

Minutes of the Curriculum, Quality & Standards Committee meeting held on Tuesday 15th October 2019 at 3.00pm

Present:	Stephen Sawbridge, Chair Denise Brown, Principal and CEO Jo Mountney, Governor Sue Blake, Governor		
In Attendance:	Maxine Bagshaw, Clerk to the Corporation Carol Martin, Deputy Principal & CEO Heather Marks, Executive Director of Quality of Education Nicky Birch, Executive Director of Adults, HE and Curriculum Support Anth Brannen, Director of Campus Cauldon Ryan Johnson, Director of Campus Burslem		
Min. No.		Action By Whom	Action By When
1	APOLOGIES FOR ABSENCE		
	Apologies for absence were received from Julie Obada and Rob Fisher. Sue Blake was welcomed to her first meeting as a Governor and round table introductions were made.		
2	DECLARATIONS OF INTERESTS		
	The Chair reminded those present to declare any interests that they may have on matters to be discussed. Standing declarations were noted.		
3	MINUTES OF THE COMMITTEE MEETING HELD ON 20TH SEPTEMBER 2019 AND ANY MATTERS ARISING		
	The minutes were reviewed and it was agreed that they were an accurate record of discussions. AGREED: to approve the minutes of the meeting held on 20 th September 2019.		
4	ACTION PROGRESS REPORT		
	The Committee considered the update provided and, in relation to line 2, the Deputy Principal confirmed that the final QIP for 2018/19 was available and she agreed to	Deputy Principal	October 2019

Signed :  Chair
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	<p>circulate as a matter of urgency outside the meeting. She explained that this document had been finalised prior to the Ofsted inspection.</p>		
5	OFSTED DRAFT OUTCOMES		
	<p>The Deputy Principal introduced this item and confirmed that Governors had had an opportunity to meet with inspectors and that those who formed part of the Governor group were Stephen Sawbridge, David Boughey and Jeremy Cartwright. The initial feedback was that, from a Governor's perspective, the inspection did not feel significantly different to those conducted previously.</p> <p>The Committee received staff feedback and it was confirmed that staff, more than before, had found it a very intense experience and certainly more intense than had been prepared for. They found inspectors to be relentless in terms of the deep dives and the further information and evidence required. There was a consistent approach in terms of pushing and drilling down, particularly regarding attendance and quality of student work. An observation made by some staff was that the experience levels of the inspection team did have an impact with a mix of OI's and HMI's leading to some variability.</p> <p>The Committee were advised that 'staff on the ground' were not completely prepared, as the old regime was much more led by MIS, the Quality teams etc. and that, under the new regime, this is very different. Some staff did not feel that they were provided with enough opportunity to show the Colleges strengths.</p> <p>The Committee asked whether the outcome was a fair reflection of where the College currently is. The Principal expressed the view that one more grade 2 would have been fair and that the outcome was impacted by, for example:</p> <ul style="list-style-type: none"> • The timing of the restructure and staff survey results • Capital programme overruns and the impact that this had upon maths and English delivery. Ofsted commented negatively on the 'time in learning' and this was very much seen as a weakness. <p>The Committee acknowledged that there was never a good time for an inspection and agreed that there were a number of aspects which will have negatively contributed to the student/staff experience but, that being said, decisions were taken when they needed to be. The Principal confirmed that it is important for the College to live with the decisions made in the round and was confident that the right decisions were made at the right time.</p>		

In terms of inspection outcomes, the lack of ambition seen in the classroom is still an issue, with teachers being found not to be ambitious enough for young learners. There is a view that they are overly supportive and not challenging enough.

The Deputy Principal expressed disappointment that the College did not secure a grade 2 for attitudes and behaviour. She felt that the timing of the inspection negatively impacted because students had only been with the College for four weeks. Staff were also not able to articulate the purpose and intent of the curriculum and, with more time, there would have been greater opportunity to embed this.

In terms of a process point, it was noted that quality control of the inspection was undertaken remotely by Ofsted.

The Deputy Principal provided an overview of the inspection outcomes;

- Types of provision
 - a) Quality of Education
 - b) Behaviour and attitudes
 - c) Personal development
 - d) Leadership and management
- The Quality of Education judgement is split in to 4 subcategories for;
 - a) Education programmes for young people
 - b) Adult provision
 - c) High needs
 - d) Apprenticeships

Grades given were;

- Overall Effectiveness – Requires Improvement (3)
- Quality of Education – Requires Improvement (3)
 - a) Adults – Good (2)
 - b) Education programmes young people – Requires Improvement (3)
 - c) High Needs – Good (2)
 - d) Apprenticeships – Requires Improvement (3)
- Behaviour and Attitudes – Requires Improvement (3)
- Personal Development – Good (2)
- Leadership and Management – Requires Improvements (3)

Feedback provided in relation to Adults included;

- Well-developed relationships with University and JCP to plan curriculum and enable learners to progress
- Effective first step courses for adults after years of unemployment to enable them to achieve well
- Curriculum intent well designed to enable learners to progress through levels
- Most teachers present clearly and there are opportunities for checking on learning

	<ul style="list-style-type: none"> • On Access courses, teachers do not help learners develop knowledge in a logical order • The majority of Access learners find it difficult to recall and do not develop independent study skills • Most teachers review progress and there is helpful oral feedback to improve work; however, where it is written, it isn't precise enough to improve practice. • Most learners develop literacy, numeracy and ILT well • Learners in ESOL SFL don't develop writing skills well enough; managers have recognised and reshaped the curriculum; however, it is too early to judge the impact of this. • Teachers use snappy content to enhance long term memory e.g. maths • Adult behaviour is good • Most adults enjoy their programmes • Adult learners feel safe <p><u>Feedback in relation to Education Programmes for Young People included:</u></p> <ul style="list-style-type: none"> • Teachers plan vocational curriculum to meet local priorities – there has been a significant investment in media and IT to meet skills shortages • The curriculum is not significantly ambitious and learners are not fulfilling their full potential • Leaders and managers are trying hard to enhance the curriculum but it is not consistent across all the areas of the college. • Teachers are developing learners' skills sufficiently; however, concepts to enhance long term memory varies too much. Current learners are therefore missing out on the knowledge from their starting points • English provision is not yet good. Learners are too far behind for this point in the year • Teachers in Media and Health are sequencing learning well e.g. Media Level 2; however, in too many lessons learning is disjointed and therefore learners' level of understanding is not yet sufficiently secured. • Teachers do not use assessment effectively to check learning • There are positive working relationships between teachers and learners and there is a strong commitment to learning • Learners behave well, show respect and teachers work hard to form positive relationships with learners. • Attendance in English and maths is still in development • Learners feel safe <p><u>Feedback in relation to Apprenticeships included:</u></p> <ul style="list-style-type: none"> • Well planned curriculum with clear programme 		
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	<p>pathways to sustainable employment</p> <ul style="list-style-type: none"> • Some assessors work well with employers for additional qualifications for local workforce to enhance career and employability. • Most apprentices go on to achieve qualifications • Apprentices are motivated to learn and keen to develop their skills within their vocational pathway • Apprentices adopt safe working practices • Leaders have not recruited sufficient assessors to deliver an effective curriculum • Too many staff don't know how to assess against standards and therefore do not know how to get apprentices to pass higher grades • Assessors don't routinely use starting points to enable all apprentices to reach their full potential • Employers are not used routinely enough on the apprenticeship programme to enable apprentices to develop skills quickly • Employers are not used enough to inform curriculum for apprenticeships, both on and off the job • British Values developed well; however, apprentice's knowledge of the knife crime and County Lines is not developed well enough. <p><u>Feedback in relation to High Needs learners included;</u></p> <ul style="list-style-type: none"> • Managers and leaders have a clear intent for curriculum of High Needs • Managers recently reshaped curriculum with 3 clear pathways well ordered to progress from starting points; learners gain confidence to progress cross-College. • Teachers and LSA's are well qualified and experienced and work well together to help learners progress • Most staff use information on starting points at start a programme. Most goals are precise; however, some goals are not broken down in to small enough steps to progress further. • Large majority of students participate in work experience • Managers have recently implemented internships; however, it is soon to see the impact of these • Level 2 learners made slow progress due to staff changes and therefore there were gaps in the knowledge when they progressed to Level 3; this has now been resolved. • Staff manage behaviour well. When a need is identified, behaviour plans are put in place to improve • Most attend well, are punctual and value the support they are given • Effective IAG - staff work well with parents to settle learners in to College • Specialist counselling for mental health for High Needs 		
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	<ul style="list-style-type: none"> • High Needs learners benefit from experienced support to support them in becoming independent • There is an inclusive environment • Learners feel safe <p><u>Feedback in relation to Behaviours and Attitudes included:</u></p> <ul style="list-style-type: none"> • Learners feel safe • There are positive attitudes in class, respect and working well together and as a result working conducive to learning. • Learners voice strongly about the support they receive from staff and they are prepared for learning • There is a strategic plan in place to improve attendance; however, it is not clear what strategies have and have not worked and teachers don't know who should be in class, therefore some learners are unable to access their learning, particularly in English and maths. <p><u>Feedback in relation to Personal Development included:</u></p> <ul style="list-style-type: none"> • Apprentices develop Prevent and British Values well; however, in a minority of cases in the curriculum, it is delivered at the beginning of the year and not reinforced through the year. • Mental health – learners are doing wider activities and are developing better understanding of looking after their mental health • ESOL learners are being supported to be active citizens, work well together and respectful of their need • Majority of learners complete work experience and, as a result, can apply theoretical knowledge • Good IAG ensures all access the right courses; however, a small minority don't. <p><u>Feedback in relation to Leadership and Management included:</u></p> <ul style="list-style-type: none"> • Leaders and managers have clear intent • In large majority of subject areas, the intent is understood well by staff. Where intent is communicated and staff become practiced, improvements are sustained and lead to good outcomes; however, coupled with a recent curriculum reorganisation, senior leaders attempts to raise standards across all areas have been impacted by staff shortages and there has been insufficient time for plans to be fully implemented. • Quality of education for all learners is not yet good • Leaders are setting high expectations for all learners. Managers are ambitious and expectations and commitment has started to become stronger and some aspects are improving; however, senior managers have not ensured that all staff consistently 		
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	<p>apply the same high standards for all learners and, subsequently, a small number of learners do not follow College rules.</p> <ul style="list-style-type: none"> • Leaders and managers have implemented a major programme of CPD, informed by a thorough knowledge of the curriculum, that staff have participated well in. • Governor and manager evaluation to check if standards are embedded are not quite impactful enough to determine impact • Senior leaders are mindful of the increased expectations on staff. They have supported transitional change with CPD but not all staff are feeling the benefit of the support they have had and there are some unresolved issues with access to resources such as up to date PC's, which are currently effecting perceived workload. • Governance has improved since the last inspection. Composition overall to support and challenge senior managers • Safeguarding is effective. Leaders build safeguarding culture into the College and the safety of learners is paramount. Safeguarding arrangements have improved since the last inspection, with the introduction of My Concern, which is used to escalate or de-escalate risk. The understanding and promotion of safeguarding is therefore enhanced and well used. • Managers robustly enforce recruitment procedures • Managers designated to lead safeguarding are well trained and have productive links with external agencies and are highly visible. • Governance has been strengthened since the last inspection; Board composition flexed for the ongoing future challenges of the College. There is more expertise of those that understand FE and employers. • Governors can point to strategic planning and their involvement in this; they know about KPIs and are monitoring these appropriately. There is much support and challenge to oversee the changes that have been put in. They are aware of the demands on the staff and are monitoring the staff survey and speak to staff as they leave. • There is much better reporting to Board. They are confident the data they are collecting is a reflective picture of the College. They can point to impacts such as financial stability, which has been broadly resolved. They are confident the transformation plan will address the other issues within the College. • They have clear line of sight on the performance of the College and have an eye on the long term stability of the College. 		
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<p>As an overview, the Deputy Principal confirmed that there were a number of key themes with 'ambition' and 'consistency' being threads that run through many aspects of College activity. Resources were mentioned as negatively impacting on staff being able to do their job and therefore the College needs to be in a position to invest capital.</p> <p>The Committee were advised that data provided to inspectors was the same as that shared with the Curriculum, Quality & Standards Committee throughout the year. Inspectors were not really interested in the raw data but were more interested in seeing the impact of what and how this information is provided to staff so that they can use it. It was more about what the data is saying and the why, rather than the actual data content itself. The Deputy Principal expressed the view that this will mean a different approach to self-assessment, with more of a focus being on why there are variations and what will be done to address these.</p> <p>The Committee then discussed a number of specific curriculum areas</p> <ul style="list-style-type: none"> • Motor Vehicle – the Colleges intent is to get students into employment and therefore there needs to be a review as to whether or not qualifications cover the right range of skills. To be improved is the range of student knowledge and ambition and to support this there will need to be staff CPD. The senior team firmly believe that the intent is right to build in positive progression. • Plumbing – Level 1 programme has been revised and is now offered on the basis of electrics and plumbing. This is to give greater progression opportunities. • Engineering – this curriculum area is seeing growth in numbers, albeit that it is at a relatively slow pace • An area of focus is to get the STEM campus where it needs to be <p>The Committee agreed that, in terms of the SAR process, it is important to get teams to be self-critical and plan together, with a move away from a top down approach. It was acknowledged that, whilst teachers cannot change the 'intent', the College can allow them to design the curriculum. Governors all agreed that co-creation is critical with a focus on ambition, ambition, ambition!</p> <p>The Deputy Principal confirmed that a copy of her summary slides would be circulated to the Committee outside of the meeting.</p> <p>In summary, the Committee agreed that the timing of the inspection had been a challenge for the College, but on balance, it was better to have inspection over early in the</p>	<p>Deputy Principal</p>	<p>October 2019</p>
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	<p>year to enable a greater focus on improving the quality of the learner experience.</p> <p>AGREED: to note the content of the update provided.</p>		
6	CURRICULUM STRATEGY		
	<p>The Executive Director of Quality of Education provided a presentation and confirmed that, taking on board feedback provided at the last meeting, the Curriculum Strategy has been significantly reshaped and that part and parcel of this is clarity in terms of what we mean by 'curriculum' at a) a strategic level and b) a more detailed level/courses. The College needs to be clear that it is not just about the courses but that it is more about developing the learner in the learning environment. The Curriculum Strategy needs to include how we involve employers in developing the Strategy to ensure that it supports local needs. The expectation is that teams will create their own mini curriculum strategies.</p> <p>Presentation slides were provided and key messages given were:</p> <ol style="list-style-type: none"> 1) The Core Strategy – the purpose of the Curriculum Strategy is to 'deliver ambitious curriculum goals, ensuring a golden thread runs through our intent and implementation, delivering a positive impact'. 2) Current state – where are we now; <ul style="list-style-type: none"> • High Needs curriculum seen as a good example of effective curriculum, with set pathways to progression at our most recent Ofsted inspection. • Outdated curriculum portfolio, which needs refreshing to accommodate all learners within our community and to ensure learners' reach their full potential • The need to further implement a strategy to co-design, co-create and co-deliver our curriculum to ensure it is world class within our business and civic communities. 3) Key achievements; <ul style="list-style-type: none"> • Stoke on Trent College has invested and partnered with some of the best in the business to bring specialist knowledge and expertise to the learning experience. • Specialist academies include the District Heat Academy, Lee Stafford Hair Academy, Huawei IT Academy, Creative Industries Hub and a Sports Academy. • The College is already working in collaboration with Stoke City Council and other key participants in this project, such as Nordic Heat, Logstor and the Swedish Energy Agency who have expertise in delivering geothermal heating systems across Europe. • Campus identity – Cauldon and Burslem 		

<p>Strategic direction – key influences;</p> <ul style="list-style-type: none"> • LEP priority skills needs • T-Levels • Vocational reform • Functional Skills reforms – maths and English • Augar review • Apprenticeship reforms • Higher Education reforms • Brexit • Ofsted <p>These were discussed within the context of needing to prepare for the future. It was explained that the grade 3 outcome at inspection means that the College cannot deliver T Levels and therefore needs to focus on technical qualifications. There is a view in the sector developing that T Levels are not the answer for every young person and that they feel more like a technical A Level, which will not meet the needs of some students in Stoke on Trent. The next anticipated Ofsted review will be in 6-9 months with a focus on maths and English, Apprenticeships, Adults and Young Peoples programmes.</p> <p>Corporate strategic ambitions – vision, mission and mission pathways – we will deliver our dual mandate of enabling economic prosperity and increasing social mobility to achieve our 2021 vision and, furthermore, we will excel in all that we do for all our stakeholders.</p> <p>Our vision – our learners will have the confidence and skills to make choices for a lifetime of fulfilment</p> <p>Our mission – to provide an inclusive professional and technical education to energise and grow our city region</p> <p>Our mission pathways – to prepare individuals for the next phase of their lives: the world of work, entrepreneurship, advanced study, career progression, learner enhancement, independence, to be aspirational and to contribute as positive citizens.</p> <p>Corporate strategic ambitions – priorities;</p> <ul style="list-style-type: none"> • Build Brand Stoke on Trent College • Nurture Strategic Alliances • Innovate, Create and Adapt • Deliver Excellence and Continuous Improvement <p>Curriculum Strategy – curriculum fit;</p> <ul style="list-style-type: none"> • Our strategic ambitions define our priorities and set out a framework of strategic aims for our core and facilitating strategies 		
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	<p>Core strategies (it was acknowledged that some will now need slight amendments in light of the Ofsted outcomes);</p> <ul style="list-style-type: none"> • Curriculum Development and Delivery • Apprenticeship Development and Growth • Quality Improvement • Teaching, Learning and Assessment • Maths and English • Commercial Growth • Careers and Student Engagement <p>A question and challenge from the Committee was that it is important to know which strategies support intent, implementation and impact. Curriculum, Quality & Standards Committee members all agreed that the priority for their role was to look at implementation through, for example, the QIP and the Teaching and Learning Strategy, and to then focus on impact. They asked that the core strategies be clustered in to the headings 'intent', 'implementation' and 'impact' so that they can be more easily monitored and scrutinised.</p> <p>Facilitating strategies include;</p> <ul style="list-style-type: none"> • Business Intelligence • Marketing • Digital Transformation • Financial Health • Talent Management <p>Future state – where do we want to be i.e. the Curriculum Strategy 2019 to 2021 – Stoke on Trent College to provide an exceptional quality of education through an ambitious curriculum securely and consistently. A question and challenge from the Committee was in terms of the use of the word 'securely'; it was explained that this is intended to mean that everyone knows the journey and what needs to be done.</p> <p>As a result, our Curriculum Strategy is to:</p> <ol style="list-style-type: none"> 1) Provide learning opportunities throughout the learning continuum. Build a curriculum that focuses on the development of technical skills or the skills needed to access technical training and/or employment – apprenticeships, commercial ensuring we offer pathways to progression from Entry to Level 5. 2) Prioritise curriculum development and investment around the labour market needs of Stoke on Trent and Staffordshire LEP priorities. 3) Identify and specialise in areas of technical excellence. Develop campus identities around specific curricular (Burslem campus – Science and Technology focus and Cauldon – Creative, Media and People Services focus). 4) Develop academies of excellence with high quality 	Executive Director Quality of Education	November 2019
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	<p>provision for all our learners. Build curriculum areas of expertise around technical skills needed to access job opportunities in the City but also in the County (Engineering – District Heat, IT and Creative Media – AR/VR, Science, HSC and NHS)</p> <p>5) Provide high quality services that lead to individual learner enhancement. Create learner pride in the subject they are studying and prepare them for employment.</p> <p>6) Providing programmes that lead to ambitious outcomes for learners and create a workforce of dual professionals with technical expertise.</p> <p>How will we get there (this is the curriculum design intent);</p> <ul style="list-style-type: none"> • Plan to launch our curriculum plan much earlier than previously launched to ensure that curriculum clearly identifies pathways for progression across all provision types (from E-L5) (T-Levels) (apprenticeship standards) (Q of E) and improve achievement rates. • Reduce or remove provision that is no longer financially viable or of sufficient quality or no longer meets local and national needs. • Further develop progression routes for all Level 3 provision through a variety of routes including the expansion of higher apprenticeships and new Foundation degrees and their associated top up degrees in specific subject areas. • Grow and expand the apprenticeship provision • We will work with our civic communities to co-create, co-design and co-deliver an ambitious Curriculum Strategy • Increase social mobility – remove barriers and inspire aspiration to achieve social progression • Grow provision through the introduction of new curriculum areas to address local needs and LEP priorities. <p>The Committee were then reminded of the strategic aims which are pulled directly from the development plan. A challenge from the Committee was in terms of the intended aim to 'improve achievement rates across all provision types'. They felt that the Ofsted inspection has shown that there needs to be a focus on the skills and knowledge required to progress and not just achievement rates. The Committee acknowledged that they will still need to be aware of key performance indicators such as achievement, retention attendance etc. as they all have financial implications. It was agreed that the Strategy needs to continually bring the vocabulary back to the Colleges mission and vision.</p> <p>In terms of the strategic aim to 'innovate, create and adapt', it was explained that Canvas is still in its early days and will</p>		
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be further developed to progress this.

A challenge from the Committee was that there now needs to be a team approach to unpicking the Strategy in terms of 'how', as this will influence how the curriculum is shaped and developed. The view of the Committee is that teachers need to be passionate and own the sequencing of the curriculum design.

In terms of the Strategy presentation today, the Committee were satisfied that all the key component parts are in place and that it now just needs to be set out in a coherent document. They asked that the Strategy document clearly set out the distinction between intent, implementation and impact. The Committee would like to see how the levels fit together i.e. from the Strategy down to the teams on the ground.

The Committee questioned and challenged in terms of the level of staff involvement in developing the Strategy thus far. Their view is that it is important to ensure that staff are equipped and able to design curriculum and deliver effectively. Governors expressed the view that it is important for staff to be able to look outside of the College in terms of what others offer and other practices.

It was agreed that staff will need clarity in terms of the 'must haves' and then it is for the senior team to leave teams to determine how they will deliver but that, to be able to do this, they require the tools so that they know when they are on the right track. A challenge from the Committee was to look at those staff who are doing it well and use them as examples, perhaps through buddying up e.g. Foundation studies.

Governors expressed the view that this year's SAR was a major opportunity to lead staff into a different way of thinking and that the moderation/validation process needs to focus on the implementation and the impact. They asked that the SAR process hone in on the areas of good practice and also the areas of weakness. They believe that there needs to be a bottom up self-evaluation at a team level, with a move away from the emphasis being on managers required to 'fix it'.

The Committee all agreed that it was important for the Governing body as a whole to understand how the new Ofsted framework can drive forward a change in culture. It is important for Governors and the senior team to be aware of how the world is changing and, in particular, the skills needed to equip young people for the future.

	AGREED: to note the content of the update provided.		
7	2018/19 DATA DISCUSSION		
	<p>The Deputy Principal took the opportunity to provide information to Governors on headline data. She explained that it would not be finalised until the 17th October 2019 and that the QAR comes out in February.</p> <p>Key matters noted were;</p> <ul style="list-style-type: none"> • 3 year improvement in headline achievement • Overall 16 to 18 is 79.1%; the 2017/18 year was 77.5% and the national average 82.8% • Overall 19+ position is 90.4%; 2017/18 was 88.5% and the national average 89.1% • Long achievement (Vocational Achievement only) 85.2%; 2017/18 was 79.8% and the national average 86.7% • Long 19+ - 83.1% • Long 16-18 - 88.1% • Functional Skills headline 74.4%; 2017/18 was 70.5% (*some fails still to be entered) • At Levels 1 and 2, there is a 10% difference between 16-18 and 19+ qualifications • At Level 3, 16-18 is 4% above 19+ achievement • Although 16-18 achievement is higher, there are a number of Level 3 programmes below national rate <p>Key areas for improvement are;</p> <ul style="list-style-type: none"> • Level 3, particularly at 90 credit level – this was described as poor and that it is important to better understand why • Construction courses, particularly Motor Vehicle and Plumbing. There is a need to undertake a deep dive in relation to the why. • All IT courses • Beauty courses • All English and maths courses – high grade and Functional Skills achievement for 16-18 year old. It was explained that this is still a long way from the national rates. <p>AGREED: to note the content of the update provided.</p>		
8	COMMERCIAL INCOME STRATEGY		
	<p>The report prepared by Peter Sherry, the Managing Director for Commercial, was considered and the Principal explained that this has been developed in line with a given brief. The brief included a number of strands including;</p> <ul style="list-style-type: none"> • Better use of our facilities, but not solely commercialisation, as this is only a small part, 		

	<ul style="list-style-type: none"> • Look at generating additional income through the curriculum areas, • Maximising ILR income, • Developing bids <p>She explained that the strategy encompasses all of the above and that she feels he has really hit the ground running on developing partnerships. She feels that his role is an expansive one and that internal partnerships are just as important as external partnerships.</p> <p>The Committee welcomed the strategy and its breadth, whilst noting that it was still at an early stage in its development. The Committee felt that some things were more achievable than others and therefore it was important to prioritise. The Principal explained that the Managing Director Commercial has a real understanding of cost/benefit analysis and this will be really important. One decision made, in relation to apprenticeships, is to split out the sales from delivery but that in doing this it is going to be important to be certain that they are aligned and cost effective.</p> <p>AGREED: to note the content of the strategy provided.</p>		
9	AOB		
	There were no other items of additional business.		
10	DATE AND TIME OF NEXT MEETING		
	<p>The Clerk confirmed that the next scheduled meeting was Monday 11th November 2019 at 3pm.</p> <p>The Clerk took the opportunity to request an amendment to the date of the December meeting. This was agreed with a new date confirmed as 11th December 2019 between 3 and 6pm.</p> <p>Meeting closed at 4.45pm.</p>		

