

Standards Improvement Committee Minutes

Meeting held on Thursday 24th October 2024 at 5.30 pm, Bede Sixth Form College, Room MWA001

Committee members:	Liz Dixon (Staff Governor), Grant Glendinning (Chief Executive and Group Principal), Dot Smith (Chair) and Gary Wright (Safeguarding Link Governor)
Apologies:	There were no apologies from governors
Officials:	Rebecca Cadden (Vice Principal Curriculum, Stockton Riverside College), Jason Faulkner (Deputy Chief Executive Officer), Phil Hastie (Chief Operating Officer), Sarah Johnson (Vice Principal Curriculum, Redcar & Cleveland College), Sean Johnston (Director NETA Training), Patrick Jordan (College Principal Bede Sixth Form College), Peter Wood (Group Director of Quality) Sarah Thompson (Group Director of Governance) and Sam Young (Governance Support Officer)

SIC24/34 Agenda Item 1 – Appointment of Chair and Vice Chair

The committee **agreed** to appoint Dot Smith as Chair of the Standards Improvement Committee for 2024-25 and to defer appointment of a Vice Chair to the next meeting.

SIC24/35 Agenda Item 2 – Welcome, apologies for absence, declarations of interest, notification of items of other business

The Chair welcomed attendees to the first Standards Improvement Committee meeting of the academic year and the Vice Principals Curriculum, Stockton Riverside College (SRC) and Redcar & Cleveland College (RCC) to their first meeting. There were no apologies for absence from governors and no declarations of interest in items on the agenda. Governors **agreed** a verbal update on the recent FE Commissioner's visit under Any Other Business, agenda item 14.

SIC24/36 Agenda Item 3 – Managing risks

The Governance Support Officer summarised comments from earlier meetings on the risks particularly relevant to the committee - STR0008: Curriculum Development and STR0009: Quality of Student Experience and Welfare; she highlighted that governors had supported the low target risk score for STR0009 but had questioned whether the net risk score should be higher given the continuing focus on apprenticeships. Governors had also suggested that the Group Development Plans (GDPs) should be specifically included as controls.

The Group Director of Quality referenced the recent positive FE Commissioner visit focussed on apprenticeships and the recognition at the last Ofsted Group meeting that the impact of improvement measures was being realised. He added that it was expected that the final 2023-24 achievement rate would be slightly above [REDACTED]% and, whilst not complacent, there was confidence in the changes made. Governors noted that, as this year's data was based on apprentices who would have enrolled three or more

years earlier, this created a lag in data and future outcomes were expected to be even more positive. It was therefore **agreed** that the net risk score for STR0009 should remain at the current level.

Governors **noted** the risks relevant to the committee and that the risk scores would be reviewed at the next Risk Management Group (RMG); the Group Director of Quality **agreed** to add the GDPs as controls for STR0009.

SIC24/37 Agenda Item 4 – Minutes of Previous Meeting

Minutes of the Standards Improvement Committee meeting held on 13 June 2024 had been circulated and were **approved** as an accurate record. The action progress log had been circulated and was **noted**; with updates as follows:

- The change in terminology from Tutorial to Personal Development was noted and closure of this action **agreed**
- The focus on potential positivity bias in reports would remain an ongoing action
- Quality performance comparators would be included where available
- The need for a distinct apprenticeship update at each meeting was considered. With the current predicted achievement rate for 2023-24, governors **agreed** that apprenticeships could now be included in the Quality and Performance Update as appropriate rather than reported separately. It was also **noted** that apprenticeships would be explicitly referenced in the GDPs.

SIC24/38 Agenda Item 5 – Higher Education Self Evaluation

The Vice Principal Curriculum SRC, strategic lead for higher education (HE), introduced the HE Self Evaluation Document (SED) and explained that, in response to feedback, this year's HE SED, based on Teesside University's Partners' Report, included additional sections for internal purposes only.

Key points included:

- Reflecting national and local trends, franchised HE numbers continued to decline; a review of the group's HE Strategy had been identified as an area for development.
- Achievement rates remained high at [REDACTED]%, a small increase on the previous year.
- Attendance at [REDACTED]% was also on an improving trend, with attendance exceptionally high at RCC.
- At [REDACTED]%, the student continuation rate was also higher than the previous year.
- Although student surveys showed high levels of satisfaction, increasing response rates had been identified as an area for development. The National Student Survey (NSS) had been completed by 45 out of a possible 63 final year students, with the majority of responses from FdA Counselling year 2 students.
- Areas of good practice identified in addition to student achievement rates had been quality and timely Continuing Professional Development (CPD) for staff, including industry updating, and stakeholder involvement in curriculum development and delivery of programmes.

In response to a governor's question, the Vice Principal Curriculum SRC explained that health courses were an area for development because, as well as having small cohorts, achievement rates had declined to [REDACTED]% at RCC and just over [REDACTED]% at SRC. Contributory factors had been the low numbers of Level 3 (L3) students and the lowering of entry requirements at local universities; offering Higher Technical Qualifications (HTQs) from 2025 was under consideration.

A governor highlighted that, given the financial difficulties in the HE sector, there was a potential, significant risk of universities accepting a greater number of students who would have traditionally studied at FE colleges, with a resulting negative impact on achievement rates in FE colleges. The Vice Principal Curriculum SRC explained that the group could focus on L4 skills-based programmes not offered by universities, with, for example, the L4 performing arts course having proved more popular than the degree programme. In some sectors, such as engineering, Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) would be employers' qualifications of choice, whereas in education, employers preferred foundation degrees. The Deputy Chief Executive Officer agreed that the group did need to review its strategy in light of the financial difficulties in the HE sector and the anticipated withdrawal of L7 apprenticeships, focusing on the group's delivery strengths and its priority sectors. However, the levels of risk were low as HE provision accounted for a small proportion of the group's income.

[REDACTED]

A governor asked whether there was a point at which HE numbers became so low that HE provision would no longer be viable. The Chief Executive and Group Principal confirmed that the TU College Partnership (TUCP) board had had frank and open discussions about this; there was a desire by all parties to retain the partnership but he admitted that there would be a tipping point. TUCP had also resolved to review their strategy including being less product-focused and more sector-focused.

Having received assurance on the academic standards of its Higher Education awards and the quality of students' learning opportunities, governors **agreed** to recommend the HE SED to the FE Corporation for approval.

SIC24/39 Agenda Item 6 – Etc. Self Assessment Report

The Group Director of Quality presented the Group Self Assessment Report (SAR) which had been amended following feedback at the validation meeting; the opening section had been aligned to regional skills needs and the main section now included examples from a greater range of curriculum areas. He added that, since this second draft had been circulated, some amendments to the areas for development had been made following the recent Senior Management Team (SMT) Awayday. The themes had remained the same but some had been merged and opening sentences focused on the group's strengths. The amended version would be presented to the FE Corporation for approval.

A governor asked how the alignment of the group's curriculum to regional and national needs had been measured. Various examples of evidence were outlined including delivery against the Local Skills Improvement Plan (LSIP) and Tees Valley Combined

Authority (TVCA) priorities, feedback from stakeholders, Quality and Enhanced Learning Reviews (QELRs), evidence of curriculum intent collected during Performance Reviews (PRs) and delivery of the Etc. Accountability Statement objectives. There had been some challenge that, by limiting the range of apprenticeship standards offered, the group would be limiting its offer to employers, however, Bootcamps and Bespoke Employer Led Provision (BELPs) were being offered to meet employers' needs in skills priority areas.

The Group Director of Quality confirmed that benchmarking against other providers' Ofsted skills judgements had also informed the Strong self-assessment though the FE Commissioner's team had commented that it was becoming harder to secure a Strong contribution to skills judgement. [REDACTED]

The committee chair, who had attended the SAR validation panel, highlighted that the second draft was an improvement on the original version both structurally and in terms of a coherent One Etc. voice; she also agreed that meeting skills came across as very strong and supported building the areas for development on the group's strengths. However, she challenged the grading of three areas as Good, rather than Outstanding. The Deputy Chief Executive Officer explained the interconnectivity of the judgements so, for example, Education Programmes for Young People would need to be graded Outstanding for Quality of Education to also be Outstanding [REDACTED].

In response to a governor's comment, the Deputy Chief Executive Officer agreed that achievement rates for young people had been exceptionally high in 2023- [REDACTED]

A staff governor queried the lack of references to support for student mental health and wellbeing in the areas for development; whilst recognising the improvements made, this remained a substantial issue for teaching staff. The Group Director of Quality agreed that this had not been considered a specific area for development given all the positive work undertaken during the previous academic year through the Personal Development GDP. The group had also received very positive assurance from the external consultant's report on personal development and continued to invest in mental health support.

The committee unanimously supported the SAR with the amendments outlined by the Group Director of Quality and thanked the Group Director of Quality for all his work incorporating feedback from the validation panel. In turn, the Group Director of Quality expressed his thanks to curriculum colleagues. Governors **agreed** to recommend the amended Group SAR to the FE Corporation for approval.

Agenda Item 7 – Group Development Plans

SIC24/40 7.1 – Areas for Development 2023-24

A report providing a progress update on the areas for development not included in GDPs had been circulated with the following highlighted at the meeting:

Bede Sixth Form College

The College Principal Bede had been pleased with the progress made over the year and confirmed that high grades would remain a focus in 2024-25 through the Stretch and Challenge GDP.

NETA

The Director NETA explained that the behaviours developed in 2023-24 had created a springboard for this academic year evidenced in positive walkthroughs this term. Electrical and Mechanical were now fully staffed with the focus on embedding the new members of staff.

Redcar & Cleveland College

The Vice Principal Curriculum RCC highlighted positive progress in employer and stakeholder involvement in curriculum development. The retention improvements identified for Public Services and Policing had been realised and students had benefited from external work placements across multiple subjects thanks to the work of the Work Experience Co-ordinator.

Stockton Riverside College

The Vice Principal Curriculum SRC highlighted the significant improvements in retention in Trowel and Motor Vehicle.

Given that college SARs had not been produced for 2023-24, the committee discussed whether they wished to continue to receive updates on college-based areas for development during 2024-25 in addition to GDP updates. Governors **agreed** that the areas for development in the Group SAR should be mapped to the GDPs in order to assess the need for additional monitoring.

Governors thanked college principals for their final updates and **noted** the assurance received on progress against areas for development.

SIC24/41 7.2 – Group Development Plans

a) 2023-24 Group Development Plans

The committee thanked the Group Director of Quality for his report outlining final updates on and evidence of the impact of the previous year's development plans: [REDACTED].

b) 2024-25 Group Development Plans

The Group Director of Quality then summarised the proposed key themes coming through self-assessment for the current year's GDPs: [REDACTED] He confirmed that it was proposed to include apprenticeships in the four plans rather than in a separate GDP.

Governors **noted** the report and **agreed** to recommend the proposed themes for 2024-25 Group Development Plans to the FE Corporation for approval.

SIC24/42 Agenda Item 8 – Quality and Performance update

The Group Director of Quality presented his report outlining 2023-24 achievement rates and an update on 2024-25 attendance data; he explained that the use of external consultants for QELRs during the year would provide useful feedback and quality assurance as well as providing shadowing opportunities for colleagues and valuable Ofsted inspection preparation.

In response to a governor's question about the introduction and embedding of the new target setting system, the College Principal Bede explained that One Grade would provide

a centralised, cross-group system for monitoring and allow scrutiny of performance and progression. He also confirmed that this would address the issues with ALPs (A Level Performance system) which used its own version of data with One Grade instead using Department for Education (DfE) data and would be updated with the 2023-24 datasets in early 2025. He added that One Grade was easier to navigate and generated target grades.

A governor asked whether attendance remained a concern as it was only marginally above the previous year; [REDACTED] Attendance above 90% would be considered positive by Ofsted though inspectors would focus more on student attendance in classrooms during the inspection.

Governors commented on the helpful external consultant reports which contained a high level of detail, adding that they were useful external assurance, triangulating with governors' own experience and knowledge of the group.

The staff governor welcomed the provision of CPD, including on smart targets, but highlighted that curriculum staff often did not have enough time to complete Individual Learner Records (ILRs) and smart targets in the time available and would welcome dedicated time for this as well as for CPD, potentially during the dedicated CPD days. While recognising that One Grade would save some time taken to produce progress reports, the Deputy Chief Executive Officer **agreed** to discuss the possibility of dedicated progress monitoring time with the vice principals. The staff governor also commented that students, particularly at L1 and L2, did not always remember their targets and wondered if phone apps could be used. The College Principal Bede explained that improvements to IT systems were regularly discussed as well as sharing best practice across the group, for example Bede's model for recording assessments and target setting, and that he would be happy to collaborate with others to reduce the administrative burden on teaching staff.

In response to a governor's question about whether managers were confident about having the right students on the right courses, it was confirmed that W1s had been slightly lower this year at RCC and SRC, with levels at Bede comparable to last year. There was also a waiting list for King's Trust provision at RCC, working with students not quite ready for full-time courses.

The positive impact of attendance panels was also noted, with the Vice Principal RCC outlining the process which was proving impactful and beneficial to students. In response to a question from the Safeguarding Link Governor, the Vice Principal Curriculum RCC confirmed that safeguarding concerns were taken into account and, for example, concerns had been flagged with a student with 60% attendance, who had been offered support; gradual improvements in their attendance were anticipated. It was noted that the policy had the flexibility for staff to reflect on circumstances where attendance processes needed to be less rigid. The Group Director of Quality added that feedback from students indicated that they could see that Etc. took attendance seriously, with a positive start to the term.

Governors **noted** the update.

SIC24/43 Agenda Item 9 – Personal Development update

The Deputy Chief Executive Officer highlighted a number of key strengths outlined in the report which had also received positive external assurance. The QELR undertaken by a consultant from FE Associates had identified strengths in the personal development curriculum, with positive feedback from students; the areas for improvement identified were not seen as major concerns. Work was underway to provide reports from ProMonitor on participation in more ad hoc enrichment activities, including through curriculum areas, but would rely on these being logged. As some teachers lacked confidence in delivering sensitive subject content, the group's Resilience Champion would be providing support including modelling delivery. Feedback from Redcar students around student representation would be followed up through a focus group with the Vice Principal Curriculum RCC.

Governors **noted** the update, commenting that it was a reassuring report and gave them confidence that personal development was strong across the group.

SIC24/44 Agenda Item 10 – Work Experience and Industry Placement update

The Deputy Chief Executive Officer presented this report on behalf of the Group Director of Marketing and Business Engagement. New work experience software, GroFar, had been introduced for the start of the academic year as Connect had been no longer fit for purpose. T Level placement completion had been particularly strong in 2023-24 given the high volume of placement days required; these had been supported initially through a specific Capacity and Delivery Fund but this funding was no longer available. Work Experience targets set from September 2024 differentiated expectations according to level of study.

In response to a governor's question, it was confirmed that work experience was not a condition of funding but was a key part of study programmes. The Deputy Chief Executive Officer also confirmed that a wide range of work-related activities could be logged, with no firm definition of what constituted work experience for these internal metrics.

A governor asked whether the [REDACTED]% target for 2024-25 work experience was attainable given the much lower [REDACTED]% completion rate in 2023-24. The existing high levels of L1 work-related activities and the clear metrics set gave assurance [REDACTED]. It was confirmed that, with improved logging with GroFar, the [REDACTED]% target was felt to be achievable. It was **agreed** that an update on GroFar data would be provided for the next meeting.

The update was **noted**, with governors gaining some assurance that managers were confident of achieving the [REDACTED]% target for work experience but requesting an update at the next meeting.

SIC24/45 Agenda Item 11 – Governor teaching and training walkthroughs

The Group Director of Governance outlined the importance of learning walks for all governors and asked for any comments on the guidance circulated with the report. As raised by the People Committee, Standards Improvement Committee members were asked for suggestions on an alternative name for governor walkthroughs to make them

less daunting to staff and differentiate them from the terminology used internally. Having noted that drop-ins was a term already in use by managers, the committee felt that 'Governor Visits' would be suitable for both governor classroom visits and attendance at other group events. It was also noted that governors should provide comments following visits along with thanks to staff involved.

Dot Smith then went on to outline the very positive visit to SRC she had undertaken earlier that day along with another governor, David Watson; she commented that, as David was new to the world of FE, he had been enormously impressed. Both had felt that learners were fully engaged and collaborating well on tasks; they had been polite and happy to talk to governors, with positive relationships seen between staff and students. David had been struck by the individualised approach to teaching, commenting that it was very different to his experience at university. She had felt very proud of all the staff and students, both during the visit and at the HE graduation ceremony attended by her and David earlier in the day; she extended thanks to all the staff involved in both governor visits.

Governors:

- i) **noted** feedback from a recent governor visit by Dot Smith and David Watson at SRC;
- ii) **agreed** to rename all governor visits to the group, including learning walkthroughs, as governor visits and for this to be reflected in the guidance;
- iii) **agreed** to consider undertaking governor visits;
- iv) **agreed** to remind all governors (the FE Corporation) of the value of governor visits and encourage governors to undertake these.

Agenda Item 12 – Policies and Strategies

SIC24/46 12.1 – 14 – 16 Policy

The Deputy Chief Executive Officer confirmed that there were no changes to the strategy, which had been reviewed to ensure it remained fit for purpose and aligned to national policy and procedures and to the needs of local stakeholders.

A governor commented that she had been pleased to see the focus on safeguarding and communication with parents and carers. The Chief Operating Officer highlighted that 14 to 16 provision was a key agenda item for local authorities and that the Skills Academy provided much needed provision.

Governors **approved** the 14-16 Policy and Procedure for 2024-25 and **agreed** to extend the review frequency from annually to every two years subject to any interim amendments needed to reflect changes to relevant national policy.

SIC24/47 12.2 – English and maths Strategy

The Deputy Chief Executive Officer highlighted that there were no substantial amendments proposed, with the focus remaining on 'right learner, right course'. He added that the GCSE re-sit policy was currently under review by the government and there was a possibility that the requirement could be changed to an 'appropriate' qualification rather than GCSEs but no further detail was available as yet.

A governor asked about the continued impact of Covid and the Deputy Chief Executive Officer explained that grades had returned to normality in summer 2024 but grade boundaries changed each year which had led to some frustration. Although the effects on the current cohort seemed to have stabilised, it was recognised that Covid had had an impact on those now starting in primary education and could continue as they transitioned to secondary education and then college. One of the main impacts seen had been on the relationship between parents and schools resulting in lower attendance rates and the staff governor commented on the very low levels of parental engagement. It was noted that attendance rates in Year 10 tended to be worst at around 80% and then showed improvement in Year 11 and that, with more parents working from home on Fridays, more students opted to stay at home on Fridays. Evidence from the Crime Reduction Unit in Stockton indicated the link between deprivation and attendance and exclusions, with attendance levels at some Stockton schools at 50%; there had also been an increase in crime during school hours by school aged children.

Governors **approved** the English and Maths Strategy for 2024-25.

SIC24/48 12.3 – Attendance Strategy

The Vice Principal Curriculum RCC explained that the strategy had been implemented from the start of the academic year, resulting in improvements to attendance rates in comparison to the previous year. The strategy had been developed in response to local and national concerns and set out Etc. expectations for learners and staff; there had been strong staff engagement and its positive impact could be evidenced. Governors commented that the strategy was very clear with sequential interventions.

Governors **agreed** to recommend approval of the Attendance Policy and Engagement Strategy 2024-25 to the FE Corporation and to seek approval for delegation of future approval to the Standards Improvement Committee.

SIC24/49 12.4 – Visit of Teaching and Learning Policy and Procedures

The Group Director of Quality confirmed that proposed changes to the policy had been shown via track changes.

Governors **approved** the Visit of Teaching and Learning Policy and Procedures, noting the new section acknowledging the increasing use of artificial intelligence in teaching and learning.

SIC24/50 Agenda Item 13 – Committee Performance, Membership, Terms of Reference and Cycle of Business

The Group Director of Governance explained that each committee and task and finish group reviewed their performance, including compliance with its terms of reference, annually; this helped to confirm that committees were working effectively and had appropriate membership. The report highlighted the need to strengthen membership of the committee and education skills and experience had been recognised as a recruitment priority by the People Committee.

Governors had been asked to consider how the committee wished to approach monitoring in two key areas of provision, apprenticeships and T Levels, and it was noted that the monitoring of apprenticeships had already been discussed and agreed under agenda item 4. The Deputy Chief Executive Officer confirmed that, following the success of current T Levels and with no additional T Level provision planned, the T Level Assurance Group had been disbanded and T Level provision was now seen as part of the group's standard curriculum offer. However, a governor highlighted that, as an employer and as T Levels were still quite new, he would be interested in the impact of T Levels and, in particular, whether they were meeting employers' needs. It was noted that sustained destinations data would be available soon and it was **agreed** that the Vice Principal Curriculum SRC should present a T Level position statement at the next meeting.

The Group Director of Governance confirmed that the terms of reference would be updated to reference the policies and strategies delegated to the committee for approval.

Governors:

- i) **agreed** that the committee had performed effectively and met its terms of reference in 2023-24 and **noted** the governor recruitment priority;
- ii) **agreed** to recommend the proposed cycle of business and terms of reference, subject to the addition of policies and strategies delegated to the committee, for 2024-25 to the FE Corporation for approval

SIC24/51 Agenda Item 14 – Any Other Business

As agreed at the start of the meeting, the Deputy Chief Executive Officer gave a verbal update on the recent FE Commissioner visit to the group. This visit had been requested as part of the FE Commissioner's free support offer; it would not result in a lengthy report or graded judgement. The group had chosen apprenticeships as the focus and the visit had been carried out by a former college principal and former apprenticeships expert. Feedback from teaching and learning sessions and a learner-led session in preparation for End Point Assessment (EPA) had been positive and a meeting focused on curriculum had taken place with the Group Director of Quality, Group Head of Apprenticeship Quality and the Head of Teaching and Learning (Quality). Staff and students had been a credit to the group demonstrating Etc.'s positive environment and culture. The review had provided evidence of good practice [REDACTED]. The visit had questioned whether employers were being disadvantaged by the reduction in Standards offered but the group had been able to evidence that other programmes were offered which met employers' needs using multiple funding streams to meet demand. [REDACTED]

Governors **noted** the update and there were no further items of other business.

SIC24/52 Agenda Item 15 – Approval of Documents for Public Inspection

It was **agreed** that the agenda of the current meeting be made available for public inspection; supporting documents were deemed confidential for reasons of commerciality, with the exception of the reports under agenda items 11 and 13; approved policies and strategies would be made available as detailed in each document. Minutes would be made available following approval and consideration at the next meeting.

SIC24/53 Agenda Item 16 – Date, time and venue of next meeting

Thursday 23 January 2025, 5.30 pm, Teams

SIC24/54 Agenda Item 17 – Meeting Effectiveness and Key themes

- i) Meeting effectiveness and impact, particularly focus on strategic issues:
 - Challenge on SAR grades [REDACTED]
 - Linking of policies to meeting Safeguarding needs
 - Challenge on how the group could evidence meeting skills needs
- ii) The following key themes were identified:
 - Agreement that apprenticeships would be included in relevant reports, for example Group Development Plan updates, rather than in separate reporting
 - Recommended approval of the Higher Education Self Evaluation 2023-24, based on the Teesside University Partner's Report, to the FE Corporation and agreed that the committee had gained assurance on both processes for ensuring academic standards and the quality of students' learning opportunities
 - Following scrutiny of the rationale for grades, the committee recommended approval of the Etc. Self Assessment Report 2023-24 to the FE Corporation, and supported the themes identified for the 2024-25 Group Development Plans (GDPs); a governor's suggestion to incorporate more explicit reference to student resilience and wellbeing in GDPs was agreed
 - Final progress updates for 2023-24 on GDPs and college areas for development not in GDPs, with process to be continued into 2024-25
 - Positive external assurance received from cross-group curriculum and personal development Quality and Enhanced Learning Reviews carried out by FE Associates; verbal update on positive assurance from FE Commissioner support and challenge visit focused on apprenticeships
 - Quality update – initial 2024-25 attendance data and discussion of strategies to monitor attendance including any safeguarding concerns; improvements to student SMART target development and tracking, consideration of the limited time available for this in tutorials, and the use of technology and sharing of best practice to reduce the administrative burden and increase student ownership
 - Work experience and industry placements – use of GroFar to improve logging of work-related activities and achievement of targets
 - Agreement to rename Governor teaching and training walkthroughs as Governor Visits and to develop guidance and feedback mechanisms for the full range of governor engagement
 - Extremely positive feedback from Dot Smith on a recent visit to curriculum areas at SRC by her and David Watson and involvement in HE graduation ceremony
 - Approval of 14-16 and English and maths strategies and Visit of Teaching and Learning Policy; recommendation of approval of Attendance Policy and Engagement Strategy 2024-25
 - Recognition that committee membership required strengthening and recommendation of terms of reference to the FE Corporation; presentation on T Levels and sustained destinations at the next meeting

- Risk review:
 - STR0008: Curriculum development – intention to review risk scores in relation to risk appetite at Risk Management Group noted
 - STR0009: Quality of the student experience and welfare – consider inclusion of Group Development Plans as controls in this and other relevant strategic risks; positive assurance following FE Commissioner visit, confidence in the changes made, and recognition of the time lag with each year's outcomes based on apprentices enrolled three or more years earlier.

(The meeting ended at 7.45 pm)

Approved at a meeting held on 23 January 2025