

Chair	Marilyn Hawkins
Corporation Members	Steve Hedges, Cynthia Griffin, Gerry McDonald, Diana Murray, Marilyn Hawkins, Dawn Samwell, Ryan McLean, Rob Hull (Observer),
Officers	Principal Tower Hamlets & Hackney: Alison Arnaud Principal Redbridge & Epping: Janet Smith Deputy Principal: Paul Wakeling Group Director Communications – Ruth Lomax Group Director of Quality - Ruth Kendrick
Apologies	Vivien Bailey
Director of Governance	Elsa Wright
Item No	Item of business
PRELIMINARY PROCEDURAL MATTERS	
	Chair’s Welcome & Opening Remarks The Chair welcomed everyone to meeting
	Apologies for Absence Vivien Bailey had sent apologies. Marilyn Hawkins had agreed to Chair the meeting in her absence.
	Declaration of Interests Rob Hull declared in an interest in the HE future strategy as he had become a Governor at De Montfort University in August 2020.
	Minutes of the Last Meeting Held on 11 June 2020 The minutes were corrected for the spelling of Cynthia Griffin’s name. The minutes were agreed as a true record of the meeting.
	Matters Arising and Action Points from the Meeting. The action points were covered in the agenda with the exception of the visits programme. Action – Visits programme for the November meeting
ITEMS FOR CHALLENGE, MONITORING & REVIEW	

Start of term update

The Principal of Redbridge & Epping introduced the paper, which set out preparations for all eventualities, including the move to online learning. Work continued to ensure that both staff and students had the skills and support needed to work online. Systems and processes had been refined to ensure consistency of provision for different groups. Governors asked whether the move to Tier 2 had impacted on staff or student morale. Anecdotally, anxiety levels did rise as cases increased, but on the whole, the vast majority of both staff and students were happy to be in college. Teaching online was a challenge for staff and students alike and the college had used feedback from testing across the campuses to refine the systems in place. There would be a Corporation paper on Learner Voice that would expand on this, including the feedback from students involved in the pilot OFSTED visit.

Governors noted that the survey suggested that 10% of students did not have laptops and around 7% did not have access to WiFi. Money from Government had not been forthcoming and the college was scoping a policy to ensure the available hardware was given out to those with the most need. There was a limit to the amount of equipment and, also the college was aware from experience that not all items would be returned. Governors thanked the team and the college for the extensive work that was being done to prepare.

Interim year-end Achievement Rates

The Principal of Redbridge & Epping reminded Governors that the Achievement Rate was measured by comparing the number of students who completed against the number of students registered at the 42 day deadline (RO4). The college had a strong position, which was important for a future OFSTED inspection, but there would be no 2019/20 national rates. Covid had an impact on achievement rates and the calculated grade process had been complex. For those subjects where a grade could be calculated this had been done by taking into account the work completed so far, the progress made and a teacher calculation of the normal outcome expected. For some practical subjects where specific skills could not be taught there were two separate processes. The first was an adaptive process where students could still achieve, with Covid limitations, for example the Personal Trainer qualification could be completed with assessments done outside and socially distanced. For other qualifications such as plumbing, completion was delayed as students needed to return to college to complete specialist assessments.

A robust validation process had been put in place. All teacher grades were reviewed by either a GCD or AP with Principals sampling a number of qualifications to ensure a robust outcome. The results at the Havering 6th Form were fully calculated with the college having control of the process. A number of qualifications at the GFE were delayed and therefore the results showed a decline but this was something that was beyond the control of the college. In a number of areas, a lack of or declining progress could be explained by qualifications following the delayed process. There was more of an impact on Adult qualifications because there was a greater number of vocational courses and many of these would be delayed qualifications.

There had been a significant improvement in both 16-18 and Adult achievement rates at both Tower Hamlets and Hackney. Governors asked whether the improvement in GCSE English was in part due to the calculated grade process. The Principal of Tower Hamlets & Hackney explained that she was confident that these were real improvements as students were placed on functional skills courses before attempting a GCSE course and therefore students were taking the appropriate qualifications. In addition, no moderation was undertaken by the Principal responsible for that curriculum area. At Tower Hamlets achievement in ESOL and 16-18 provision were in line with last year. GCSE performance at Tower Hamlets was strong, but, for functional skills, this was less successful.

Achievement at Redbridge had been sustained, although there was a slight dip in some of the practical subjects including Catering and Hair & Beauty. GCSE results were above national rates. Improvements continued at Epping Forest and there were a few additional results added to the system today. Creative and Business continued to improve but Construction achievement was poor. There were a number of students who were yet to complete or had dropped out. English GCSE rates were 6% above the national rate. Functional skills were 7% for English and 14% for Maths above the national rate.

As explained earlier, the impact of delayed achievement had led to a 3% decrease in 16-18 rates at Havering GFE and a steeper decline in adult provision. Rates were good for classroom based provision such as BTEC and there were high achievement rates for the Applied General qualification. Areas of concern included Construction where discussions continued with the awarding body about some results and also in functional skills with a cohort of 1,220 students where achievement rates were low. The Sixth Form was in a strong position and the calculated grade process had been much more straight forward. The 3 year upward trend continued for A Levels, BTECs and GCSEs and the value added issue from last year had been resolved,

QIP Progress Report 2019/20

The Group Director of Quality joined the meeting.

QIP 1: The group showed improved achievement rates and value added. Year 2 A Level pass rates had risen from 69.4% to 84.8% at Attlee. Retention was strong which was a significant improvement from the prior year. A Levels at Havering had continued to improve with AS Levels showing the highest rate of improvement. Value added for BTEC level 3 was more difficult to measure and there were some inconsistent outcomes that would require further work.

QIP 2: This area had shown significant improvement and despite Covid, predicted achievement rates were over 60%, although timely achievement was below national rates. Work experience had been severely affected.

QIP 5: The impact of lockdown meant that there were no Learning Walks during the period to look at Teaching and Learning. However, feedback from the recent OFSTED pilot visit was very positive, which was in line with the recent Learner Voice survey.

Governors asked about the significant difference in valued added at Attlee compared to the 6th Form College. Value added was calculated from when students started and a significant number of students at Attlee were older which had an impact on VA. It was confirmed that the national rates, being used for comparison, were from the previous year (2018/19). Governors asked about the numbers completing work experience. Every 16-18 year old was offered 36 hours of work experience, although this would be significantly higher where it was a course requirement. It was proving difficult in the current circumstances to find opportunities; however, the College was looking at virtual work experience and other innovations to try to deliver as much as possible. ERASMUS visits had been postponed, but the intention was for them to proceed as soon as it was safe to do so. T Level placements would be hard to achieve, but courses were at a very early stage and it was possible that national change would be required.

Enrolment and Induction Report

16-18 enrolments were up on last year and a mixture of both online and in person enrolment had been successful. There had been a coherent approach to induction across the group with a local flavour from each campus. The focus had been on ensuring students had the necessary skills to access provision if a switch had to be made to online learning. Governors asked why recruitment to Construction was high given the previous discussion about quality. Students looked at courses in a different way and were often swayed by peers or the locality of a college. Quality of outcomes did not necessarily relate to the quality of experience and the college offered a safe and supportive environment which was an alternative to school. There was a discussion about students who were studying A Level programmes, but were struggling and who would require extra support. A number of schools had taken extra students due to the improved GCSE results but many more had come to college. Governors asked whether the enrolment numbers would stand up or whether more withdrawals were expected that would take numbers below target. The college was confident that the figures were accurate. There were some areas including SEND and Sport that had declined at Havering, however, some courses had relocated with additional Sport provision being delivered at Redbridge. The relocation of students from Quarles had led to some students moving to Wingletye Lane and others moving to the Redbridge campus. Overall, across the Group, numbers were increasing.

Student Voice

10.1 Annual Student Complaints and Appeals Report 2019/20

The Group Director Communications joined the meeting.

This was the first report which brought together information from both the Havering Colleges and the NCC legacy campuses. There had been 78 formal complaints with 68 resolved during the initial process. Eight had required a further review by a Senior Member of Staff and all but the final two had been resolved. One of these was an ongoing complaint from a student who wished to re-enrol, despite completing their course several years earlier. Work continued to improve the consistency of the process across the campuses.

The Office of the Independent Adjudicator which was the external body that handled HE related complaints had published its Annual Report. There had been 4 complaints made of which 3 were not eligible. The final complaint had been partly justified and related to a student who had been enrolled from 2014/15 to 2016/17. There was a question about complaints made regarding the Engineering course at Havering. These would be in the next report and had been reported to the Havering Local Board at the time. Governors asked whether the College had a feel for the number of complaints and whether they were increasing or decreasing. It was difficult to say, but the Quality Team was now coming together in one area and with increasing movement of staff across the campuses there was the opportunity to share best practice. Governors discussed the breakdown in terms of the age and ethnic profile of those making complaints. The majority were made by white adult students and this could be partly explained by the fact that many had to pay for their courses and the majority of complaints were in relation to fees and refunds. It was difficult to know whether there were fewer complaints from some particular groups of students because they were content with their courses or because they did not feel confident raising issues/complaints as they arose. Governors agreed that it was important to ensure that issues that were addressed informally were still captured and learned from. Ruth Lomax explained, for example, that 3 were in relation to tutor contact in lockdown, and they were addressed quickly. Another was where a student didn't get on with their teacher and wanted to be moved; and another was where a student was unhappy with the grade they were awarded. It was important to see year on year trends and to identify concerns that could become serious or significant for the College.

Governors thanked Ruth Lomax for her report and she left the meeting at 6.47pm

Action – A year on year trend analysis to be included in the next annual report

<p>11.</p>	<p>HE Provision</p> <p>The Paper gave a summary of HE provision across the Group for 2019/20 and an update on the new HE strategy. The OFS had suspended most of their activity and the enhancement required was on hold until further notice.</p> <p>Rob Hull left the meeting at 6.49pm</p> <p>The college was looking at future HE strategy and had engaged Trevor Bolton to work with the college to identify potential partners and then do an initial filter. Three had been put forward for further discussion and meetings and two had now moved forward to the second stage. There would be aspects of the final decision that would need Governor approval.</p> <p>Due diligence would be completed in full before any decision was made, but it was important that the aims and values of NCC were a good fit with the preferred partner and that the courses were of a high quality. Governors asked about the Early Years courses that ran in conjunction with the University of Hertfordshire. Janet Smith confirmed that due to low numbers, the university had pulled out and there were 9 students who would complete the current course. The college offered similar provision at Hackney in partnership with London Met.</p> <p>Rob Hull rejoined the meeting</p>
<p>12.</p>	<p>Equality and Diversity Monitoring Report</p> <p>The Principal of Tower Hamlets & Hackney explained that the targets were set last year related to the Education Inspection Framework. The summary looked at the impact of lockdown on those who were at risk of disadvantage. The action plan had been completed with a positive impact in all areas. The Chair confirmed that the Finance and General Purposes Committee had looked at the equivalent HR plan. Governors asked to see the analysis of the data collected and what that meant for the college going forward. Governors discussed exclusions and it was agreed that it was important for staff to look at these in detail, including the merit of the decision taken, rather than just analysing the age, campus or ethnicity of the student involved. For example, there were some students with low levels of literacy where the first step was a discussion or meeting to discuss behaviour issues rather than a formal letter being issued. It was important that the work that the college was undertaking with staff as a response to Black Lives Matter included looking at new ways to address some of these issues.</p>
<p>14</p>	<p>OFSTED Pilot Visit</p> <p>This had been a useful activity and an opportunity to engage with Inspectors in a different context. It had confirmed that the college had acted well to support its students, who had had a positive experience despite the lockdown, had continued to engage and had been supported on return to get on track. The Lead Inspector spoke to the Chair of the Corporation and the Chair of C,Q&S, as well as college managers, staff and students. The process been easy to manage on Teams where people were on their own PCs for group discussions. For groups of students it had been more difficult to engage in the process in a meaningful way at a distance. As this was a pilot visit, there was no published report.</p> <p>.</p>

15.	<p>Draft C,Q&S KPIs for 2020/21</p> <p>These were the KPIs that had come to the Committee in July and the aim was to reflect progress against them in the minutes. Governors commented that staff should be included in relation to assessing College effectiveness. The Chair confirmed that they were for self-reflection by the Committee and not for the Executive to report on.</p> <p>The Chair thanked Ryan McLean for his input and he left the meeting at 7.17pm</p>
<p>CONFIDENTIAL ITEMS – SEE PART 2 MINUTES</p>	
18.	<p>AOB</p> <p>The CEO wanted to express his thanks to all those involved in processing almost 40,000 qualifications. The final day for submission of R14 was today with the final deadline in 5hrs time and this had been a tremendous achievement. The Chair endorsed this and the Corporation would formally recognise the hard work of all those involved at its meeting on 5 November.</p>
19.	<p>Date of Next Meeting</p> <p>24 November 2020 on Teams.</p> <p>The meeting closed at 7.25pm</p>

Agreed as an accurate record of the meeting

Signed.....

Date: