

## MINUTES OF THE HAVERING LOCAL BOARD

Date: 10<sup>th</sup> November 2020  
 Venue: Remote – Microsoft Teams  
 Time: 6 pm

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| <b>Chair</b>                         | Richard Bint   |
| <b>Local Board Members</b>           | Adam Ashour, Richard Bint, Teresa Esan, Asmaa Foudal, Neil Frost, Peter Hart, Marilyn Hawkins, Garrett Hill, Shan Islam (from 6.04 pm), Kenye Karemo (from 6.04 pm), Brian Martin, Sally Miller, Dawn Samwell, Paul Wakeling |
| <b>Attendance and Quoracy</b>        | Meeting Quorate. 14 out of 14 Members present (100%)   |
| <b>Officers and Attendees</b>        | Paul Nutter – Deputy Principal, Havering Colleges<br>Catherine Foley – Assistant Principal (item 7 only)<br>Elsa Wright – Director of Governance, New City College   |
| <b>Head of Governance - Havering</b> | Cathy Horne  |

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| <b>PROCEDURAL MATTERS</b> |   |
| LB/20/81                  | <p><b>Welcome and opening remarks</b></p> <p>The Chair welcomed Members to the meeting explaining that the item on the appointment of new Members would be taken first.</p>   |
| LB/20/82                  | <p><b>Apologies for absence</b></p> <p>There were no apologies.</p>   |
| LB/20/83                  | <p><b>Appointment of New Members</b></p> <p><i>Papers: Appointment of Members to the Local Board</i></p> <p>The Chair explained that the Selection Panel, consisting of Marilyn Hawkins, Teresa Esan and himself, were recommending Shahnawaz Islam and Kenye Karemo for appointment to the Local Board. The Head of Governance had circulated an email to all Members detailing their relevant skills and experience which the Panel felt would add to the strength of the Local Board. The Vice-Chair commented that 15 high quality applicants was very good and this had been noted by the Corporation. The appointments were subject to satisfactory DBS checks and the new Members would complete Safeguarding and Prevent training.</p> <p><b>APPROVED: The Local Board approved the appointment of Kenye Karemo and Shahnawaz Islam as Independent Members until the end of the academic year in the first instance subject to a satisfactory DBS check. Continuation after this would be dependent on the completion of a satisfactory review.</b></p> |
| LB/20/84                  | <p><b>Declarations of Interest</b></p> <p>Neil Frost, Co-opted Member, declared an interest in item 9 'Curriculum Plan for 2021-22' explaining that the London Borough of Havering had circulated a paper discussing the possibility of schools opening sixth forms. Brian Martin, Staff Member, declared an interest in item 9 as it referred to proposals affecting his curriculum area.</p>  |
| LB/20/85                  | <p><b>Minutes of the Havering Local Board held on 12<sup>th</sup> October 2020</b></p> <p><i>Paper: Minutes of the Havering Local Board – 12<sup>th</sup> October 2020</i></p>  |

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|  | The minutes of the Havering Local Board were approved, subject to the correction of a typo in minute LB/20/80. The minutes should be signed by the Chair as a true and accurate record of the meeting.   |
| 6.04 pm Kenye Karemo and Shan Islam joined the meeting and were welcomed as full Members of the Local Board. |  |
| LB/20/86   | <p><b>Matters Arising / Actions Tracker</b></p> <p>There were no matters arising from the minutes. Referring to the Actions Tracker, the Chair commented that most items were either covered at the evenings meeting (in which case they would be removed) or had been included in the business planner for later in the year. Those which did not fit into these categories, or had been delayed, were considered:</p> <p><u>LB/20/70</u> – The Board welcomed the news that 16-18 free travel had been agreed.</p> <p><u>LB/20/47</u> – The external review of the HE Strategy would be shared with the Board at a future meeting or Strategy Session once it was completed.</p> <p><u>LB/20/52</u> – meetings with employers had been delayed due to COVID.</p> <p><u>LB/20/57</u> – The Principal explained that the Careers Strategy was a technical requirement for the former Corporations but not necessary for the Havering Board. The Local Board would receive the annual destinations report at the next meeting.</p> <p><u>LB/19/30</u> – Havering staff now completed the NCC-wide staff survey and the specific question around 'the college always doing the best it can for its students' was not included. The Local Board would continue to monitor staff and student surveys.</p> <p><u>LB/19/33</u> – The final Engineering case was still ongoing. The Local Board was assured that processes had been correctly followed.</p>   |
| <b>DISCUSSION ITEMS</b>  |  |
| LB/20/87   | <p><b>Havering Self-Assessment Report and Quality Improvement Plan</b></p> <p><i>Papers: Self-Assessment Report and Quality Improvement Plan for Havering College GFE and for Havering Sixth Form; Final Quality Improvement Plan for 2019-20</i></p> <p>The Principal presented the final Quality Improvement Plan (QIP) for the Havering Colleges for 2019-20 along with the Self-Assessment Report (SAR) and QIP for the GFE and the Sixth Form. He explained that the reports used Education Inspection Framework categories and Ofsted grading 1-4.</p> <p>At the Sixth Form, learners had engaged in lessons and been taught well. Rigorous processes had been used to calculate grades. There were clear improvement trends and he was confident that provision was Good.</p> <p>Referring to the GFE (Ardleigh Green and Rainham) he explained that it was a more complicated story. Provision for learners with high needs was felt to be Outstanding; Programmes for young people Good; but adult learning and apprenticeships Required Improvement. There had been a 9% drop in the overall achievement rate, mainly in adult provision, impacted by College closure during Lockdown and assessment methodology in some areas. Many adults had their qualifications deferred rather than a calculated grade, some had not returned to complete it. The Employability Skills Award introduced in the spring term to run alongside ESOL had not been able to run so no students had passed. 16-18 classroom based learning was, however, good.</p> <p>The Principal summed up by saying that it had been a year like no other and it was important to bear this in mind when considering the outcomes; qualifying the success at the 6<sup>th</sup> Form and equally the drop at the GFE. He added that there was</p> |

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|            | <p>work to do to improve achievement rates at the GFE and to ensure good outcomes at the 6<sup>th</sup> form.</p> <p>Responding to a question from the Chair submitted before the meeting, the Principal explained that there was less about value-added in the 6<sup>th</sup> form SAR than previous years, largely as grades had been calculated and outcomes were less of a focus. However, achievement data was strong, improving and above national average.</p> <p><b>Havering GFE</b></p> <p><u>Question (Q)/Comment (C) Does the description fully explain the reason for there being half the number of leavers at the GFE compared to the previous year?</u></p> <p>A. Last year there was a lot of subcontracted provision, often short courses, which were managed and reported centrally. Because of their nature there were more leavers and higher achievement rates which impacted on the data.</p> <p><u>Q/C. Dip in achievement by ethnicity highlighted on page 12 of the GFE SAR, but doesn't mention the substantial dip for learners with mental health or profound learning difficulties. Would like to see this is the QIP so that it can be monitored and doesn't become a two year trend. Also important to monitor students from the Gypsy and Traveller community. Collecting data is good but important for the Local Board to be able to analyse and monitor achievement gaps</u></p> <p>Agreed.</p> <p><u>Q/C. How much of the 9% dip in achievement is down to COVID and how much was course provision issues generally?</u></p> <p>A. Very hard to say but likely to have been similar to the previous year. Significant work had taken place in the autumn term improving teaching and learning. For practical subjects it had been particularly hard to continue online. However, better mechanisms for delivering and monitoring teaching and learning were in place now and practical assessments were being frontloaded where possible. Construction and Electrical had been placed in special measures because of their pass rates which was largely due to Covid. With Accountancy the AAT exam had been cancelled.</p> <p><u>Q/C. What is the process for monitoring the QIP?</u></p> <p>A. The Local Board will monitor progress and the relevant minute is presented to CQS Committee. The SAR and QIP go to NCC SMT and to Corporation. Locally, it is monitored half-ternly by Senior Management.</p> <p><u>Q/C. Is the lower achievement trend consistent across the Group or is it worse in Havering?</u></p> <p>A. It is worse in Havering partly due to the large numbers of Construction and Electrical students. In addition, there were issues with the AAT exam, Adult Employability which did not run and Functional Skills Maths which had some quality issues, all of which had an impact. Other areas had performed well.</p> <p><u>Q/C. It would appear that the information gained from the student survey has not been captured as much as it could have been, particularly around access to learning resources and IT, which, with Covid still around, is likely to be very important going forward. Also important to ensure that lessons are interesting.</u></p> <p>A. There was a low response rate to the student survey on online learning but important to monitor this area and include in the QIP.</p> <p><u>Q/C. The QIP for the two Havering colleges are different. The GFE one misses proposed actions which are important for the Local Board to monitor. Particularly keen to see the actions for English and Maths GCSE</u></p> |

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|            | <p>A. This is now done and will be circulated to the Local Board.</p> <p>Q/C. <u>On page 23 of the SAR it shows a target attendance rate of 95% across all subject areas including English and Maths, but elsewhere 92% is mentioned. Which is it and is it realistic for English and Maths as a target in the current year anyway?</u></p> <p>A. Will adjust to 92% overall but there will be a lower target for English and Maths.</p> <p>Q/C. <u>Are you confident that the overall grade is a 2 despite the data which shows an equal number of 2s and 3s for subject areas? Has it been externally validated?</u></p> <p>A. Based on numbers alone, it would be a 3 but there is a lot more to it. Significant discussion and management panels chaired by the Quality team have agreed the grade to be taken to the Local Board, the CQS Committee and then recommended to the Corporation for approval in December. Acknowledge that it is not a solid 2 and is on a 'knife edge' but confident that the individual grades are accurate. The impact of Covid on adult learners was greater than 16-18 years olds. Further discussion to take place at CQS. External validation couldn't be carried out due to Covid but meetings with the Quality Team and GCD felt just as rigorous.</p> <p>Q/C. <u>Are you satisfied that High Needs Provision is a 1 despite a drop in achievement?</u></p> <p>A. Yes, High Needs Provision remains outstanding. The drop in achievement is around particular qualifications which couldn't be completed due to Covid rather than a drop in quality of the provision. Will bring an analysis for the Foundation students to the next meeting for Members to scrutinise.</p> <p>Q/C. <u>With 70% of the apprenticeship provision across the Group, the three-year trend is useful but it would be helpful to see more data</u></p> <p>A. Agreed.</p> <p><b>Havering 6<sup>th</sup> Form</b></p> <p>[Onegrade review of Level 3 BTEC results awaited]. Members had discussed outcomes from the Sixth Form at the previous meeting and had noted the improvement in the A Level ALPS score from Grade 7 to Grade 5 although there was a caveat that this was based on calculated grades and therefore grades need to be interpreted with a degree of caution. As there were a number of new Members, the Chair requested training to include ALPS, difference in qualifications and achievement rates.</p> <p>Q/C. <u>Why is English Language not included in the QIP as an underperforming course?</u></p> <p>A. Course has been deleted, poor results over time and confusing offer. Still have English Literature and English Language and Literature. Confident it will not disadvantage students applying to university as literature is the key requirement.</p> <p>Q/C. <u>Economics has been graded a 5 after several years at 7/8. Why? Is it due to students dropping out as the retention rate is lower?</u></p> <p>A. Economics has been a concern for some time. Now take fewer numbers on the course, employed a new teacher and ensured that all three teachers only teach Economics. Significant rigour and discussions around awarding centre assessed grades.</p> <p>Q/C. <u>Good to see 665 applications to university with only 44 unplaced but a low percentage going to the Russell Group. What is being done to support students?</u></p> <p>A. Students receive a programme of support through the CUBE team, including mentoring for interviews. Very strong medical students enrichment programme.</p> |

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|            | <p>Q/C. <u>Gatsby benchmarks are referred to and New City College has a Careers Strategy but how is this being managed in Havering? Why do the Havering Colleges have 50% of the industry placements for the Group? Is this achievable?</u></p> <p>A. There has been a significant amount of work undertaken by the two Havering Colleges and good practice will be shared throughout the Group. Members will receive the destinations report at the next meeting. The Chair requested that a wider discussion around careers be included at the Strategy Session. The target for industry placements is based on numbers and Havering has half of all 16-18's in the Group. It will be difficult to achieve due to Covid but some employers are offering online work experience including projects.</p> <p>Q/C. <u>There seems to be different approaches to online delivery – how can we ensure consistency and make sure students are not disadvantaged?</u></p> <p>A. Was difficult in the first lockdown with very little notice but have a clear approach now should the Colleges be asked to close again or blended learning be required. Lessons would be delivered live using Microsoft Teams. Laptops are available for staff and students.</p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>• <b>CF to amend the narrative on page 11 of the GFE SAR to read 'Overall achievement is now at National rate'.</b></li> <li>• <b>CF to include students with mental health and those with profound learning difficulties on page 12 of the GFE SAR and in the QIP.</b></li> <li>• <b>CF to amend references to Governors to read 'Members'.</b></li> <li>• <b>CF to include reference to improving online resources and access to IT in the GFE QIP.</b></li> <li>• <b>CF/CH to recirculate the GFE QIP with the actions included.</b></li> <li>• <b>CF to amend the attendance target to consistently read 92% and to provide a revised target for English and Maths.</b></li> <li>• <b>CF/PW to bring the data for Foundation Learners to the next meeting.</b></li> <li>• <b>CF/PW to bring a breakdown of apprenticeship data to the next meeting.</b></li> <li>• <b>RB/PW/CH to arrange training for Members including ALPS, achievement rates, level 2 and 3.</b></li> <li>• <b>PW to bring the destinations report to the next meeting.</b></li> <li>• <b>RB/PW/CH to include a session on careers at the Strategy Session.</b></li> </ul> |
|            | <p>7.18 pm Catherine Foley left the meeting</p>   |
| LB/20/88   | <p><b>Principal's Report</b><br/> <i>Papers: Principals Report November 2020</i></p> <p>Introducing the report, which contained information on Covid cases and actions, student numbers and attendance, the Principal referred Members to the section on student support, requested by the Local Board. He added that the NEU were concerned about the number of students on site at the 6<sup>th</sup> form and had asked for more blended learning. Members noted that any teacher with a large class could request this and that a meeting with the NEU was taking place the following day.</p> <p>A Member asked whether the curriculum model was sustainable given the deficit in numbers. The Principal explained that 16-18 numbers were up on the previous year although they had not quite met the ambitious expansion target. There was also a funding rate increase for the first time in many years. For adults, there would be a recruitment drive in January and there was an increased tolerance as a result of Covid. He confirmed that the curriculum plan was sustainable and the proposals for 2021-22 improved economy and efficiency.</p> <p>The Principal was asked what was being done to ensure that students received counselling. He explained that there was support in place and attempts to fill the</p>   |

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|            | <p>vacant Counsellor position at WL was a priority, particularly as there were several students on the waiting list. He was asked to bring an update next time.</p> <p>The Chair asked what was being done to improve attendance at the GFE which, at 85%, was an improvement on the previous year but still low. The Principal confirmed that the appointment of a Deputy Principal for Ardleigh Green and Rainham would help this but that it was a constant challenge with students and staff absent due to Covid or the requirement to isolate. Students attending classes on Microsoft Teams were recorded as present. At the 6<sup>th</sup> Form attendance was high, although slightly lower than the previous year, at 90% for A Level and 91% for Vocational. English and Maths GCSE had an attendance rate of 85% at the 6<sup>th</sup> Form and 77% at the GFE.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>PW to update the Local Board on the vacant Counsellor position at WL</b></li> </ul>   |
| LB/20/89   | <p><b>Curriculum Plan for 2021-22</b><br/> <i>Confidential Paper: Curriculum Plan for 2021-22 and beyond</i></p> <p>The Principal reminded Members that, at the time of merger, six principles were agreed and the report gave an update on progress. The aim to have three centres with distinct offers and rationale would provide specialisms and ensure that the curriculum was cost-effective and efficient. Wingletye Lane would be the centre of excellence for Level 3 BTEC and A Levels; Rainham for construction, engineering and motor vehicle; Ardleigh Green would be a community college offering qualifications from Level 1 though to degrees, responding to the needs of the community. The table on page 2 summarised the planned locations along with a timescale.</p> <p>Referring to the proposal to bring all Performing Arts to Wingletye Lane, a Member questioned whether enough research had been done with current and prospective students who chose different sites depending on the course and the location, particularly with an increasingly competitive environment. The Principal explained that numbers were often low on Performing Arts courses and bringing the provision together onto one site ensured sustainable group sizes, with Wingletye Lane chosen as it already had a theatre. A Level Music and Drama had been reintroduced at Wingletye Lane this year and numbers were healthy. A Staff Member commented that there were approximately 250 students across the two campuses studying Performing Arts and this was an excellent opportunity to create a state of the art centre, also benefiting Havering Music School who used the Sixth Form's facilities.</p> <p>Members commented that Rainham was not easy to get to on public transport and could potentially impact student numbers. The Principal acknowledged that this was an important point, commenting that it was hard to quantify although there was ample parking available at Rainham for students.</p> <p>The Chair commented that there was likely to be a Group wide review of curriculum at some stage.</p> |
| LB/20/90   | <p><b>Higher Education: HE enrolment; National Student Survey for OfS</b><br/> <i>Paper: HE Enrolment and National Student Survey (NSS)</i></p> <p>The Principal informed Members that HE provision remained small but had expanded slightly with 77 new enrolments compared to 71 in 2019/20. The table on page 2 showed the courses and the comparative data.</p> <p>Referring to the survey, the Principal explained that the response rate was 68% (37 students) representing a decrease of 9% on the previous year. Overall satisfaction, at 61%, had improved, but was significantly below the benchmark of 83%.</p> <p>Responding to a question, the Principal explained that all assessment criteria and module guides had been published in advance and he anticipated an improved response to the question around marking criteria, which had been static for three</p>   |

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|            | <p>years. In response to challenge on learning resources which was significantly below benchmark, he commented that the library was well stocked but it could be a result of it not being open all night or at weekends as it would be at a university. The Principal commented that the low response rate affected data significantly but trend data and variance against benchmark was important. The key to increased satisfaction was improving the quantity of courses and the number of learners which, in turn, would improve the student experience.</p> <p>Members noted that Havering tended to attract older learners who were already in work or who wanted a change of career, rather than young people who were more likely to be attracted to the larger universities. The Principal explained that the plan was to expand by partnering with a HE provider and relaunching provision in Havering. The Chair commented that certain courses, such as Learning Support Assistants and the PGCE, were critical in Havering but that there were additional areas which would be beneficial for Havering, given its close proximity to London and employer identified skills gaps, such as Computing.</p> <p>Members noted that there was a review of the HE Strategy taking place across the Group and that, as the only direct provider, Havering was key. The Principal would bring updates as the review progressed. The Principal was also asked to bring the outline action plan which was being developed for the Higher Education Committee to enable the Local Board to monitor improvements.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>PW to bring updates on the review of the HE Strategy to the Local Board</b></li> <li>• <b>PW to bring the action plan for HE to the Local Board at regular intervals for monitoring.</b></li> </ul> |
| LB/20/91   | <p><b>Annual Employer Engagement Report</b><br/><i>Paper: Employer Engagement Report</i></p> <p>The Principal explained that this was now a centralised function with the report written by Steve Lee, Deputy Group Director for Apprenticeships and Business Development. The annual Employer Satisfaction Survey had been cancelled nationally due to Covid, whilst apprenticeships, work experience and industry placements had all been significantly affected.</p> <p>A Member suggested that local focus groups could be held to engage with employers, obtain feedback and enable the Colleges to be pro-active. Feedback should be provided to the Local Board who were responsible for monitoring stakeholder satisfaction, apprenticeship provision and relationships with employers on behalf of the Corporation.</p> <p>In response to questioning, the Principal confirmed that there would be a separate grade for apprenticeships within the Group SAR. The Chair added that the Strategy Session in February would include a section on local employment, which would include stakeholder engagement.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>PW to consider the introduction of employer focus groups with feedback brought to the Local Board.</b></li> <li>• <b>PW to bring the grade for apprenticeships in the Group SAR to the Local Board.</b></li> <li>• <b>Both actions above to be brought to the Local Board Strategy Session on 12<sup>th</sup> February 2021 as part of the local employment session.</b></li> </ul>   |
| LB/20/92   | <p><b>Terms of Reference of the Local Board</b><br/><i>Paper: Terms of Reference of the Havering Local Board</i></p> <p>The Chair confirmed that the Corporation had approved the changes made by the Local Board with one addition made by Search and Governance Committee. The</p>   |

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|   | Local Board appointed its own Members but this would now be subject to final approval by the Corporation. The Chair of the Search and Governance Committee explained that this was to improve the process of appointing Members to the Group Corporation who may be drawn from the Local Board. Members noted the change and that the Terms of Reference for the Local Board were now final for 2020/21.   |
| LB/20/93  | <p><b>Student Reports</b></p> <p>Asmaa Foudal reported that the Student Union elections at the GFE had taken place and had been followed by a 'getting to know you' trip to Lambourne End which had been helpful. The Principal would be attending the next Union meeting on 19<sup>th</sup> November and a planning meeting was taking place on 12<sup>th</sup> November to discuss forthcoming events and aims for the Union. An update would be brought to the next meeting. The issue with the bank account had been partially resolved and the Principal agreed to speak to Finance and bring a resolution regarding how to pay people who were not registered businesses to the meeting on 19<sup>th</sup> November.</p> <p>Adam Ashour reported that the Student Council at the Sixth Form had agreed upon the officer positions mentioned at the last meeting and that there was no Head or President this year. Officers had started to create groups within their assigned roles.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>PW to investigate the arrangements for paying people not registered for tax purposes and bring a solution to the Union meeting on 19<sup>th</sup> November.</b></li> </ul>  |
| LB/20/94  | <p><b>Black Lives Matter Report</b></p> <p><i>Papers: Black Lives Matter; overall 19/20 ethnicity for Havering Colleges combined</i></p> <p>The Principal informed Members that NCC had set up a Black Lives Matter Working Group which would feed into the Equality and Diversity Steering Group and discuss issues such as the experience of black staff, students and key stakeholders as well as the decolonisation of the curriculum. In response to questioning, he explained that this would involve using examples of black poets, authors and scientists in the classroom. An anti-racist statement had been published on the website.</p> <p>Leaders Unlocked had been engaged to work with students on a project which would provide a platform around racial justice. A student commission would be formed including one student from each of the 6 campuses. Since the report was written the project had been agreed. It was noted that this was a national event with approximately ten colleges taking part.</p> <p>Responding to questioning, the Principal confirmed that the Havering Colleges had a good relationship with the local police and that he would be meeting the Chief Inspector the following week.</p> <p>Members thanked the Principal for the interesting report, with several commenting that they would be keen to be involved in the project as well as to see the outcomes of the work. The Local Board confirmed they would wish to monitor this work.</p> <p>The Chair commented on the additional data supplied which showed that the student breakdown in the Havering Colleges was 60% white and 40% BAME. Make-up of the Local Board had also been considered.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>PW, AF and AA to report back at the next meeting</b></li> <li>• <b>PW to think of ways to include the Local Board</b></li> </ul> |
| 8.00 pm Technology issues meant that Marilyn Hawkins left the meeting at this point |  |
| LB/20/95  | <p><b>Annual HR Report</b></p> <p><i>Paper: Annual HR Report for NCC</i></p> <p>Members welcomed the report commenting that it would be helpful to compare salaries, gender and ethnicity breakdown with London as well as nationally. Citing</p>  |

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|                          | <p>an example of the five dismissals mentioned in the report, a Member commented that she would like to see a breakdown by campus. The Chair asked the Director of Governance, in attendance at the meeting, to raise this with the Group Director for Human Resources.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>EW to raise with Peter Armah the possibility of breaking the data down by campus and including comparison data with London colleges where possible.</b></li> </ul> |
| <b>INFORMATION ITEMS</b> |   |
| LB/20/96                 | <p><b>Strategic Capital Projects Presentation</b></p> <p>Members agreed to postpone the presentation due to time constraints.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>PW to provide a presentation at the February Strategy Session</b></li> </ul>   |
| LB/20/97                 | <p><b>Career Colleges Report</b></p> <p><i>Paper: Cover Page and Report</i></p> <p>Members noted the report.</p>  |
| LB/20/98                 | <p><b>Governance Report</b></p> <p><i>Paper: Cover Page and Report</i></p> <p>Members noted the report.</p>   |
| LB/20/99                 | <p><b>Member Reports</b></p> <p>There were no new Member reports.</p>   |
| LB/20/100                | <p><b>Any Other Business</b></p> <p>No items were raised.</p>   |
| LB/20/101                | <p><b>Date of Next Meetings:</b></p> <p>Local Board - 6 pm on Tuesday 2<sup>nd</sup> March 2021.<br/>Local Board Strategy Session – 1.30 pm on Friday 12<sup>th</sup> February 2021.</p>  |

*The meeting ended at 8.17 pm*

Agreed as an accurate record of the meeting

Signed.....

Date: .....