

Cambridgeshire Skills Advisory Board Terms of Reference

1. Role of the Cambridgeshire Skills Advisory Board.

The purpose of the Advisory Board will be to provide challenge and gain assurance that:

- Service planning is needs based and funding is targeted to have the greatest impact.
- The curriculum offer is effectively responding to and meeting the needs of learners, employers and other key stakeholders.
- Learners achieve and progress.
- Teaching, learning and assessment are of high quality.
- Safeguarding arrangements are in place effectively to keep learners safe.
- Self-assessment is accurate and quality improvement plans and actions are effective in securing continuous improvement.

2. Membership

The Board will provide external expertise from a membership including (but not necessarily limited to) Cambridgeshire and Peterborough Combined Authority, district and city councils within Cambridgeshire, voluntary and community sector organisations, learners, employer organisations, and managers from Cambridgeshire Skills.

3. Chair

The Advisory Board will be chaired by the Chair of the Communities, Social Mobility and Inclusion Committee.

4. Cambridgeshire Skills Leadership Team will use input and feedback from the Advisory Board to inform strategic and operational planning for curriculum and quality. In addition, the activity of the Advisory Board's meetings will be reported to the Communities, Social Mobility and Inclusion Committee.

5. Agenda

Each meeting will have the following standing agenda items, although further items may be added as needed in consultation with the Chair:

- Performance information
- Review of the quality improvement plan
- Activities of learning champions
- Safeguarding

6. Key Themes

The Advisory Board will also review service plans to consider their impact on the achievement of existing and any new needs or priorities, including learner voice and self-assessment preparation, review and validation. Equality and diversity, student welfare, safeguarding, Prevent and promoting British values will be cross cutting themes for the Advisory Board to consider.

7. Meeting Cycle

The board will meet four times per year, in September, December, March and June.

8. The Advisory Board will seek to ensure that:

- Planning is needs based, and its decisions made using accurate and current information, forecasts and data from reliable and agreed sources.
- The curriculum offer and modes of delivery are appropriate and meet the needs of learners, employers and the local communities.
- Robust processes and mechanisms are in place for curriculum planning, quality assurance, self-assessment, quality improvement, strategic planning and learner feedback.
- Teaching, learning and assessment are consistently rated 'good' or better.
- Quality improvement actions and mechanisms to improve the quality of teaching, learning and assessment address shortfalls in performance and narrow any gaps in performance between different groups of learners.
- Achievement, progress and progression of learners are being monitored against internal targets and exceed those achieved by providers nationally.
- Attendance, retention, achievement, success and the rate of learner progress exceed national averages and meet internal targets.
- Retention, achievement, success, attendance, progression and satisfaction levels are monitored for different groups of learners, including those with protected characteristics.
- Learner feedback is effectively used to monitor the quality of provision and prioritise improvements.
- Partner and employer feedback is used to prioritise improvements in training and partnership working.
- Relevant Information, advice and guidance is provided to learners and prospective learners, to enable them to select appropriate courses and achieve positive progression outcomes.
- There is an effective culture around safeguarding that enables staff to identify, help and protect learners who are at risk, and ensures appropriate help is put in place to

keep learners safe.

9. The Advisory Board will:

- Annually review proposed internal targets for retention, achievement and success.
- Review the Self-Assessment report, including Governance, and assure that it identifies strengths and areas for improvement against the relevant sections of the Education Inspection Framework.
- Monitor progress against the quality improvement plan and gain assurance that it is being implemented in a timely manner.
- Engage with learners using a range of approaches including learning walks, learner voice activities, and learner celebrations to gain feedback from learners and insight into the learning experience.
- Maintain an overview of priorities for adult education within a local, regional and national context.
- Monitor Safeguarding and provide scrutiny to ensure the service fulfil their statutory duties with respect to equality, safeguarding and prevent strategy.
- Make recommendations regarding the service's strategic aims and objectives.
- Raise the profile of the service with internal departments and external organisations.