

## GOVERNING BODY

### **Minutes of the meeting of the full Governing Body held at Gearies Headquarters on Thursday 22 March 2018 at 6.00pm**

**PRESENT:** Margaret Partridge (Chair), Deanna Clarke (Vice-Chair), Councillor Stuart Bellwood, Joni Cunningham, Olive Hamilton-Andrews, Christina Norman, David O'Donoghue, Mo Rahee, Councillor Joyce Ryan and Councillor Anne Sachs.

**Also in attendance:** Maria Sotiriou, Assistant Principal Adult Skills (for minute 494), Janis Lane, Clerk to Governors.

**492. APOLOGIES for absence** were received and accepted from Kathleen Atkins and Indu Barot. Apologies were also accepted for having to leave the meeting after 7.30pm from Mo Rahee (from minute 503), Margaret Partridge (from 504b) and Councillor Bellwood (from 504c).

**493. DECLARATIONS OF INTEREST** – there were none.

#### **494. AREAS FOR IMPROVEMENT IN SKILLS FOR INDEPENDENT LIVING AND LEARNING AREA – PRESENTATION BY THE ASSISTANT PRINCIPAL ADULT SKILLS**

At the last meeting of MOP (minute 911 refers) Governors had considered Quality Improvement Plans 2017/18 and areas for concern that included development of SKILL staff skills in planning interactive sessions for learner engagement and participation; quality of written feedback on summative assessments to be improved by some tutors; integration of Learning Support in the initial assessment process for new LDD learners and those needing re-assessment. Self-assessment from the Internal Reviews in May and December 2017 had revealed some poor practices and Governors were concerned that sufficiently substantial measures had not been put in place in the 6 months from May 2017. Governors of MOP had requested the Assistant Principal Adult Skills to present a progress report on areas for improvement in skills for independent living and learning area for the full Governing Body to consider progress made and outcomes regarding those areas of concern.

The Assistant Principal explained that in terms of this area that with a new Curriculum Manager recently in post there had been a missed opportunity to do more in respect of concerns following on from the Internal Review in May 2017 and that Learning Walks should have triggered graded observations at that time, prior to the next Internal Review in December 2017, but this did not happen. The Assistant Principal informed Governors that the main issues had been in relation to passive learning rather than engaging learners in practical tasks and building on core life skills. Subsequently further activities were built into the curriculum programme and were outlined to Governors. These included visits to libraries, reading programmes and 28 learners had joined a library for the first time; in Art a banner had been made to support the book swap activity organised for World Book Day. This was displayed in the hall and the designing and making of it had developed learners instructional skills; and in Photography literacy skills were being embedded. The various activities, also working with the Learning Support Team, resulted in action progress with impact

on the learners. In response to Governors, it was confirmed the activities were monitored by relevant tutors and additionally some other checks, for example by library services where a certificate was then presented to the learner. Governors were informed that SKILL learners were well integrated in Gearies. One of the Governors gave feedback that a tutor had raised issue in relation to one of the external visits in having to get permission for an LDD learner but it was not known who the tutor was. The Principal responded that the External policy and procedures were clear on this and a risk assessment had to be carried out for each and every visit including permission for vulnerable learners. Also, staff would be expected to raise any concerns and issues with the relevant manager and follow policy and procedure and feedback. In response to Governors, it was confirmed that risk assessments were completed at the start of the course but consent and specific risk assessment would be needed for each trip.

The Assistant Principal summarised the areas for further improvement in the SKILL area that included to consolidate and sustain project based approach for learning (QIP 5); further develop staff skills in planning interactive sessions so all learners were engaged and participated (QIP 6) and performance management of a few staff whose teaching, learning and assessment required improvement (QIP 7). Further activities were planned including a summer school programme 2018 and using the garden project (QIP's 5 & 6), that would continue into the new academic year, and other practical project activities such as pop up shops. Governors asked how many staff were involved in this area and informed a small team of 5.

The Assistant Principal further informed Governors that underperformance (QIP 7) had been identified and this was explained to Governors – see Appendix 1 Confidential Information.

Governors asked about going forward and the Assistant Principal responded that there were improved dynamic and varied skills in and across the team, working differently and more integrated with the Learning Support Team; weekly team meetings; CPD meeting between the tutor and Curriculum Manager and Assistant Principal; peer visits; and mentoring with a DLL. An LDD internal review was also scheduled early summer term. The Principal informed that the Assistant Principal and Curriculum Manager LDD already had peer visits with other services. Governors asked what other services and informed Havering Adult Education, an invitation from Southend Adult Education who had significant LDD provision and also Hammersmith & Fulham specifically looking at their pop up shops including shared practice.

Governors thanked the Assistant Principal Adult Skills for the presentation and work being undertaken for continued improvement.

**495. MINUTES** of the meeting held on 7 December 2017 were confirmed and signed by the Chair.

**496. MARKETING (Matter Arising: minute 475 refers)**

Governors referred to the Presentation by the Marketing Co-ordinator and whether there had been any progress with on line enrolments. The Principal responded that this would not be ready for the start of the new academic year in September 2018 as would be linked into new software, including the Individual Learning Record. New software was currently in the process of being evaluated and would take time to ensure all requirements met. The current AQUA

software was being withdrawn by the supplier in March 2019. It was expected that data would be migrated to a new system in December/January.

**497. UNCONFIRMED MINUTES OF MOP COMMITTEE 20 FEBRUARY 2018**

Governors received the unconfirmed minutes. Governors also received a report on OTL underperformance and actions update and discussed the following:

**QAR Short Courses 2017/18 (Minute 912 Teaching, Learning & Assessment 2017/18 refers):**

At the meeting of MOP Governors were concerned of the report on Tutor performance that identified newly appointed tutors needing improvement and agreed that an action and progress report on those tutors identified was to be made to Governors at the next meeting of the full Governing Body. As referred to in the presentation by the Assistant Principal Adult Skills, Governors were informed that there were currently 2 tutors who had underperformed in their observations where one tutor was graded 3 requiring improvement and the other tutor graded 4 inadequate. Governors discussed the current position for each. The tutor requiring improvement had completed 2 peer observations; the Learning Walk showed teaching and learning had improved and specific areas identified on which to focus improvement; mentoring by an experienced tutor and manager was being undertaken; one to one customised CPD planned to address areas of improvement; and an observation had been scheduled for April 2018. The Tutor with inadequate grading was in the Capability procedure; being mentored by a specialist tutor; and step by step targets had been agreed. Governors asked how improvement was being monitored and referred to the 'Tutor Action Points Summary of Progress Record for the Tutor,' discussed by Governors, that included detailed action required and where the action would be identified, together with priority and progress ratings and target dates. Governors were informed that the concerns had also been discussed at the last meeting of Staffing Committee and it had been confirmed that support to the tutor for the capability process was in place (Staffing Committee minute 385 refers). Another newly appointed tutor requiring improvement had been given an extended probation period for further monitoring as notification had been received from learners in support of the tutor that there had been unreasonable behaviour of other learners in the class, as reported to MOP. In response to Governors, the Principal had assured MOP that robust recruitment processes were in place and there was evidence of strong appointments over the past few years.

**ACTION:** Governors noted the  
(i) unconfirmed minutes of MOP Committee  
(ii) report on OTL underperformance and actions.

**498. UNCONFIRMED MINUTES OF STAFFING COMMITTEE 7 MARCH 2018**

Governors received the unconfirmed minutes and noted without any further observations.

**ACTION:** Governors noted the unconfirmed minutes of Staffing Committee

**499. UNCONFIRMED MINUTES OF F&GP COMMITTEE 7 MARCH 2018**

Governors received the unconfirmed minutes and noted without any further observations.

**ACTION:** Governors noted the unconfirmed minutes of F&GP Committee

**500. MEMBERSHIP OF GOVERNING AND BODY TERM OF OFFICE REPORT**

Governors noted the membership of Christina Norman, IAG and Student Services Manager as Staff Governor who had been elected by and from among all the permanent staff of the Institute to replace Lorraine Duff-Smith who had reached the end of her term of office in December 2017.

Olive Hamilton-Andrews, Co-opted Governor, had reached the end of the 4 year term of office in March 2018 and was willing to complete a further term of office. David O'Donoghue nominated Olive Hamilton-Andrews and was seconded by Deanna Clarke.

Governors noted that 3 Governors appointed by the Local Authority had been appointed for the 4 year term from 2014 and were nearing the end of their term of offices. Following Council Elections in May 2018, appointments would be considered by the Local Authority for the 4 year period from 1 September 2018.

**ACTION:** Governors

- (i) re-appointed Olive Hamilton-Andrews as Co-opted Governor for the 4 year term from March 2018
- (ii) noted Christina Norman had been elected Staff Governor from February 2018.

**501. EDUCATION & SKILLS FUNDING AGENCY FUNDING ALLOCATION 2018/19**

Governors were informed that ESFA had not yet confirmed the funding allocation for 2018/19 but the Principal expected this to be at the same level of previous year's funding.

**502. STRATEGIC PLAN 2017-2019 AND REVIEW OF KEY PERFORMANCE INDICATORS**

Governors had approved new KPI's in December 2017. At the Spring Staff Conference in February 2018 staff had been consulted on strategic priorities for the next 2 years and they identified a number of additional priorities under the 6 strategic objectives and the Strategic Plan 2017/18 (v2) had been updated to include these. Governors discussed 5 areas where performance on KPI's continued or was of concern or slower than expected. Governors noted there was some slippage to increase the average score on the national learner satisfaction survey by 0.1 (KPI 1) but was not a major concern. Governors asked for more information regarding KPI 3 to reduce gaps in achievement between certain ethnic groups (overall

achievement had dropped and BAME learners overall achievement was higher than white learners) and the Principal responded that further information would be given but was too early at this stage. Governors were concerned that there should have been more enrolments regarding KPI 5 to achieve a year on year increase in the proportion of enrolments from 7 wards with neighbourhoods in 20% most deprived in England. Governors expected enrolments from the deprived wards to increase and asked what measures were being taken. The Principal responded that Family Learning and Neighbourhood Learning provision was being targeted including promotion, marketing and engagement with partners and that it was priority to increase numbers but, regardless of measures, continued to sit at the same level each year. Governors asked whether at some point the improvement rate was going to level off and the Principal responded that it was important to continue to strive for increasing numbers from deprived wards particularly as funding would be in this direction. Governors asked if there were pockets of deprivation in wards and whether it may be appropriate to use postcodes rather than wards in this respect. The Principal responded that the fundamental expectation was how many residents were engaging from super output areas and the challenge was how to reach those furthest from employment and with social barriers. Governors re-emphasised the need to do more to increase numbers in this respect and although Institute marketing had made exceptional progress asked whether marketing had been aimed at the pockets. The Principal responded that successful engagement of hard to reach learners was through partners working with specific client groups and by providing learning in the locality. The Principal was confident that the new Family Learning Manager was engaging with the Loxford and Clementswood areas, offering STEM, Mental Health and Wellbeing and working with the Digital Inclusion Manager and that these measures would increase uptake. In response to Governors, the Principal confirmed that the Assistant Principal was dealing with KPI 10 to increase the number of learners' benefiting from enrichment activities through external visits and making good progress. Governors asked of opportunities for meeting needs of the elderly and informed programmes were in place with information for those learners. Governors were informed of the appointment of the new Curriculum Manager for Health & Wellbeing, that covered arts and languages, and although an offer of appointment had been made the start date was yet to be confirmed by the individual.

**ACTION:** Governors considered and noted progress against the KPI's

### 503. POLICIES

Governors reviewed the following policies:

- a) **General Data Protection Regulations 2016 (GDPR) – Data Protection & Data Security policy:** Governors noted that GDPR regulations would apply from 25 May 2018, replacing existing data protection legislation, and that the new regulations would place greater accountability and responsibility on organisations. This would require some changes to Institute procedures including the creation of a Data Protection Officer post. The Principal advised that the Data Protection Officer under the new legislation could not be a member of the Senior Staff Team and the Principal was discussing this with partners about sharing the role. Governors noted that a new data and protection policy had been written to reflect the new duties and responsibilities under the GDPR and this would replace the current policy due to expire in March 2018. Governors considered that the Institute's current data

protection arrangements already covered many of the requirements under the new regulations and discussed the key differences. Governors recognised that access to data, including HR and payroll, could only be used directly for purposes intended and that fundamentally this was not different to the Data Protection Act. The Chair raised that Staffing Committee had discussed the report and relevant data on Staff Diversity and Governors had questioned implications for marketing and the Principal responded that required permissions, including photographs, were pursued and that all procedures and permissions would be reviewed in this context following completion of the Information Assist Register. Governors asked about targeting areas and people and the Principal responded that there maybe some areas to tighten up on, for example all staff should be using business email and not personal email in their employment as Governors asked whether consent was obtained from learners for tutor feedback and the Principal would check on this and look at all permissions. Governors raised storage of paper based information and data and informed this was compliant, including requirements for retention of documents. Governors noted that there was still work to do, including training with managers, but there had been good preparation and the process had started well in readiness for the changes in May 2018.

**ACTION:** Governors

- (i) noted the new GDPR regulations and actions required to ensure compliance
- (ii) approved the new Data Protection and Data Security Policy.

**(b) Examinations Policy** – Governors considered the policy due for renewal and that one minor change was needed regarding Annex 2 that was to be replaced by Certa’s (National Awarding Organisation & Access Validating Agency) latest malpractice policy. This would need to be further updated when Certa’s 2017/18 policy was published.

**ACTION:** Governors approved renewal of the Examinations Policy and replacement of the Certa policy when the new update had been issued.

## 504. PROJECTS PROGRESS REPORTS

**(a) Learn My Way** – Governors discussed the project that had been developed by Good Things Foundation to promote digital skills. The Institute had a Digital Inclusion contract to deliver Learn My Way. There had been an additional top up contract to deliver 150 units between July and March 2018. Governors noted that the target had been met prior to the December 2017 deadline with a total of 199 at the beginning of December and as a result the Institute had been awarded a top up contract in February 2018 to deliver a further 100 registrations before the end of March 2018. Governors were pleased to be informed that the Good Things Foundation had confirmed that the Institute had been awarded another contract for 2018/19 as part of the DfE Future Digital Inclusion Fund and the Institute contract size had doubled based on strong performance this year. The new contract was worth £5,000 to support 300 people to register and complete Basic Online Skills. Funding was due to end March 2019. Governors commended the strong performance to date, the top up contract to March 2018 and the doubled contract size for next year 2018/19.

Governors discussed project activities during July 2017 to February 2018 and the value added activities such as Internet Safety and Keeping Personal Information Secure On Line that learners were undertaking in their own time. Governors asked whether related to a younger age group and informed that as the units were undertaken by the individual in their own time this could not be checked to a database. Governors noted the higher percentage completing mobile banking and informed that the Curriculum Manager (Neighbourhood & Family Learning) had worked tirelessly with this, particularly as only given one month to deliver another 100 registrations as well as having overachieved, and Governors commended her for this and work with the project.

**ACTION:** Governors noted the Report.

- (b) Family Mental Health** – Governors discussed the events that had been held across the Borough including an assembly at Fullwood Primary School/Staff Inset/ and Family Learning Mental Health Workshop; Cranbrook Primary School Family Learning Workshop; ‘Chill out with your Child’ at Central Library and storytelling; ‘Being Ourselves’ at Fullwell Cross library; and other events during Children’s Mental Health Week. The Staff Governor informed that she had attended the assembly at Fullwood Primary School with the Curriculum Manager (Neighbourhood and Family Learning) where 3 workshops (ESFA funded) were held and all well attended by adults and children. Other schools had now expressed their interest. In being included in the programme.

Governors noted next steps were to include further work to develop awareness and mindful activities to enhance mental health and wellbeing, as identified with partners during the Children’s Mental Health week; further work with primary schools including Newbury Park, Cranbrook and Mayespark primary schools; promotion of mental health and wellbeing through existing programmes; and a Summer Family Science STEM initiative with schools and libraries. Family Mental Health was to be one of the priority development areas for Family Learning Provision in 2018/19 building on the work already in place. Governors commended this project as sustained and successful progression from the previous Learning in Mind Project. Governors noted that the current project was now funded through the ESFA core grant. Governors asked if there was a link with North East London Foundation Trust and informed not in relation to this project. Governors asked of benefit for the Institute and the Principal responded that the fundamental aim was to help families learn together and the schools had already reported positive impact on children’s behaviour and progress. The Principal was looking for links with UEL to include visits to the University as part of the programme, particularly for girls to get engagement at a young age. The Principal reported she had been in contact with the Faculty Dean for Engineering at UEL.

**ACTION:** Governors noted the Report.

- (c) Working in Mind Employability Project** – Governors discussed the Working in Mind final Project Report and on completion of the project in January 2018 the set targets had been exceeded to engage with 60 plus individuals supporting 25 plus into work. The project had

started in February 2017. Overall 274 people had been engaged from a mix of current learners and self-referrals and 27 individuals had found employment of 16 hours per week or more with other learners gaining p/t work under 16 hours – these learners did not count against project targets although is a positive outcome for the individual. Governors were pleased to see that the resources of the Employability Hub had increased. The Hub supported participants with searching and applying for vacancies, writing personal statements and other areas of support.

Governors commended the employment outcome and that more work on Personal Statements was being undertaken as important for the employment market. Governors noted there had been some good feedback on how this had helped individuals and their journeys into employment and stories on the Institute website from this project or Employability Hub would be very useful for individuals and Institute publicity. Governors thought the progression stories would also help understanding how to do better for individuals, particularly with ESOL learners and the Employability Hub looking at this, such as specific units to understand language that could then be used for their Personal Statement. Governors asked about the project evaluation and the Principal responded that there was no external evaluation and assessment would be based on project outputs. Governors congratulated the Employability team on the outstanding work with this project. The Principal informed Governors of updated information in readiness for the Matrix Assessor in on Monday and this included target numbers in the Employability Hub had already been exceeded and participation numbers were greater now than for the whole of last year indicating that uptake had improved. Take up of one to one IAG sessions with the Careers Adviser had also increased.

**ACTION:** Governors

- (i) congratulated the Employability Project team on the successful contract outcome for the DWP funded Working in Mind Project
- (ii) noted the project had highlighted the importance of the personal statement in successful job seeking and that the Employability Team were ensuring this level of support was available to learners using the Employability Hub services.

## 505. ILP MODERATION REPORT

Governors were informed that the annual moderation exercise of ILP records had been undertaken by SLT and Managers in February 2018 in order to provide feedback for the Institute on quality of ILP records; identify areas of improvement and good practice across the organisation; and to make recommendations to maintain the quality and consistency of ILP records. Governors discussed the findings and that overall the quality and use of ILP's to enhance teaching, learning and assessment had improved on previous years but that there were still some inconsistencies among tutors and across different areas. Governors noted that the Moderation exercise results agreed with the findings of the strengths and area of improvement identified in the ILP audit autumn term report 2017. Governors agreed that there would be greater benefit if Managers were to complete audits with tutors and draw up action plans to address the area of improvements, share the good practices with their teams and that a moderation exercise should be done on a termly basis and to include tutors. The Principal



responded that there were some areas still to be looked at but there had been some exceptional good practice seen and each individual tutor had feedback. Governors asked if LSA's had been involved in target setting and clarifying learner aims and informed that they had and was very learner focused, individualising learner targets and linking to tutor expectations. Governors felt there were some areas where it seemed that ILP's needed more constant review, vigilance, improved communication and information exchange and ensuring tutors understood the value of the ILP process. Governors were confident that good progress had been made overall and improvement could definitely be seen.

**ACTION:** Governors

- (i) agreed with the recommendation of the Moderation Team that managers feedback the findings with tutors and draw up action plans to address the area of improvements and share the good practices with their teams
- (ii) recommended that the Moderation Exercise should be done on a termly basis and involve tutors and managers
- (iii) agreed that ways of communication and information exchange between Employability Hub tutors and course tutors should be improved to ensure the recording of follow up actions and outcomes of personalised Employability targets.

## 506. FUNDED VALUE 2017/18 RECOVERY PLAN

Governors discussed the Recovery Plan that had been put in place in relation to a potential shortfall of £147,000 due to the latest forecast for achievement of only 85% (£859,024) of the total funded target of £1,005,812 for 2017/18. Governors noted that MOP and F&GP Committees had been alerted to the potential shortfall in Funded Value target and the Recovery Plan. Governors discussed potential claw back by the ESFA regarding the underachievement and possible rebasing when the 2018/19 allocations were calculated. The ESFA tolerance level was 3% and the current funding rules enabled ESFA to recover funds for underperformance. The Recovery Plan was due to generate £132,538 of additional funded value plus additional learning support and discretionary learning support (hardship) funding for new learners and if fully implemented the Plan should ensure generation of sufficient adult skills learning aims, achievement and learning support to come within the 5% tolerance level. It was estimated that £15,000 would be needed for hardship funds and there was no estimate at this stage for the value of learning support for new learners starting next term but this would generate further additional funded value.

The Recovery Plan also included additional courses, including Level 2 Autism Awareness Programme, as well as providing further opportunities for learners out in the community to progress to accreditation for Digital Skills & English. Governors noted that a future robust system would need to be in place to track the implications on funding of changes to curriculum plans as well as in year course changes. The new software package, currently being researched to replace the existing AQUA software, would need to generate more reliable funding forecasts at the planning stage. Governors noted the potential of more hardship funding that could offset budget overspend and questioned whether there were any other areas of potential funding but informed that most had been included. Governors noted the difference between the fully

funded value and the co-funded value and the Principal estimated that in proposed cohorts may be 50% co-funded and could increase.

As raised by F&GP, Governors were concerned that the shortfall had happened for a second year and wanted to be reassured that this would not happen again in a third year and questioned what interventions were planned. The Principal advised that measures were in place and, significantly, the new software being investigated would improve management information. She reported that the sector as a whole was heading for a funded value shortfall for the second year running. Changes to funding rates and qualification specification accredited in part for this difficulty. Governors understood that this may not be up and running for September 2018 due to the importance of time needed to ensure all requirements were met but were disappointed that it could not be implemented sooner.

**ACTION:** Governors to receive a progress report on the Recovery Plan at the next meeting of F&GP in June 2018.

#### **507. ADULT EDUCATION BUDGET (AEB) SKILLS DEVOLUTION PROGRESS REPORT**

Governors discussed the FEA Report: Adult and Community Learning in the Context of London's Vision for Skills and within the 7 priority groups for ACL funding. The Mayor of London would be taking over responsibility for Adult Skills from 2019 and funding that would be managed via the GLA. Governors agreed there were two major considerations in relation to the Report. Firstly, there was a lack of understanding from the Consultant as AEB was an all-encompassing grant that included Community Learning and Adult Education and the Report only took account of Community Learning so this was a serious issue as not separate. Secondly, parameters around 7 priority groups were too narrow. Governors were very concerned that reference in the Report to social integration was missing along with responding to community need and local disasters, supporting those who want midlife career change and the need to offer a broader cultural offer to those who could pay.

Governors discussed the 5 recommendations for the GLA in the FEA Report. Governors referred to continuation of a block grant to ACL providers and the continuation of this, ideally for 3 years, but as the FEA report only referred to the community learning element of the grant and not provision that supported qualifications this could result in ACL providers being restricted to this funding and losing out on what in Redbridge was over half of the Institute's grant funding. Therefore, Governors would want to ensure all AEB funding was allocated and not just the community learning element. The Report related to an outcome based approach in the future and recommended that Boroughs would work across London and with the GLA to develop ways to measure social outcomes to sit alongside employment and other progression outcomes. Governors felt that implementing a business planning model in preference to adjusting funding

models was understandable but a local plan covering priorities in the Mayor's Skills Strategy for London would allow locally determined needs to be met. Governors would welcome a Pan London approach providing a new system was proportionate and not costly to implement and did not take funding away from learning. The proposal for the GLA to put Pan London tracking

of individual progression from ACL to higher levels of learning arrangements in place was expected to be costly and the data was already available for providers doing vocational work and being considered for ACL provision.

The Principal had discussed the changes with Councillor Bob Littlewood, Cabinet Member for Skills in the Local Authority. The Principal and 5 ACL providers had recently met with Jules Pipe, Deputy Mayor, and raised questions and next steps. Some concerns with the report, as noted by the Deputy Mayor, would be taken into consideration. The Deputy Mayor indicated no change in 2019/20 funding (lift and shift) and had listened to feedback including Cultural Provision, ESOL and Health & Wellbeing which was reassuring. Governors were informed that a Team of 80 GLA staff were to take over from ESFA and there would be a Team Leader for each region. The Team Member for the East Region had been present at the meeting with the Deputy Mayor so useful contact made. Governors thanked the Principal for her involvement with both Hoxex and Local London the continued information and updates as this was really important in preparation for the changes.

**ACTION:** Governors noted

(i) the FEA report

(ii) to receive the outcome of the GLA consultation on the Skills for Londoners Strategy due on April 2018

## 508. RISK REGISTER

Governors considered the updated Risk Register. In relation to performance on the overall AEB budget Governors anticipated that performance was likely to be strong but potential for clawback if the funded value target for Adult Skills was not achieved. The Principal confirmed that 98% of the target was achieved and no clawback applied and the risk register had been updated in this respect.

**ACTION:** Governors noted the updated Risk Register.

## 509. GOVERNANCE QUALITY IMPROVEMENT PLANS

Governors noted that following the Leadership & Management Review Board held on 4 December 2017 Governance was judged as highly effective. Governors considered the Governance Self-Assessment and areas for development as part of the Governors' Conference held on 9 January 2018 and facilitated by Kevin Finnigan, National Leader of Governance (NLG). Governors identified 4 areas for Governance improvement and agreed that each of the 4 QIP areas would have a lead Governor:

- (a) Succession planning for senior posts – David O'Donoghue
- (b) Improving the knowledge in the Council at a strategic level of the role of adult and community learning – defer lead person until after the Council Elections in May 2018

- (c) Improve the value of the Link Governor role with a structured process for feedback to inform the whole Governing Body – Deanna Clarke
- (d) Develop an e-governance portal on the website – Mo Rahee (subject to acceptance).

**ACTION:** Governors

- (i) agreed a lead Governor for each Quality Improvement Plan as proposed and to follow up with (b) after Council Elections in May 2018
- (ii) to review progress against each QIP at the next meeting of the full Governing Body in July 2018.

**510. FUTURE MEETINGS**

Governors noted that the next meeting of the Governing Body would be held on:

**Thursday 5 July 2018 at 1.30pm - 3.30pm at Gearies  
to follow the Annual Governors' Conference**

**Meeting closed 8.20pm.**

Chair..... Date.....