

Standards Improvement Committee Minutes

Meeting held on Thursday 1st December 2022 at 5.30 pm, via Teams

Governors: Grant Glendinning (Chief Executive and Group Principal), Vanessa Housley, Dot Smith (Chair), Anne Vickers and Gary Wright

Apologies: Simon Wood

Officials: Jason Faulkner (Executive Principal Redcar and Cleveland College & NETA), Lesley Graham (Executive Principal Stockton Riverside College & Higher Education), Sean Johnston (Interim Managing Director NETA), Patrick Jordan (College Principal Bede), Sarah Thompson (Clerk to the Corporation), Peter Wood (Group Director of Quality) and Sam Young (Governance Support Officer)

Becky Cadden (Assistant Principal: Health, Early Years, Education, Creative and Digital, for agenda item 2 only), Karen Humphreys (Interim Group Director of Business Engagement, for agenda item 6 only) and Karl Johnson (Group Head of Higher Education and Skills, for agenda item 4 only)

In attendance: Liz Dixon (Staff Governor) and Lorraine Preston (Staff Governor and Student Support & Wellbeing Manager: Curriculum & Student Support)

SIC22/57 Agenda Item 1 – Welcome, apologies for absence, declarations of interest, notification of items of other business

The Chair welcomed governors and officials to the meeting and, in particular, Lorraine Preston and Liz Dixon who were attending the meeting as observers, pending approval of their committee membership. Becky Cadden was also introduced to committee members.

Apologies for absence were received from Simon Wood and it was noted that the Chief Operating Officer was unable to attend the meeting. In her role as Student Support & Wellbeing Manager: Curriculum & Student Support, Lorraine Preston declared an interest in agenda item 9; there were no other declarations of interest in items on the agenda and no items of other business were notified.

Governors agreed that agenda item 9 could be considered after agenda item 4 to allow for input from Lorraine Preston, who needed to leave the meeting early.

SIC22/58 Agenda Item 2 – T Levels presentation

The Assistant Principal: Health, Early Years, Education, Creative and Digital (AP: HEYECD) gave a presentation on T Level implementation for 2022-23 and 2023-24, which was circulated to governors after the meeting. The presentation outlined:

- The current position for 2022-23 T Level delivery, including recruitment, attendance, feedback from staff and employers and an action plan to tackle under recruitment
- Walkthroughs by the AP: HEYECD at Stockton Riverside College (SRC), along with governors, Dot Smith and Stu Blackett, and by the Head of Department Health, Early

Years, English & Maths at Redcar & Cleveland College (RCC); feedback had been positive and students were engaged and able.

- Placements either in place or arranged: RCC Health students to start at South Tees Hospitals NHS Foundation Trust in January 2023; SRC Health students on phased placements starting in October 2022, January and March 2023.
- T Levels recruitment action plan for 2023-24:
 1. Marketing and external communication – entry requirements identified, including GCSE English and maths grade 4, grade 4 science for Science and grade 5 maths and science for Engineering; fact sheets; marketing materials; increasing the visibility of T Levels
 2. T Level recruitment – to be in line with target numbers as submitted to the Education and Skills Funding Agency (ESFA); use of student ambassadors; T Levels operation meetings; reviewed against targets at Performance Review (PR) and regularly at Senior Management Team (SMT) meetings; action plans to be implemented if recruitment not forecast to be achieved by February half-term review date
 3. Employer engagement – the Ofsted interim report on T Levels published in October 2022 had highlighted the value of employer support and engagement
 4. Curriculum planning – to be in place by January 2023; staff Continuing Professional Development (CPD) plan with regular training sessions for delivery staff and up to 5 days staff industrial placements.
- T Level applications against targets as of 29 November 2022: where full course specifications not yet in place interested students would be invited back in when available.
- Barriers to 2023-24 implementation and recruitment – course specification publication dates; individual team engagement with specifications and CPD; employers' and parents' knowledge of qualifications; staff turnover.

Governors thanked the AP: HEYECD for her clear presentation.

A governor asked whether current students were involved in promoting T Levels to secondary school age pupils and it was confirmed that T Level students attended open evenings and had been to two secondary schools and careers events to talk to year 10 students.

[REDACTED]

A governor asked about the phased approach to student placements and the AP: HEYECD explained that there had been concerns from the NHS about having too many students on placement at the same time. The students would have 20 days on industrial placement in year 1 and 25 in year 2 delivered in phases and combined with other work experience including doctors' surgeries and care homes. Students would therefore receive more than the required 45 days' experience.

The Chief Executive reported that the group had been approached by Ofsted to take part in a T Level pilot inspection taking place in January 2023. This would be a learning opportunity for the group and the Group Director of Marketing, Executive Principals SRC and RCC, and the AP: HEYECD would be holding a planning meeting the following week. In response to a governor's question, the Chief Executive offered to enquire about possible T Level link governor

involvement and added that the group would not receive any formal feedback, with the pilot intended to be more of an evaluative opportunity for Ofsted.

A governor asked if, given the negative media coverage over the summer, there had been any lack of confidence in T Level qualifications from parents or teachers. The AP: HEYECD confirmed that this had certainly seemed to be the case over the summer when the T Level health results had been published the week before enrolment; many parents had come in with prospective T Level students for a discussion before making a final decision on qualification choice.

A governor asked if there would be any impact if engineering and construction T Levels did not recruit in 2023-24. It was confirmed that there was the potential for clawback on the specialist equipment grant but no other funding.

Governors **noted** the presentation and **requested** an update at the next meeting.

SIC22/59 Agenda Item 3 – Minutes of Previous Meeting

Minutes of the Standards Improvement Committee meeting held on 6 October 2022 had been circulated and were **approved** as an accurate record.

The action progress log had been circulated and was **noted**. The following additional updates were provided:

- The Interim Managing Director (MD) NETA provided a verbal update on the impact of the newly appointed maths tutor on attendance; [REDACTED] there had been positive feedback through lesson observations and NETA student voice
- The Interim MD NETA and the Executive Principal, RCC and NETA, were meeting the following day and would discuss the Girls into Engineering (GINE) initiative
- The Executive Principal SRC & HE reported on a positive start to the year in the Construction, Professional and Service Industries (CPSI) department at SRC, with recruitment above target, attendance to date showing a marked improvement, and retention currently at 99%. [REDACTED]

Karl Johnson joined the meeting.

SIC22/60 Agenda Item 4 – Higher Education Self Evaluation Document

The Chair confirmed that the committee would normally consider the Higher Education (HE) Self Evaluation Document (SED) following a validation meeting but that this was scheduled for the following day. Having taken the Clerk's advice, the Chair advised governors that their comments and feedback from this meeting would be presented to the validation panel.

The Group Head of HE and Skills confirmed that the HE SED was primarily a document which informed internal processes and that a continuous assessment report would go to Teesside University. Recruitment data for 2022-23 had been included in the report [REDACTED] Recruitment across the TUCP had been down and the Association of Colleges (AoC) was reporting a similar national position for further education (FE) colleges. The retention rate currently stood at 98.3%. Higher apprenticeship new starts were currently well below the 2022-23 target but the group expected to achieve the recruitment target, subject to recruitment of assessors and business development staff. Consolidation of the Management

and Leadership provision at Bede had resulted in significant improvements in the quality of work and reviews on Smart Assessor. A breakdown of strongly performing courses and those causing concern, with actions taken, had been included in the circulated report. The results of both internal student surveys and the National Student Survey (NSS) had been excellent, though the response rate to student surveys would be a key area of focus. [REDACTED]

Referencing the reasons given for W1s, a governor commented on the challenging context of increasing poverty and asked how W1s could be minimised in the future, given the knowledge the group now had. The Group Head of HE and Skills outlined the Information, Advice and Guidance (IAG) sessions available to HE students on the financial and mental wellbeing support available; it was felt that the withdrawing students had not necessarily given the college an opportunity to support. The group was working closely with Teesside University to encourage early enrolment and timely provision of information on financial support. It was noted, however, that some students were financially better off remaining unemployed than studying.

A governor commented on a session that she and the College Principal SRC had attended at the AoC Annual Conference about the future of HE in FE colleges; universities often focused less on the part-time provision at which FE colleges excelled. The Group Head of HE and Skills noted that, with universities' marketing concentrating on full-time provision and more 16 to 18 year olds wanting to study full-time but locally, the group should work on diversifying the higher level qualifications offered and brokering deals with local employers to deliver higher level apprenticeships. The Executive Principal SRC & HE commented that part-time study had been more popular pre-pandemic but as preferences changed, SRC had targeted full-time students, who also brought in higher income; this market had now been hit by increased competition from the partner university. The Chief Executive highlighted the opportunity to move towards joint ventures with Teesside University, beyond the confines of the TUCP, which would work more towards the group's specialisms.

Governors **noted** the update and **agreed** to recommend the Higher Education Self Evaluation Document, subject to validation, to the FE Corporation for approval.

Karl Johnson left the meeting.

SIC22/61 Agenda Item 9 – Personal Development update

A report on the personal development programme of induction, tutorial and enrichment had been circulated and the Group Director of Quality thanked the Student Support and Wellbeing Manager: Curriculum and Student Support, also a staff governor, and colleagues for their work. He highlighted that the themed approach to the tutorial curriculum, linked to the enrichment programme, made sense to students and was delivered alongside mandatory topics, such as Safeguarding, child on child abuse and Prevent and British Values. Quality assurance through ten-minute takeovers had identified a need for support for tutors around teaching some subjects and support had been offered to tutors around teaching the sensitive tutorials. A variety of innovative enrichment activities were on offer but there was still some work to do on student engagement on Wednesday afternoons.

The Student Support & Wellbeing Manager: Curriculum & Student Support also highlighted the introduction of a 6-week resilience programme by the Resilience Champion and a T Level

nurture group to improve girls' attendance; it would be interesting to see the impact of both of these.

A governor noted particularly that the programme had been adapted to the needs of apprentices, English for Speakers of Other Languages (ESOL) and Foundation learners.

A governor asked how confident managers and senior leaders were of the consistent quality of tutorials. The Group Director of Quality explained that the walkthrough process was used with themed walkthrough weeks, such as English and maths or tutorials and added that, as detailed in the quality update for agenda item 5.1, the observation tracking system introduced all managers to look at the detail and keep an eye on quality. The Executive Principal RCC & NETA commented that consistency had been discussed at a recent RCC curriculum meeting; as an example, some staff had reported feeling uncomfortable about delivering tutorials on sexual harassment so staff would now be brought together to talk through these topics. The Chair highlighted that recognising these sensitivities and supporting staff linked with the Great Place to Work strategy.

Governors **noted** the update and that the Etc. had an effective Personal Development programme which had achieved an Ofsted Outstanding grade in June 2022.

Agenda Item 5 – Quality and Performance Issues

SIC22/62 5.1 – Quality and performance update

A report outlining analysis of quality data for apprenticeships and attendance and retention rates on education and training provision and an update on teaching and learning had been circulated. The Group Director of Quality highlighted that the overall picture across the group was positive, with 16 to 18 attendance up [REDACTED] and 19+ up [REDACTED] against the previous year, with two group improvement plans in place to prioritise this area. [REDACTED]

A governor asked specifically about the work and impact of the Apprenticeship Council and the Group Director of Quality confirmed that the second meeting of the council had been held the previous day and that there was a sense that there had been a breakthrough in approach, with greater priority given to apprenticeships. Heads of department had given a lot of attention to the detail and conveyed confidence in the accuracy of predictions and elements of synergy between departments. The best case achievement rate of [REDACTED] assumed that all apprentices would be retained which would be unlikely; a worst case scenario of [REDACTED] had been discussed by the council, noting that the Minister for Apprenticeships and Skills had set an ambition for apprenticeship standards achievement to reach 67% by 2025.

Governors **noted** the update.

SIC22/63 5.2 – Gender Performance Gap

As requested by the committee, a report had been circulated providing a detailed breakdown of the gender performance gap between 16 to 18 male and female learners at RCC in 2021-22. A four-year trend evidenced that females had historically out performed male learners in the majority of years, however, in 2021-22 female learners had performed less well than their male counterparts. The data provided evidence that performance in [REDACTED] had made a significant contribution to the gap in performance with contributing factors identified as

pregnancy, childcare and poor attendance; both departmental improvement plans and rapid improvement plans for individual courses were addressing the issues identified. It was noted that the data reported instances of retention and, therefore, one learner might account for up to three instances in the retention data.

A governor asked whether, as pregnancy and childcare had been found to be contributing factors to underperformance, there was a business case for childcare provision on site. The Executive Principal RCC & NETA highlighted that, in the past, many colleges had closed their childcare provision as it had been financially unviable

Governors **noted** that gaps in gender performance had been identified and action was being taken in year to ensure gender gaps were addressed enabling females and males to make the same expected progress.

SIC22/64 Agenda Item 6 – Group Improvement Plans

The Group Improvement Plans (GIPs) and a covering report had been circulated with the meeting papers; the GIPs for 2022-23 would be Apprenticeships; Cost of Living Crisis; Maintaining Learning; Managing People; Level 3 Vocational Curriculum; and Teaching and Learning, each with a different Senior Management Team (SMT) lead. The Group Director of Quality explained that a much more analytical approach had been taken this year, identifying the exact requirements for improvement; assurance arrangements had also been sense checked with other providers. It was highlighted that, having spoken with staff at another college about their approach to the cost of living, Etc.'s response was felt to be more advanced. Breaking down areas for improvement into GIPs with a designated senior lead was considered to be more effective than a Quality Improvement Plan (QIP); monitoring was aligned to the Performance Review (PR) cycle and regular updates would be presented to this committee. With reference to the action from FE Corporation on student awareness of the support available, the introduction of bursary days on each of the college sites and plans for an 'are you aware?' campaign was highlighted.

The Chair commented on how much she had enjoyed reading the GIPs, highlighting the sharp, strategic focus in the areas for improvement, and on the strong developments in quality improvement and assurance over recent years.

Karen Humphreys joined the meeting.

Apprenticeships

The Interim Group Director of Business Engagement reported on a successful second Apprenticeship Council, with pre-meetings also taking place with Work Based Learning (WBL) and heads of department to discuss data and actions. The council was currently looking at the apprentice journey and, in particular, the 2022-23 expected achievers, with the next focus on data deep dives. The second part of the GIP focused on a strategic review of current apprenticeship provision to identify viable standards; work on this 360° review would begin the following week. Refresher training would be offered to assessors, based on a skills scan to be undertaken and work on an apprenticeship toolkit to be launched on the Staff Gateway was taking place. It was also intended that sign-up documents and the eligibility screening process would take place further in advance of apprentices starting their programmes.

A governor commented that it was positive to see some quick wins being put in place, though acknowledged that the impact of staff training could take longer. It was noted that, as an area of focus, the Board would also be receiving apprenticeship updates at Corporation meetings.

It was noted that the Interim Director's appointment had been timely and had brought in some good practice; there was evidence of the beginnings of a turnaround and a realistic forecast for the year was felt to be a 10% improvement on the previous year. The committee agreed that they would be interested on the results of the 360° review. The Clerk confirmed that the Audit Committee had reviewed the findings and recommendations from the internal and external auditors in relation to apprenticeship funding compliance and that internal audit contingency days would be used for a follow up audit to provide external assurance for governors.

Karen Humphreys left the meeting.

Cost of Living Crisis

Governors noted that this GIP included a range of innovative and dynamic actions to support both staff and students in a sensitive way; it was felt that it could be hard to measure the impact as it should have a ripple impact across many areas of the group's work. Governors were supportive of the GIP, that it reflected the group's tone of voice and was a powerful and valuable thing to focus on. The Group Director of Quality highlighted the positive impact of the Talk Money week, including daily conversation starters, coordinated by the Group Director of Marketing. It was also noted that Tees Valley Catering now sent direct text messages to Free School Meals students to reduce any potential stigma.

Maintaining Learning

The Executive Principal RCC & NETA highlighted that the GIP would focus on both adult and 16-18 learners and that children in our care champions had been identified in departments.

People Management

Managers had been consulted on the key aims and objectives for the development programme for line managers and a tender had been issued for an external provider; there had been some great conversations about manager development and the resulting impact on their staff in the Human Resources PR session.

Level 3 Vocational Curriculum

The GIP focused on both underperforming vocational programmes and retention, and therefore achievement, on programmes spanning two years, including T Levels. The impact of these processes for monitoring over two years should be evidenced in improvements next year.

A staff governor raised the issue of standardised hours not working in all programmes, particularly those with extended projects; it was agreed that this operational issue would be picked up by SMT, with a progress report to the committee.

Teaching and Learning

Professional development projects were underway across the group with project themes tracked to ensure that opportunities for cross-department and cross-college collaboration were harnessed. High levels of thought and reflection were already evident in projects, with the Group Director of Quality having heard feedback on a project at Bede on peer support and mentoring which had led to increased confidence and self-esteem in both second year mentors and mentees. The committee **agreed** that a professional development project would be a good presentation topic for a future meeting.

In response to a governor's question about use of Innovation Panel funding, the College Principal SRC confirmed that the first Innovation Panel of the year, held the previous week, had selected three initiatives, amounting to about half of the year's budget. The next round would open during February and March 2023 and Bede colleagues would be welcome to submit bids.

Governors **agreed** to recommend the 2022-23 Group Improvement Plans to the FE Corporation for approval.

SIC22/65 Agenda Item 7 – Areas for improvement update

Governors and senior managers agreed that the focus on areas for improvement not in the GIPs was beneficial and the Group Director of Quality offered to share any Departmental Improvement Plans (DIPs) of interest, at governors' request. He added that governors had an open invitation to attend PR meetings at which DIPs were discussed.

With reference to an area of improvement identified at Bede, a governor asked about anxiety levels among Year 13 students taking mock exams and whether any further intervention was needed. The College Principal Bede explained the graduated approach taken at Bede, with Year 13 students having already experienced formal AS examinations in Year 12 and exposure to regular, smaller assessments. Personal Progression Coaches (PPCs) were also able to provide workshops on anxiety and he confirmed that the levels of student anxiety going into exams were lower than he had expected possibly due to the measures in place. The teaching and learning strategy at Bede also helped with de-stressing so that, instead of ineffective last-minute cramming, students practiced regular retrieval. The Executive Principal RCC & NETA added that students sitting GCSE English and maths mock exams at RCC would sit in the same room and seat as for the real exams; he added that an issue in English was students' ability to focus and write for the length of time needed.

The Interim Managing Director NETA reported on positive progress at NETA and the Executive Principal RCC & NETA highlighted gender gaps had already been discussed as an area for improvement. The Executive Principal SRC & HE agreed to share the CPSI DIP with committee members as it addressed all the areas for improvement identified in this report.

Governors **noted** the updates and **agreed** that this was a helpful format for monitoring areas for improvement identified at each college but not included in a Group Improvement Plan.

Agenda Item 8 – Subcontracting

SIC22/66 8.1 – Subcontracting quality monitoring

A report providing subcontracting quality data and monitoring activities had been circulated; the Executive Principal RCC & NETA highlighted that quality data was generally positive [REDACTED]. A subcontracting risk register had been developed and would be reported through both Finance and Employment and Standards Improvement committees, as well as the FE Corporation. The Chair reminded governors of the statutory requirement for governor oversight of subcontracting.

Governors **noted** subcontracting quality monitoring.

SIC22/67 8.2 – Subcontracting Standard

A report on the group's compliance with the ten key areas of the Subcontracting Standard introduced for 2022-23 and external assurance on its implementation by AuditOne, the group's internal audit providers had been circulated. The Clerk confirmed that the AuditOne report had resulted in Substantial assurance, with no recommendations; governors could therefore gain assurance of the group's compliance with subcontracting funding rules. It was noted that the subcontracting team had appreciated the audit feedback.

A governor asked if safeguarding was part of the quality assurance contracts; it was confirmed that the group took a holistic approach to quality assurance, undertaking a robust process of due diligence, including subcontract providers' policies, procedures and DBS checks, and undertook regular audit checks, including unannounced visits.

Governors **noted** the update and requirements of the new Subcontracting Standard for 2022-23.

SIC22/68 Agenda Item 10 – Inspection update

A report outlining changes to the Ofsted Education Inspection Framework (EIF) from September 2022 had been circulated; the new EIF had an increased focus on meeting skills needs. The Group Director of Quality highlighted that this had been recognised as a group strength in the recent Ofsted inspection and so this represented an opportunity for the group; Etc. could expect their next inspection by September 2025.

In response to a governor's question about feedback from any recent skills inspections, the Executive Principal RCC & NETA confirmed that a recently inspected local college had reported that inspectors used the same methodology, triangulating the information they received. Lines of enquiry had included how skills needs informed the curriculum, whether the curriculum was aligned to local needs, what the college was doing and why, and how much the college engaged with employers. He gave examples of the group's responsiveness to local employers such as GE, Fujifilm and the logistics sector and highlighted that the group would need to ensure that employers were prepared for evidencing this to Ofsted. The College Principal Bede outlined the slightly different approach in sixth form college inspections; though Bede did have employer links, sixth form inspections would be focusing on preparing students for next steps.

The Chief Executive highlighted that, with skills inspections still in their infancy, Ofsted would be looking at best practice and that inspections would have evolved by the time Etc. was inspected. He also outlined work in the Tees Valley on the Local Skills Improvement Plan, due for publication by the end of March 2023, and the links that this would have with the new Accountability Statement. He added that the skills element of the EIF had potential for the group to excel but full involvement was needed in regional skills development.

Governors **noted** the update.

SIC22/69 Agenda Item 11 – Governor learning walks

A report giving feedback on recent governor learning walks had been circulated and committee members were invited to comment on their involvement in these.

Gary Wright outlined his visit to GCSE English and maths classes at RCC, noting that he had specifically requested these as they were often seen as a challenging area of provision. He noted, though, that students had been hard working and that staff had been engaging [REDACTED]

Vanessa Housley commented that her recent walkthrough within the CPSI department at SRC had accurately triangulated what she had observed at the CPSI Self Assessment Report (SAR) validation panel. [REDACTED] a follow-up learning walkthrough to the same classes had been arranged for March 2023.

Governors also noted Rachel Beeken's positive feedback on her first learning walkthrough which had taken place at Bede, visiting classes in History, Psychology and Sport.

Governors **noted** feedback from learning walks

Agenda Item 12 – Policies and Strategies

SIC22/70 12.1 – Teaching and Learning Strategy

Governors commented favourably on the attractive format and sharp focus on four objectives; governors **approved** the Teaching and Learning Strategy and noted that it would be revisited once the group's new strategic objectives and mission had been confirmed.

SIC22/71 12.2 – 14-16 Policy and Procedures

Proposed changes to the strategy had been circulated and it was noted that this was a groupwide strategy, and not just applicable to Skills Academy provision. Governors **approved** the 14 – 16 Policy and Procedures.

SIC22/72 12.3 – T Levels Strategy

The T Levels Strategy had been reviewed and updated for 2022-23, with changes outlined in the circulated report; governors **approved** the T Levels Strategy.

SIC22/73 12.4 – English and maths Strategy

The circulated report confirmed that there were no fundamental changes to the English and maths Strategy proposed, with key changes referring to responsibility and accountability following personnel changes; governors **approved** the English and maths Strategy for 2022-23.

SIC22/74 Agenda Item 13 – Any Other Business

There were no items of other business. The Chair thanked report writers, presenters and committee members for their input.

SIC22/75 Agenda Item 14 - Approval of Documents for Public Inspection

It was **agreed** that the agenda of the current meeting be made available for public inspection; supporting documents, with the exception of the reports for agenda items 10 and 11, were all deemed confidential for reasons of commerciality. Minutes would be made available following approval and consideration at the next meeting.

SIC22/76 Agenda Item 15 – Date, time and venue of next meeting

Thursday 23 March 2023 at 5.30 pm, Stockton Riverside College, Room 301 (Boardroom)

SIC22/77 Agenda Item 16 – Key themes

The following key themes were identified:

- Presentation on T Level Implementation by Becky Cadden, including current delivery position for 2022-23, marketing and external communication, employer engagement, curriculum planning and current applications to 2023-24 T Level routes
- Recommendation to the FE Corporation to approve the Higher Education Self Evaluation Document, subject to any amendments from formal validation
- Consideration of the final data on gender performance gaps (16 – 18) at RCC in 2021-22 and the use of Rapid Improvement Plans to close the gaps in 2022-23
- Approval of the six Group Improvement Plans 2022-23 recommended to the FE Corporation and a process agreed for monitoring other areas for improvement identified in college Self Assessment Reports
- Quality of subcontracted provision and implementation of the requirements of the Subcontracting Standard, introduced from 2022-23, and assurance from review carried out by AuditOne in April 2022, with some suggested amendments completed
- Update on the personal development programme, activities to review its effectiveness and examples from the Students' Union *You Said We Did* initiative
- Overview of the new Ofsted ungraded sub judgement on providers' contributions to meeting skills needs, a group strength recognised in the recent Ofsted inspection

(The meeting ended at 7.45 pm)

Approved at a meeting held on 23 March 2023