the NHS to implement dental nurses and oral health practitioners apprenticeships, which will focus on Level 3 and Level 4.

A Governor asked about progress reviews and flagged the current status of these, acknowledging that there are such an important factor to success. Kirstie Craig reported that this a key area of focus and now that regular reviews are in place, there is now a focus on the quality of them. Progress reviews are the best way to deal with retention as high-quality reviews will have a significant impact on retention. In Trimester 1 there were particular issues within two teams which has affected the data and in Trimester 2, 90% have been completed. Learners who have not had a progress review have been identified and are a focus of the teams.

A Governor asked about the pattern of overall apprenticeship numbers. Kirstie Craig reported that it is a changing picture due to the way the College enrolls apprentices at key points throughout the year. Numbers have slightly declined from previous years however part of the review of the College's offer is to look at increasing its apprenticeship numbers. The decline in numbers is largely due to the College stopping electrical apprenticeships last year due to the difficulties in recruiting staff. Additional support has been put in place and the Apprenticeship Coordinator is based in the team for three days a week. A Governor asked if the College is looking to start recruiting to electrical apprenticeships again. Paul Whitehead confirmed that this would be the case if the team was staffed appropriately. This is a national issue which is constantly being raised with the DfE. Becky Jones reported that the College is working with Hays on international recruitment to help address this and that former students are coming back to undertake teacher training with the College. There has also been a need to utilise agency staff which is costly.

The Standards and Curriculum Committee highlighted that the College's apprenticeship provision has improved enormously and noted the report on apprenticeships.

5.4 Maths and English

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

Viv Kimeng reported that there has been a significant improvement in attendance despite staffing challenges. An Attendance Officer has been recruited which has helped significantly. Currently English attendance is 71% and maths is 73%.

Governors were informed that predicted achievement is higher than forecast due to the increase in attendance. Mocks are taking place this week and attendance at the exams has been good. Once the mocks are marked, high grades can be flagged. The anxiety factor of the exams has been reduced for the mocks as exams are taking place in the classroom, however they are still in exam conditions.

Governors were informed that there has been a significant amount of work undertaken to improve English. An awarding organisation is training all English staff on what is expected when exams are being marked.

A Governor asked if the College's strategy to reduce the number of students taking the November resits had been successful. Viv Kimeng reported that it had. There was a 62% maths pass rate (grade 4 or above) and a 39% English pass rate (grade 4 or above). It was reported that the November resits help with achievement rates however there is usually a decline in attendance after the resits. This was not the case in November 2023 however there was a small dip in January 2024.

Governors were informed that 36 students had not attended maths classes at all since September 2023. A bespoke online programme for these learners has been implemented and it was noted most of them are safeguarded learners who are attending their main programme on site.

A Governor asked about Activate Learning who deliver English and maths online and have a 60% - 70% grade 4 - 9 rate. They attribute it to being an online provision and asked if this is something the College should investigate further. Paul Whitehead reported that the latest funding guidance requires an increase in the minimum number of hours of English and maths delivery and it needs to be face-to-face in normal class lessons. A Governor highlighted it would be worth understanding what Activate Learning are doing. Paul Whitehead reported it would be useful to understand the profile of the learners who are achieving these outcomes with Activate Learning. If the College had a plan to move English and maths online with a similar model, this would pose a risk to the College's funding as the requirement is to increase the number of delivery hours in the classroom and there would be a need to change the College's delivery model.

A Governor asked if online learning was included in a student's EHCP, would the College still receive funding. Paul Whitehead reported that exemptions to the condition of funding can be applied for as long as it is part of an EHCP. If learners are in receipt of high needs funding without an EHCP, they cannot be exempt from the condition of funding.

A Governor asked when the requirements for the additional delivery hours come into force. Paul Whitehead reported that colleges are being told to work towards next academic year.

A Governor asked what the College's view is of the requirement for more teaching hours. Becky Jones reported that the issue is with the maths and English qualification itself which needs to change. Learners are only with the College for a short amount of time and there are only 25 teaching weeks per year. There is a need for the school system to ensure they are getting it right in the first place with these learners.

A Governor asked about the mix of GCSE and Functional Skills, with more learners taking English Functional Skills compared to maths Functional Skills. Viv Kimeng reported that nationally maths Functional Skills Level 1 and Level 2 are challenging to pass and that the College's KPIs on Functional Skills achievement rates largely relate to adult learners and apprentices. English GCSE grade 4 – 9 and Functional Skills Level 2 have been combined as Functional Skills Level 2 is equivalent to a GCSE grade 4. Governors noted that a similar proportion achieve a grade 4 in English and maths or equivalent however the College has different enrolment strategies. Learners who have previously achieved a grade 2 or 3 in maths are enrolled on GCSE maths. Learners who have previously achieved a grade 3 in English are enrolled on GCSE English. Learners who have previously achieved a grade 2 in English are enrolled on Functional Skills English. A Governor asked if this approach has been reflected in the College's results. Paul Whitehead confirmed that this was the case and that it is a condition of funding that learners with a grade 3 undertake GCSEs however for learners with a grade 2, the most appropriate pathway for the learner can be chosen.

A Governor asked why the outcomes are different for English and maths if the teaching is good in both and what the reasons for the different outcomes were. Viv Kimeng reported that there are prescribed teaching, learning and assessment criteria to observe teaching however how staff support students to achieve their final grade is different with English and maths. Paul Whitehead that there is a one-year retake process in further education. It is easier to identify and address skill deficiencies in maths than it is for English and the building up of these deficiencies in English is a harder challenge. A Governor highlighted that it is easier to embed maths than English. Laura Wedgbury-Glew reported that there has been lots of external support for maths, for example the Maths Centre for Excellence project, and the positive impact of this has been reflected in the improved maths outcomes. It has been recognised by the College that there is a need to focus on English and a "back to basics" approach is being taken. The appropriateness of the qualification is an issue, with the maths qualification being more appropriate than the English qualification. A further issue is the challenge in employing experienced GCSE English staff as

the pay gap is too wide when compared to school. It was agreed that English needs to remain a key area of focus for Governors as well as the College.

The Committee reported that they believe the right support is in place and recognised the progress that has been made with attendance.

The Standards and Curriculum Committee noted the report on Maths and English.

5.5 Special Educational Needs and Disabilities (SEND) and Equality and Diversity Impact Measures (EDIMs)

The Standards and Curriculum Committee received and considered the report on Special Educational Needs and Disabilities (SEND) and Equality and Diversity Impact Measures (EDIMs), presented by Paul Whitehead, Vice-Principal.

Paul Whitehead reported that there has been an upturn in predicted outcomes, with a focus on gaps in particular categories. The most significant gaps are with safeguarded, look after children and care leavers and there is a significant overlap with these categories and the College's ESOL learners.

Paul Whitehead reported that there has been changes in terms of how social housing is prioritised and that learners who have sought asylum here, become care leavers and are then at the bottom of the housing list. This has led to a rise in learners becoming homeless. ESOL learners enjoy being at College however external factors play a major part in creating a gap in achievement.

The College is however predicting a slight reduction in this gap this year compared to last year.

The College is looking at the ways it supports young people more than it already does and how it advocates for them. The College sees this is a crucial role that it plays in the community. Governors agreed that it was great to see the College taking this approach.

The Student Governor reported that she would feedback to the next Student Ambassador meeting and look at developing a project for College-wide support of these learners.

The Standards and Curriculum Committee noted the report on SEND and EDIMs.

5.6 Learning, Teaching and Assessment

The Standards and Curriculum Committee received and considered the report on Learning, Teaching and Assessment, presented by Kelly Edwards, Executive Director – Quality.

Kelly Edwards highlighted the priorities for 2023-2024, which include: embedding English and maths in main programmes; the continual development of formative assessment methods to improve the student experience; continue

to develop the craft of teaching; help students prepare for external exams and to introduce staff to new digital technologies.

Governors were informed that nine sessions on embedding English and maths have been delivered to delivery staff. Bespoke sessions have been arranged for those with a walkthrough judgement of “not yet met”. 59% of walkthroughs have a “met” for this judgement and it is hoped that the target will be reached by the end of the year.

Governors noted that the Power of 3 process has been reshaped to simplify the process, allowing more time for staff to experiment and reflect. A small group of staff have been piloting the use of VLOGs for feedback, which has reduced the time spent on producing the feedback and improved the quality of the reflection.

The College is in its second year of running deep dives and there has been a significant improvement in Assistant Academy Managers (AAMs) and Learning Co-ordinators being able to describe what they are doing and interpreting the data.

Governors’ attention was brought to digital developments which include the use of immersive rooms, AR and VR and Oxford Medical Simulations. Health Science students have reported the use of these technologies making a huge difference in their educational experience. Teachermatic, AI software which assists teachers in all aspects of their lesson planning, was introduced in January 2024. 193 staff are signed up and are beginning to use it regularly and it is hoped that this will improve staff well-being.

Bodyswaps, an AR / VR tool which helps students to develop core skills for employment, has been introduced to 80 teachers. There are a range of scenarios which are used to enhance learners’ softer skills and the feedback to date has been extremely positive.

A Governor highlighted that they would like to see in future reports the impact that the digital developments are having on students and staff. Kelly Edwards reported that empathy surveys are being undertaken when VR has been used and case studies are being collected.

A Governor asked that given the importance of attendance, if there is a connection between the quality of teaching, learning and assessment and attendance and attendance be featured in this report. Kelly Edwards reported that she believed it was right to report on them separately. There is however a need for AAMs and Heads of Academies to look at attendance trends. Students will attend if they see the benefit in attending however external factors can affect their ability to attend. The use of digital technologies allows teaching to continue for those who cannot attend on site.

A Governor reported that there is a need to make sure the delivery teams have the data and intelligence around poor attendance. Governors gain assurance through questions that are asked in the meetings, however this is not always evident in the reports.

Viv Kimeng reported that reasons for not attending maths and English are being interrogated to identify patterns and to see if there is a correlation between staff. This is being worked through with staff and staff are being asked to own their own data.

Paul Whitehead reported that the Executive Retention Sub-Group has looked at overall attendance trends and a session on how to access and analyse data was delivered at the last staff development day, with a view to further develop staff's analytical skills. Simon Boyce reported that attendance and its impact, along with the use of register marks, is a key focus on this Sub-Group and that reports are produced to give teams further understanding of the data.

Becky Jones and Paul Whitehead have held health check meetings with all terms and every AAM can articulate detail on every learner and this is consistent across all teams.

A discussion was held with Governors and management on how best to capture this in the Committee reports, giving Governors the reassurance they need. Becky Jones reported that overall attendance excluding English and maths is currently 89% which is positive. There are however a few teams which the College is aware of that have issues which need addressing. It was acknowledged that top-level information is required and not just in relation to attendance. It was agreed that a summary of the health checks should be included in future learning, teaching and assessment reports to the Committee.

The Standards and Curriculum Committee noted the report on Learning, Teaching and Assessment.

5.7 Personal Development, Behaviour and Attitudes

The Standards and Curriculum Committee received and considered the report on Personal Development, Behaviour and Attitudes, presented by Simon Boyce, Executive Director – Student Services.

Simon Boyce reported that good progress is being made with school engagement and student satisfaction. The majority of students surveyed are engaging in enrichment so this positive message needs to get across to other students.

A Governor asked what the response rate was for the surveys. Simon Boyce reported that it was approximately 100 for the tutorial impact survey and 160 for the enrichment impact survey. Student Ambassadors were tasked with getting students to complete the survey. A Governor asked what could be done to improve the completion rates. It was noted that there are questions on tutorials and enrichment in the main student survey however these surveys focused on these areas in more detail. All first year students were asked to complete the survey. A Governor raised the issue of low completion rates being used to measure the impact of tutorials and enrichment. Simon Boyce reported that there is a correlation between disengagement with the survey and disengagement with enrichment. The Student Governor reported that students are more likely to complete a survey when told to do so by staff rather than

being asked by the Student Ambassadors. It was agreed that ways to look at increasing this should be explored.

A Governor asked how many students are engaged in enrichment activities. Simon Boyce reported that it has increased from 300 per week last year to 450 this year however there are pockets of continued disengagement.

Paul Whitehead reported that the College has identified 100 hours in the Study Programme to build up students' skills and behaviours through work experience, enrichment, 1-2-1s etc. Staff identify how the 100 hours is made up based on the programme students are studying, with a focus on the priority skills and behaviours for each class. This is mapped out for every course against the Gatsby recommendations.

The Standards and Curriculum Committee noted the report on Personal Development, Behaviour and Attitudes.

5.8 Key Performance Indicators (KPIs)

The Standards and Curriculum Committee received and considered the KPIs for 2022-23, presented by Becky Jones, Vice-Principal.

Governors noted that the KPIs had been largely covered in agenda items 5.1 – 5.7 above.

Becky Jones highlighted value added. Monthly ALPS reports are sent to AAMs and Heads of Academies and all Level 3 learners have current working grades (CWGs) and target working grades (TWGs). These are a focus in the health check meetings with teams and changes in grades coming through are looked at. As CWGs and flagging changes, changes are seen in the data.

A Governor asked if T-Levels are included in the data and Paul Whitehead confirmed that T-Levels are currently excluded from all data.

The Standards and Curriculum Committee noted the KPIs.

5.9 Quality Improvement Plan (QIP)

The Standards and Curriculum Committee received and considered the QIP, presented by Becky Jones, Vice-Principal.

The Standards and Curriculum Committee noted that the QIP had been covered in agenda items 5.1 – 5.7 above.

At this point Pauline Odulinski left the meeting. Before leaving, Pauline thanked the Committee and highlighted the very thorough discussions that had been held. Pauline reported it was pleasing to hear about the data, the discussion was very enriched and good questions were asked.

6 Higher Education

6.1 Higher Education Update, Quality Assurance Report and OfS Regulatory Requirements

The Standards and Curriculum Committee received and considered the Higher Education Update, Quality Assurance Report and OfS Regulatory Requirements, presented by Becky Jones, Vice-Principal.

Becky Jones reported that progress with the partnership arrangement with Anglia Ruskin University (ARU) has been slow however this is being followed up regularly. The College is looking to offer degrees in Early Childhood Studies, Engineering and Construction Management (a change from Quantity Surveying). All of these will have a top-up option at ARU.

A marketing campaign for the College's own Higher National provision is being undertaken and the College is looking to appoint an Outreach Officer to promote the College's offer in the community.

The Standards and Curriculum Committee noted the Higher Education Update, Quality Assurance Report and OfS Regulatory Requirements.

6.2 OfS Reportable Events

The Standards and Curriculum Committee noted that there has been no OfS reportable events since the Committee last met on 28 November 2023.

7 Meeting Local Skills' Needs

The Standards and Curriculum received and considered the report on Meeting Local Skills' Needs, presented by Julien Sample, Executive Director – Business Development.

Julien Sample highlighted that the report provided an assessment of where the College currently is with meeting local skills' needs and confirmed that this is in a good position.

Governors noted that with the work the College led on through the Strategic Development Fund and is currently leading on with the Local Skills' Improvement Fund, the College is helping other providers in Greater Essex to meet their local skills needs.

Governors were informed that the College's strategy for meeting local skills' needs is in a good position with good top to bottom and horizontal examples. Particular top to bottom strengths are with Stansted Airport employers, health sciences employers and renewables / green economy employers. There is good engagement with funding agencies, employers, staff and students.

In terms of across the organisation, there is a need to ensure that there is consistency across the College and some elements need to be explored and scoped out further. Staff have undergone training on this recently. Becky Jones reported that Ofsted will be looking for a consistent approach across every team. This is being tested in the deep dives being undertaken, ensuring managers are able to articulate who their stakeholders are and the impact they have. Managers are becoming more skilled at this.

The College's strengths in meeting local skills' needs were acknowledged and understood. Julien Sample highlighted that the College has some quick processes established that are working well.

A Governor asked if there are multiple points of employer connections. Julien Sample reported that there are some elements of duplication and that some activities could be better co-ordinated.

A Governor highlighted that the College's own judgment on meeting local skills' needs should be higher up in the report.

A Governor thought it would be beneficial to gain a deeper understanding of this and it was noted that this will be part of upcoming strategic planning cycle.

The Standards and Curriculum noted the report on Meeting Local Skills' Needs.

8 Policies for Approval

The Standards and Curriculum received and considered the Admissions Policy and the Attendance and Punctuality Policy and Procedures, presented by Paul Whitehead, Vice-Principal.

Governors were informed that the proposed amendments to both policies were minor to align with current College practice.

Governors noted that the Admissions Policy had been strengthened due to the high number of applications the College is receiving.

Governors noted that there were no significant amendments to the Attendance and Punctuality Policy and Procedures.

The Standards and Curriculum approved the Admissions Policy and the Attendance and Punctuality Policy and Procedures.

9 Any Other Business

There were no items of any other business.

10 Dates of Future Meetings

Summer Term	Thursday 27 June 2024 <i>Onsite at Harlow College</i>	9.30am
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Key Points From The Meeting For Corporation:

1. Item 1 – Key Performance Indicators

To receive and note the current position.

2. Item 2 – Quality Improvement Plan

To receive and note the current position.