

Minutes of the Curriculum, Quality & Standards Committee meeting held (by Microsoft Teams) on Wednesday 1st July 2020 at 11am

Governors Present:	Stephen Sawbridge, Chair Denise Brown, Principal and CEO Julie Obada (until 12 noon) Jason Lancaster (until 12.30pm)		
In Attendance:	Maxine Bagshaw, Clerk to the Corporation Nicky Birch, Executive Director of Adults, HE and Curriculum Support Heather Marks, Executive Director of Quality of Education Anth Brannen, Director of Campus Cauldon Ryan Johnson, Director of Campus Burslem Andrew McKay, Governor Sibgha Amin, Governor Angela Brooks, Executive Director of MIS Peter Sherry, Managing Director Commercial		
Min. No.		Action By Whom	Action By When
1	APOLOGIES FOR ABSENCE		
	Apologies for absence were received from Jo Mountney and Sue Blake.		
2	DECLARATIONS OF INTEREST		
	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 MEETING HELD ON 20TH MAY 2020		
	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 May 2020. There were no matters arising.		
4	ACTION PROGRESS REPORT		

Signed : _____ Chair Date: _____
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	<p>The Committee were happy to note the update provided and a number of matters were discussed:</p> <ul style="list-style-type: none"> • Line 4 – this information is included as part of an agenda item later in the meeting, • Line 7 – the College is looking to collaborate with Sandwell College in relation to progression and it was confirmed that targets would be set in September 2020. The Committee all agreed that this was important and that there was a need to establish the benchmarks, so that the College knows where the focus needs to be next year. • Line 9 – the Principal confirmed that she had her next catch up meeting with Colin Booth later in the month and that she would pick up the action point regarding the Risk Register during those discussions. <p>AGREED: to note the content of the update provided.</p>		
5	UPDATE ON RE-OPENING		
	<p>The Committee were provided with a verbal update and key matters noted were:</p> <ul style="list-style-type: none"> • The College has weekly planning meetings taking place, which consider both the site and also plans for learning. • The Health and Safety team has spent a lot of time marking the estate and checking capacity. In all decisions made, there is a controlled and safe approach agreed. The College is now in the process of creating a site video, so that staff and students know what to expect upon returning/starting and there will also be live Q&A sessions on the 13th and 14th July 2020. • In terms of the position for September, if social distancing required is still two metres, or even if it reduces to one metre, the College will not be able to fit all students in to some classrooms. It was explained that, even if it were possible, it would be a significant challenge regarding the more general areas, for example stairs and corridors. • Each curriculum area has reviewed their arrangements and general principles agreed are: <ul style="list-style-type: none"> a) For 16-18 year olds, the College will adopt a 50/50 split, with students spending one week on site and then one week remote learning. b) Exceptions – these will be those students who have High Needs or any student who does not have access to IT. These students will be in every week. <p>These arrangements allow the College to stick to a normal</p>		

	<p>timetable and also accommodate maths and English.</p> <ul style="list-style-type: none"> • Most areas will have the 50/50 split, except in Foundation Learning and SEND. Because of the small class sizes in these areas, it is possible to accommodate most students, although there will be slightly different delivery. • For Princes Trust activity, there will be a 50/50 approach but, on some occasions, this will need to go down to a one third split and is dependent on facilities required and available. • Arrangements are dictated by the size of classrooms. • A lot of detailed work cannot take place until enrolment; however, plans are in place for every area. • The College continues with its 'keep warm' initiatives and activities have been uploaded to Canvas. All prospective students have been enrolled on to the Canvas system. • There will be a staggered approach to enrolment and the 'getting to know you' activities. • In relation to Apprenticeship provision, the College currently has assessment procedures and checks in place, so that assessors are able to go out to the work places. <p>In general discussion, the Committee asked what the position is in relation to communal areas e.g. library, learning resource centre etc. It was confirmed that these are being reviewed and all options considered, including plastic screens, separate entrances and exits, social distancing, marking around printers, clear signage and some computers being taken out to ensure sufficient space between each piece of kit.</p> <ul style="list-style-type: none"> • To avoid overcrowding, Duty Managers are on a rota to monitor and manage. • Break times are staggered, so as to manage the footfall in general areas. • An all staff email has been provided, with photographs to explain the changes to site and expectations. • Information booklet is available to students on the Canvas system <p>The Committee asked what the College mechanism is for tracking students who may be falling behind in terms of online learning. The Principal confirmed that data is available on a weekly basis and reports prepared. Students have been provided with quizzes to check their learning and response rates are monitored, as is the position regarding emails, phone contact and logging in to access the systems. Governors all agreed that they would find the content of these data reports interesting and therefore it was agreed</p>	Executive	July 2020
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	<p>that a sample would be circulated. It was confirmed that the College has a lot of data available through PowerBI; this will show the trends and also shows how much feedback is given by teachers. In addition, a significant amount of data is captured through the Canvas apps, all of which together will lead to really accurate analysis of next steps required for every learner.</p> <ul style="list-style-type: none"> • Week 4 progress checks have been brought forward and will take place earlier in 2020/21; this date is now fixed in the College calendar. <p>A question from the Committee was in relation to the current Canvas engagement and any lessons learned. The Committee were advised that the key is equipping staff with the skills and kit necessary. The Committee were advised that Ofsted have undertaken a survey regarding online learning and, through this, they have the ability to assess quality. Their key findings include:</p> <ul style="list-style-type: none"> • Learners are missing face to face delivery and therefore there is a need for students to have very quick feedback. • Some positives and negatives seen. • In relation to Stoke on Trent College data, there are no surprises e.g. engagement rates for Level 1 and 2 when compared with Level 3. The College has to be sure that it is giving the Level 1 and Level 2 learners all that they need. • 'Stoke speak' – Berry Street model • Mental health issues <p>It was confirmed that Stoke on Trent College knows its best performing areas e.g. Science, where they have really engaged with technology. Also, up there with the best is Business and Professional, where set clear expectations and learning timetables were in place almost from day one. Sport are also doing really well. Apprenticeship provision was described as being 'late to get information on to the Canvas system'; however, engagement rates are good.</p> <p>The Committee asked for a further update in relation to student access to IT and broadband. It was confirmed that 68 laptops and 15 dongles have been sourced/purchased for students. The College has also identified 80 current students on LSF who need laptops and these will be purchased. It was confirmed that the enrolment questionnaire will specifically ask students what they have at home and this information will be used to make appropriate arrangements.</p> <p>The Committee asked what the College will do to catch up those learners who haven't had access to IT. It was confirmed that all areas will complete an initial assessment</p>	Director of Quality	
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	<p>and this will inform group profiles. This will be part of the planned learning. It was acknowledged that there is so much content already online that the key is now to ensure that students can access in a way that is best for them e.g. books/packs in Foundation. It was confirmed that students can also still be signposted to the LRC now. The College is working to facilitate staff flexibility to ensure bespoke learning is offered. If students identify that they have IT challenges, then they will be on site at all times.</p> <p>It was confirmed that initial assessments are planned at unit level to identify any gaps. The College will put in place support materials and sessions. The intention is to deliver one unit at any one time so that, if a student is unable to attend, they don't miss information on more than one unit. This also helps to limit staff and student movement within buildings and across sites.</p> <p>One member of the Committee advised that the local authority has taken receipt of 1443 laptops/dongles and that these are to be made available to a number of people, including care leavers. If the College has any student with a social worker in place, then the local authority will be able to provide a laptop/dongle. It was explained that the county council should also have a similar scheme in place.</p> <p>The Committee asked what the College position will be in relation to any students who do not have space at home or who struggle to concentrate. It was confirmed that there is a question on the induction survey in relation to an individuals' capacity to learn remotely.</p> <p>It was reiterated that initial assessments will be completed at unit level and also in relation to maths and English. Staff have revisited the teaching and learning strategy and have put together initial assessments to look at vocational starting points for social and emotional learning and stamina. The College needs to be in a position to make sure that students can complete deeper levels of learning. Learner journals will be updated regularly and a deep dive will be completed in relation to this.</p> <p>AGREED: to note the content of the update provided.</p>		
6	START OF YEAR ARRANGEMENTS AND RISKS		
	<p>The Committee acknowledged that a number of aspects had been considered in the previous agenda item. The Executive Director of Quality drew the Committees attention to the handbook created and all agreed that it was very useful. She explained that the handbook was created to ensure consistency and to give really clear lines of accountability.</p>		

	<p>This gives a focus for every single month of the year. All agreed that this was a really helpful tool.</p> <p>The Committee were advised that there are aspects of cross referencing in terms of accountability and structure, including:</p> <ul style="list-style-type: none"> • Performance management, • Consistency, • Accountability and responsibility, • Expectations in relation to reviews – there can be no excuses and this supports staff to plan ahead, • SAR timeline. <p>It was confirmed that feedback from Heads of Learning is that this is helpful and gives a focus. It is also an opportunity to share good practice, as well as check compliance. This gives clarity for everyone in terms of what is coming up and this should improve efficiency.</p> <p>Angela Brooks, the Executive Director of MIS, was then invited to give an update on student numbers. Key matters that she brought to the Committees attention were:</p> <ul style="list-style-type: none"> • The College has made a start on enrolling those students returning to a study programme. Letters will go out to confirm the position to students and, also parents if the student is aged 16-18. The letter will include some top tips and will also signpost individuals to website resources. The aim is to get as many as possible enrolled without them coming in to College. • Main enrolment event should then be for brand new learners and this takes the weight off the system. • Enrolment is just about to start in relation to adults and they will be invited in to dedicated slots: <ol style="list-style-type: none"> a) Access to HE will be invited in next week; this will be to complete enrolment and also to check advanced learner loan applications. b) English and maths and Functional Skills will enrol in the week commencing 13th July and will include initial assessments. The College will be limiting numbers to different hourly slots. • The College will use its larger spaces to ensure social distancing. • There will be no more than 20 students on site each hour. • ESOL is taking place, in terms of the new and the progressing, with all completing assessments. • In July and early August, there will be slots available to pre-book in relation to IAG. There will be careful management of the numbers on site through these processes. <p>AGREED: to note the content of the update provided.</p>		
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7	COVID-19 IMPACT ON CURRICULUM PLANNING FOR 2020/21 AND BEYOND		
	<p>The Executive Director of Adults, HE and Curriculum Support confirmed that staff were focusing on realising the 2020/21 plan. Applications will be monitored regularly through the Marketing and Admissions Committee and are monitored by the curriculum areas on a daily basis. Study programme numbers are 23 down on the same point last year; however, this is quite positive when compared to other colleges. The College is planning lots of virtual events and intends to keep the lines of communication open and the profile high, so as to give confidence regarding business as usual in September.</p> <p>Adult campaign is going live on the website shortly with free courses offered. Call centre support will be available.</p> <p>She confirmed that the College is fully aware of the areas where lots of applications have been received and also the areas where numbers are down, the latter of which is a focus.</p> <p>The Committee were advised that the Coventry University partnership proposal is still progressing but is unlikely now to be in place until 2021/22. The College should be in a position come September 2020 to launch the offer and this will help to build student numbers for 2021/22.</p> <p>A question and challenge from the Committee was in terms of the likely high number of 16-18 year olds who will be unsure what they want to do in September. They indicated that the College will need to be able to respond flexibly to demand.</p> <p>The Committee asked for an update on the College's work with schools in the City in relation to Year 11's. The Executive Director of Adults, HE and Curriculum Support confirmed that staff have been contacting schools to offer resources on Canvas and to encourage applications. The School Liaison team have been contacting all Year 11's. The College is conscious of the GCSE resit position. All of the contact made is part of the keeping warm process.</p> <p>One member of the Committee advised that the Local Authority has a number of Ofsted HMIs who have been seconded and they are working on a number of key areas, including:</p> <ul style="list-style-type: none"> • Care leavers, • Transition – particularly for Years 11 and 13. School feedback should be available this week and then it will be analysed and a plan created in terms of preparation and activities. It was agreed that this would include working with the College and was 		

	<p>described as a real opportunity for joined up approaches.</p> <p>The Committee were also advised of a successful ESOL bid, made by the local authority and the College. This will support additional work, including wraparound support. The value of the bid is circa £300k. The local authority is convinced that there will be a lot of students who will need extra support over the summer to enable transition and there is a lack of consistency evident in terms of information shared by the schools.</p> <p>AGREED to note the content of the update provided.</p>		
8	DIGITAL LEARNING STRATEGY		
	<p>The Executive Director of Quality introduced this item and confirmed that it links in with the wider Digital Strategy. The Committees attention was specifically drawn to page 12 and the focus on the 'three I's'. What is critically important is to ensure that pedagogy is implemented and seamless.</p> <p>Key matters brought to the Committees attention were:</p> <ul style="list-style-type: none"> • The KPIs set out on pages 14-16, • The College is in dialogue with Sandwell College to share best practices, • The intention, in the next academic year, is to complete a deep dive regarding digital transformation, • Step up programme includes a digital tool kit. <p>A challenge from the Committee was to ensure integration with the core Teaching and Learning Strategy to support blended learning. The Committee were advised that Ofsted are intending to revisit the EIF, particularly regarding blended learning and the evidence that they would expect to see in relation to this.</p> <p>The College believes that it is going above and beyond many other colleges and has links with Grimsby and Eastleigh College to pick up further best practice.</p> <p>(Julie Obada left the meeting at 12 noon)</p> <p>The Committee reviewed a section within the strategy in relation to learning support, including the wraparound services. It was agreed that this would be included, as would the Fit for Stoke work.</p> <p>A challenge from the Committee was to ensure that the KPIs established are really crisp and clear regarding quality and impact and not just actions.</p>		

	<p>A concern raised by the Committee was that there may be a risk of duplication across the sector and therefore working with partners was a real opportunity. It was confirmed that the College does link with the Blended Learning Consortium and also access to resources.</p> <p>A challenge from the Committee was to be careful that staff do not go off in two different digital routes and to ensure that there is a hierarchy of governance and dependencies in place. The Executive Directors confirmed that they were working with the Director of IT to ensure a cohesive approach.</p> <p>It was agreed that the final version of the Digital Strategy would be provided to the Committee in 2020/21, once finalised.</p> <p>AGREED: to note the content of the update provided.</p>	Executive Director of Quality	September 2020
9	DEEP DIVE – EMPLOYER ENGAGEMENT AND APPRENTICESHIPS		
	<p>The Campus Director for Burslem provided a presentation giving an update on Apprenticeship provision and, key matters noted were:</p> <ul style="list-style-type: none"> • Current state – where are we now? <ul style="list-style-type: none"> - In year Apprenticeship overall success rate currently showing 69.7%, against a prediction of 83%. - Apprenticeship timely achievement rate is currently 44%, against a prediction of 60% - Out of Funded learners 130 - Breaks in learning and the impact of potential lost funding £128k; this is mainly in building and construction areas. - Learner engagement - 172 furloughed, the majority of which are in Motor Vehicle and Construction duties • Break in learning – in year position, as at June 2020, for all ages timely, is 44% and all ages overall 69.7% • The College has adapted some of its assessments to mitigate the risks regarding out of funded learners • For those who have breaks in learning, both 16-18 timely and 24+ timely are below target by 20% and therefore it is important to have a focus on these and monitor. These will impact upon the overall achievement levels. • Risks associated with the Apprenticeship Strategy for growth (Covid-19) <ul style="list-style-type: none"> - SMEs refusing or delay in paying their employer contribution, leading to cashflow issues to the College - Failure to meet employer expectations on delivery 		

	<p>may lead employers to take their business elsewhere</p> <ul style="list-style-type: none"> - Poor delivery and communication leads to poor satisfaction and lack of achievement - The College fails to implement a timely sustainable delivery model, which prevents opportunities for growth - Lack of student/employer interest in Apprenticeships and/or the ability to make timely matches due to lack of engagement prior to the start of their Apprenticeship - Delayed Apprenticeship starts against the plan (large levy) <ul style="list-style-type: none"> • The College will need to be flexible and adaptive in terms of the curriculum plan, so that it can respond to employers, for example in relation to start dates. • Communication is key to manage expectations and support and a call centre will assist with this • Enquiries seem to be buoyant but there are unknowns at this stage e.g. economy after lockdown • The Committee were then provided with information on the curriculum plan and new starts anticipated by SSA <ul style="list-style-type: none"> - Majority of new starts are in relation to Engineering, as these offer the highest bands in terms of funding - Health and Public Services has the lowest number of envisaged starts; however, this may now need to be revisited, given local LMI data. There is a growth in demand and new jobs are being created in the health sector. The College is in a position to support work force planning in the NHS and the wider social care sector. A challenge from the Committee was to ensure that the College enters in to early dialogue with the NHS, AoC and College of the Future regarding discussions in this area. • Curriculum plan for 2020/21 has been designed with key employers in mind • There will be introduction of new Standards and curriculum, with 35 new Standards in place for September • New Apprenticeship structure and staff CPD, all of which are aligned with the curriculum. • Committees' attention was then drawn to the expectation of learners by age and the split of levy/non-levy activity. It was acknowledged that the College does face some issues here because of its grade 3 status, which can make it difficult to get past large employer procurement processes. It was confirmed that the grade 3 status poses risks in a number of areas and that this is something that needs to be managed, if the next inspection is not soon. All 		
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agreed that the College needs to be able to demonstrate its progress in terms of the financial position and it was agreed that a mock Ofsted visit may be helpful in terms of building confidence.

Future state/overarching priorities – these include:

- Priority 1 – work with employers to develop our provision to ensure that we meet and are responsive to their needs
- Priority 2 – assess the skills gap of the Apprenticeship delivery teams and develop a programme of CPD to ensure that staff fully understand Apprenticeship standards.
- Priority 3 – revise the delivery model for maths and English to support the timely completion, if required, as part of the Standard.
- Priority 4 – development of higher-level Apprenticeships
- Priority 5 – work with Apprentices who are at risk of not achieving (16-18 and 24+)
- Priority 6 – formulate a procedure to support direct Apprentices who are not engaging to ensure that they have a suitable outcome.
- Priority 7 – monitor staffing levels and expertise
- Priority 8 – address the Apprentices who have exceeded their planned end date with a need to reduce the financial impact in relation to this.

Future success indicators include:

- Campus vision/branding
- All Apprentices achieve and progress to the next level
- 100% of Apprentices are in suitable employment and able to contribute to business success
- 90% satisfaction rates for Apprentices
- 90% satisfaction rates for employer voice
- 90% of employers state that the College is fully responsive to their needs
- Continue to grow funding and finance of Apprenticeship provision by 20% each year in the areas of Engineering, Construction, Hospitality, Care, Digital and STEM.
- Increase commercial business through levy paying customers by 20% each year
- Achievement - overall and timely rates are outstanding and above national benchmarks in all areas of Apprenticeship delivery (75% overall, 75% timely – internal benchmark)
- Functional Skills is frontloaded and achieved within the first quarter of their programme
- All Apprentices complete their induction survey after the first 6 weeks through the learning platform

	<p>(Jason Lancaster left the meeting at 12.30pm)</p> <p>The Committee were advised that Internal Auditors have completed a recent review regarding Apprenticeship provision and there are three actions which are very much focused on the out of funded learners (OOF). It was confirmed that the Audit Committee will monitor progress in relation to this.</p> <p>AGREED: to note the content of the update provided.</p> <p><u>Employer Engagement</u></p> <p>(Peter Sherry joined the meeting at 12.10pm).</p> <p>The Managing Director Commercial provided an update and confirmed that:</p> <ul style="list-style-type: none"> • The anticipated income of £2.5-£2.7 million in 2019/20 will not be hit, • There will be £1.4 million carry in activity in to 2020/21, • Target for 2020/21 is £2.1 million and therefore £700 new sales is required • New IT system to be introduced will support this, particularly in relation to ALS. Cognisant system is really helpful and the expectation is to secure £300k additional ALS income. • Pipeline remains healthy in to 2020/21. 80% of income from 20% of employers and the signs from this 20% are positive, particularly levy. • More work that can be done in relation to Health and Social Care, • College working with CMI to deliver Apprenticeship provision in relation to Level 5 Management, as there is a significant level of interest in relation to this from large employers. • In relation to 'demand pull' and 'supply push', there are post Covid unknowns. It is not known what interest will be or what government initiatives are likely to be announced. The College will need to work closely with employers and other organisations, including the LEP and the local authority. <p>The Principal advised that the Executive are considering the College taking a strategic partnership lead in relation to a Centre of Excellence for Health Care training and she invited governor feedback on this. The Committee were, in general terms, supportive but indicated that discussions would need to include the wider Board in terms of strategy, risks, costs etc. The Principal was asked to work up a proposal in relation to this.</p> <p>A challenge from the Committee was the need for the College</p>	Principal	2020/21
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	<p>to embed itself in the local economy.</p> <p>AGREED: to note the content of the update provided.</p> <p>(Peter Sherry left the meeting at 12.40pm)</p>		
10	BRAND EQUITY		
	<p>The Principal presented her detailed written report and all acknowledged that brand equity was one of the five pillars. She described the current position as being 'in the minus', with the grade 3 being a real negative influence and, as a consequence, the College really does need to focus its efforts in relation to this.</p> <p>The Principal advised that the College really needs to get to the point where the brand adds to the bottom line and that, to achieve this, the College needs to look at:</p> <ol style="list-style-type: none"> 1) Salience 2) Brand meaning 3) Brand response 4) Brand relationship <p>She indicated that, if this model is applied to Stoke on Trent College, then there are some elements missing and, in particular, the College is not doing enough to promote its successes.</p> <p>The Principal advised that the 'requires improvement' Ofsted grade means that the College is judged negatively and that this is both externally and internally. A recent staff survey showed that:</p> <ul style="list-style-type: none"> • 28% of respondents did not believe that the College had a good reputation, and • 19% of respondents felt that the Colleges future was uncertain <p>The Principal confirmed that, if staff feel this way, then there is still lots more work to do.</p> <p>The Principal confirmed that there was a need to really step up in terms of PR and that, to support this, a brand could be developed; examples given were 'the open college' or 'the college of positive tomorrows'. She expressed the view that 'the open college' was very simple and uncluttered but may be a little too close to the Open University. In terms of brand, she described this as background thinking, which will lead in to the working group discussions which are planned. The College clearly has to improve its marketing and brand equity, so that it can leverage in more income. The College could better use market research to position itself.</p> <p>A challenge from the Committee was to consider what the College wants to be famous for, the what and how this will be</p>		

	<p>achieved. The Principal indicated that, at this stage, options have not been taken out in to the wider College and that it will be part and parcel of self-assessment and identifying solutions.</p> <p>AGREED: to note the content of the update provided.</p>		
11	COLLEGE COLLABORATION FUND		
	<p>The Principal provided a verbal update and confirmed that a bid has been submitted in partnership with Sandwell College and, if successful, it will support in relation to:</p> <ul style="list-style-type: none"> • Leadership and Management • Heads of Learning • Digital Strategy <p>She confirmed that there are some really good practices seen at Sandwell, specifically in relation to KPIs and hard data. The bid, if successful, will enable the sharing of resources. The bid was submitted on the 28th June and is an opportunity to work closely with another college, which will be a two way sharing of good practice.</p> <p>AGREED: to note the content of the update provided.</p>		
12	PREPARATION FOR SELF-ASSESSMENT		
	<p>The Executive Director of Quality introduced this item and drew the Committees attention to the self-assessment report guidance and handbook document and key matters noted were:</p> <ul style="list-style-type: none"> • A new handbook created • Its focus is how the College will prove the validity of its data • It will give consistency • Pages 47 and 48 show the College score cards • Page 49 is a flow chart • Sandwell College will be involved in the validation process, which will include HE SED, Nursery SED and College SAR. • Pages 50 and 51 detail the peer to peer work to be completed • The document includes a SAR validation agenda • Page 53 is the ready for inspection checklist • Pages 62 and 63 set out how the College will manage the inspection with confidence and calm. <p>The Committee all agreed that this would be a very useful document, as there are a lot of new managers in place. The Committee made the observation that the College is expecting a lot from the Heads of Learning and they asked for assurance that they are being properly supported and</p>		

	<p>resourced. It was confirmed that there are strategies in place to ensure that the Heads of Learning work together and focus on specific issues e.g. 16-18, Apprenticeship provision etc. There is a significant CPD framework in place to support Heads of Learning and this will run throughout 2020/21. It was confirmed that the Heads of Learning do work really well together.</p> <p>The Committee were advised that CPD is based upon the 5/6 actions identified by Ofsted. The College will use the starting point of Heads of Learning and therefore a bespoke view taken. Heads of Learning will also evaluate CPD and complete self-assessments. Personal development tutors are now in place and will really help to focus on individual needs. They will ensure that there is a really consistent approach.</p> <p>AGREED: to note the content of the update provided.</p>		
13	CEIAG STRATEGY		
	<p>Given time constraints, it was agreed that discussions on this would be postponed to the next meeting and the Committee were happy to note the report provided for information at this stage.</p> <p>AGREED: to note the content of the report provided.</p>	Executive Director Adults, HE and Curriculum Support	September 2020
14	AOB		
	<p>As a matter of additional business, the Committee agreed to complete its annual self-assessment process by email. All agreed that the key is to ensure that these meetings add value.</p>	Clerk	July 2020
15	DATE AND TIME OF NEXT MEETING		
	<p>The Committee were supportive of the proposed dates for the 2020/21 academic year, which would mean the next scheduled meeting is Thursday 17th September 2020 at 3pm.</p> <p>Meeting closed at 1.20pm.</p>		