

**Meeting:** LSEC BOARD & STANDARDS MEETING

**Date:** 18 December 2018

**Venue:** C1/C2 Orpington Campus

**Present:** Stephen Howlett (Chair), Sam Parrett, David Eastgate, Max Bero, Charles Yates, Penny Bance, Barry Spencer, and Cullum Twose

**In Attendance:** Mary Herbert, David Lambert, Jenny Pharo, John Hunt, Ramita Tejpal, Dith Banbury, Jon Allen

1	<p><b>Apologies for Absence &amp; Introductions</b></p> <p>Apologies were received from Katy Woolcott, Lauren Ovenden and Christopher Biggs.</p> <p>Introductions were made to the Jane Hobson who was attending her first meeting.</p>	
2	<p><b>Declarations of interest</b></p> <p>There were no other declared interests against any of the agenda items.</p>	
3	<p><b>Minutes of the last Meeting Held 02 October 2018</b></p> <p>These were approved as an accurate record of the meeting.</p>	
4	<p><b>Insolvency Regime</b></p> <p>It was agreed to defer the presentation to the next Board meeting as the ESFA have yet to publish Governor guidance on their responsibilities under the Solvency Regime that comes into force from 31 January 2019.</p>	JA
5	<p><b>Action Log &amp; Matters Arising</b></p> <p>It was confirmed the three action points from the last meeting are addressed through agenda items at this meeting.</p> <p>There were no other matters arising from the minutes.</p>	
6	<p><b>Governor Appointments</b></p> <p>It was <b>RESOLVED</b> to appoint the following to the Board for the period 19 December 2018 to 18 December 2022:</p> <ul style="list-style-type: none"> <li>• Lauren Ovenden</li> <li>• Jane Hobson</li> <li>• Christopher Biggs</li> </ul>	
7	<p><b>College Performance Report</b></p> <p>The report from the Chief Operating Officer (COO) detailed the work</p>	

undertaken by the curriculum teams and managers to make sure that the students receive the highest standards of education and pastoral care.

The COO highlighted three areas of concern, these being:

- Work Experience
- Teaching, learning & assessment
- Apprenticeships

The requirement for students on Study Programmes is to have access to work experience placements and to achieve 100% has been a struggle for the College. Currently 41% of students have either undertaken or have plans in place to attend work experience, against the internal target of 60% for the end of December. The internal target will not be met but the aim is to meet the target by the end of January 2019. Action plans are in place to ensure the requirement for study programmes is met.

A small minority of teachers who were graded 'Good' during their teaching observation have been seen to be taking a less serious approach do their teaching and this has come to light through a number of learning walks. There is a need for greater accountability. Managers have not been as proactive as they should have been and are being made accountable to members of the Executive. Teaching staff also have to be more accountable to their curriculum manager. There needs to be greater accountability at all levels within the organisation.

Made available was a copy of the 'Learning Walk Process' showing the detail of learning walks to be conducted daily and weekly. All teaching staff will receive a fortnightly summary with anonymised feedback. Key strengths and areas for improvement will be identified and shared with all staff. Feedback summary of Learning Walks will be made available to Governors in the College Performance Report.

Governors spoke positively on their recent participation in Learning Walk training and participating in Learning Walks.

Attendance remains an issue with student attendance at 82%, which is below the target of 84%. Governors asked if this was due to poor teaching or a poor curriculum offer? In response it was confirmed the attendance in vocational areas is in line with targets, but the poor attendance in English and maths impacts significantly on the overall attendance figure.

The COO reported that the College has a process in place for reviewing the curriculum offer and the curriculum planning process has commenced. Curriculum managers are required to demonstrate progress routes from courses and employer endorsement for the course should be obtained. The key is to demonstrate the relevance of the curriculum course. Curriculum managers will present their course proposals to a panel for approval. This approach should ensure the curriculum offer is relevant and has clear progression routes including employability.

There are still issues with apprenticeship provision, mainly as a result of legacy issues. The priorities for apprenticeship provision were confirmed as follows:

	<ul style="list-style-type: none"> <li>➤ To improve the quality of provision</li> <li>➤ For learners to achieve on time</li> <li>➤ To recruit the right assessors and programme managers</li> <li>➤ Better use of MIS with particular focus on monitoring individual learner progress</li> <li>➤ Earlier identification of issues</li> </ul> <p>In September there were some 750 apprentices who had yet to have a performance management review, a critical process for monitoring performance and progress. As of today, the figure of 750 has been reduced to 518 which is still not acceptable. Governors were assured that action plans are in place to address this area of weakness.</p> <p>Some 224 apprenticeships have not met their end date. Of this 224, it was reported 60% now have a new target end date with the remaining 40% either requiring more support or to be withdrawn from the programme.</p> <p>The Board sought assurances on the actions being taken to mitigate against the identified risks and the following actions that are being taken were confirmed:</p> <p>Apprenticeships</p> <ul style="list-style-type: none"> <li>• Changes of leadership and structure</li> <li>• Ofsted rehearsal and coaching for staff</li> <li>• New RO meeting to sample and interrogate data and evidence</li> <li>• Training sessions for assessors and course leaders</li> <li>• Decision not to recruit any new EI or plumbing Apprenticeships</li> </ul> <p>During discussions it was noted the Governors are expected to know what are the key issues/weaknesses and the actions being taken to address these. It was agreed that the discussion on this agenda item gave the Governors the opportunity to discuss the key weaknesses. It was also noted that Governors should also have a good understanding of the strengths of the College and these are outlined in detail in the College Self Assessment Report, the next agenda item.</p> <p>Made available at the meeting was a summary document for Governors to help prepare them for inspection. The aide memoir will be continually updated to reflect current performance.</p> <p>The Chair welcomed the detail of the report but requested for all future reports to the Board to have at the start of the paper an executive summary and for the executive summary to list the key issues from the report and the actions being taken.</p> <p>It was also noted the aim was to make available a Data Dashboard to report on progress and performance against agreed College targets.</p>	<p>Executive</p> <p>Executive</p>
<p><b>8</b></p>	<p><b>Governance Review</b></p> <p>The report provides a summary on Governance judgements published this term</p>	

	<p>in Ofsted inspection reports and in published reports from the FE Commissioner. The judgements covered a range of positive and negative statements and gave examples of outstanding and good Governance.</p> <p>The Board welcomed the report and it was <b>AGREED</b> to receive the report at the end of each term.</p>	JA																																							
9	<p><b>College Self Assessment Report (SAR) 2017-18 and Improvement Plan 2018-19</b></p> <p>The overall college self-assessment report has been built up through a process involving individual curriculum areas in order to accurately reflect the position of the college. Overall the grade judgements are similar to the previous year, and this would be supported by the improvement in overall achievement. The exception to this is Apprenticeship provision where the major issues in electrical and plumbing provision have meant that the college has self-assessed as requiring improvement.</p> <p>The whole college Quality Improvement Plan is a very detailed live document which is use to monitor progress and performance. As the scale of the organisation and the interventions and monitoring needed grow there is a more formulaic approach to the development of the QIP with Tiered curriculum level interventions used. This will allow detailed monitoring against the actions, but separate monthly reporting against the high level themes will also be used.</p> <p>The following grades were noted from the College SAR:</p> <table border="1" data-bbox="368 1234 1302 1832"> <thead> <tr> <th>Key Area</th> <th>2016/17 Grade</th> <th>Proposed Grade</th> </tr> </thead> <tbody> <tr> <td>Overall Effectiveness</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>Effectiveness of Leadership and Management</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>Quality of Teaching, Learning and Assessment</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>Personal Development, Behaviour and Welfare</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>Outcomes for Learners</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <th>Provision Types</th> <th>2016/17 Grade</th> <th>Proposed Grade</th> </tr> <tr> <td>14-16</td> <td></td> <td></td> </tr> <tr> <td>Study Programmes</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>Adult Provision</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>High Needs</td> <td>1</td> <td><b>1</b></td> </tr> <tr> <td>Traineeships</td> <td>2</td> <td><b>2</b></td> </tr> <tr> <td>Apprenticeships</td> <td>2</td> <td><b>3</b></td> </tr> </tbody> </table> <p>The following key strengths were confirmed in the SAR:</p> <ul style="list-style-type: none"> <li>• Strong and effective strategy and operational Leadership and Management which understands the college well and takes effective actions to ensure the learner experience and outcomes continue to improve.</li> </ul>	Key Area	2016/17 Grade	Proposed Grade	Overall Effectiveness	2	<b>2</b>	Effectiveness of Leadership and Management	2	<b>2</b>	Quality of Teaching, Learning and Assessment	2	<b>2</b>	Personal Development, Behaviour and Welfare	2	<b>2</b>	Outcomes for Learners	2	<b>2</b>	Provision Types	2016/17 Grade	Proposed Grade	14-16			Study Programmes	2	<b>2</b>	Adult Provision	2	<b>2</b>	High Needs	1	<b>1</b>	Traineeships	2	<b>2</b>	Apprenticeships	2	<b>3</b>	
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- Governors and leaders are ambitious for the college and forward thinking regarding future developments ensuring that the shape and range of the curriculum is aligned to local and regional needs and that the college plays a significant part in the social and economic development of the communities it serves.
- Governance of the college is effective in providing an appropriate balance of support and challenge for leaders and managers in the organisation.
- A trend of three-year improvement in learner experience and outcomes since merger.
- Learner experience and achievement rates at the previously underperforming Greenwich and Bexley colleges have improved since merger and show a positive 3 year trajectory.
- High needs provision is outstanding and leads to excellent achievement rates and positive destination rates which are very significant about the London rates for learners with High Needs.
- Teachers focus on and learners develop good industry skills to make sure they are equipped for taking their next steps and meeting local and national needs.
- The support available to learners is highly effective in removing barriers to learning meaning that learners achieve their learning goals and planned outcomes.
- Staffs' relentless encouragement and high expectations leads to learners who are ambitious about their future and achieve well.
- Learners develop good levels of industry standard skills, knowledge and understanding which enables them to secure positive destinations.
- Leaders, managers and teachers have high expectations of learners with the majority of learners responding well and acquiring a positive attitude to learning, and producing work to a good standard.
- There is a clear rationale for all sub-contracted provision and it is well managed with good outcomes for learners.

The following areas for improvement were reported in the SAR and are included in the Improvement Action Plan:

- Timely Apprenticeship achievement where 19-24 rates have decline and 16-18 rates have decline significantly and are below national rates, mainly due to poor performance in Electrotechnical and plumbing.
- High grade achievement for 16-18 year old learners on GCSE English which has declined and is below the National Rate.
- High grade achievement for 16-18 year old and adult learners on GCSE maths which has declined for both age groups and is below the National Rate.
- Functional skills achievement for adult learners where this is currently below the National Rate.
- Learner experience and outcomes in a small minority of curriculum areas where operational management has not brought about improvement at sufficient pace.
- The quality of target setting in a small number of curriculum areas where it is not sufficiently personalised or challenging and does not contribute to learner progress and improvement.

	<ul style="list-style-type: none"> <li>• Work experience opportunities for study programme learners need further development as historically too few learners have benefit from external work experience.</li> <li>• Teaching and learning for a minority of staff where teaching and learning is not of a consistently high standard.</li> <li>• Attendance of learners where this is impacting on outcomes or the development of employability skills.</li> <li>• The value-added measure applies to a small volume of the colleges level 3 learning aims however, where it does apply there are some curriculum areas where value added scores are too low and improvement is needed.</li> </ul> <p>The key tool used by the Executive for monitoring performance of curriculum areas is through the Quality Performance Review (QPR) process. It was noted that the curriculum areas subject to a QPR this term showed no downward arrows and Governors sought assurances that this was an accurate assessment of performance. It was confirmed that there were no areas of decline, and performance was either static or had improved.</p> <p>It was <b>RESOLVED</b> to approve the College SAR 2017-18 and to note the Improvement Action Plan 2018-19.</p> <p>It was <b>RESOLVED</b> to approve the following headline targets for 2018-19:</p> <ul style="list-style-type: none"> <li>➤ Attendance: 84% (against the actual outturn last year of 80.8%)</li> <li>➤ Retention 94% (as against 93.4% for last year)</li> <li>➤ Achievement 86%( as against 84.8% last year)</li> </ul>	
10	<p><b>Developing Technology and Digital Strategy</b></p> <p>At the last Board meeting there was an area of concern identified by Governors from the HE survey where HE students recorded a poor level of satisfaction on the availability of up to date and current IT equipment and software. The Board tasked the Executive to present at the next meeting a report on planned and proposed IT expenditures.</p> <p>The report outlined the ongoing work and development of the LSEC Technology &amp; Digital Strategy and its aim to fulfill and support the mission, vision and values of the organisation through improved technological and digital solutions.</p> <p>The report identified the themes and developments that are being planned over the next three years and life time of the strategy, to improve, refresh and modernise the College networks, infrastructure and hardware.</p> <p>The digital element of the strategy is being developed with support from the Digital Technology Team and directly with the key business partners and specialist areas, in terms of pedagogical practices, learning philosophies and the move to different ways of teaching and learning. All of which must be aligned to occupational changes and the increased use of technology in industry.</p>	

	<p>In discussion it was noted the costs of implementing the strategy would be considerable against the backdrop of limited resources.</p> <p>It was agreed there needs to be a link between this strategy with the estates strategy and the review of the curriculum. There is the need to have a fully costed strategy that should be part of the estate strategy.</p> <p>David Eastgate volunteered to be the link Governor for this area and Board welcomed this.</p> <p>It was noted that this was a good example of where Governors have had a positive impact on the student experience. An issue was brought to their attention, Governors asked for action to be taken, and as a result, a technology and digital strategy has been made available with the aim of improving the student experience.</p> <p>It was <b>AGREED</b> to receive at the next meeting a progress report on GDPR.</p>	JP/JH
11	<p><b>Higher Education Quality Assurance Report</b></p> <p>It was confirmed the report is part of annual quality assurance received by the Board for Higher Education provision in the College which accompanies an action plan relating to the continuous improvement of the student academic experience and student outcomes of higher education students. This includes evidence the metrics, periodic review processes, which fully involve students and include embedded external peer or professional review.</p> <p>The report was noted.</p> <p>Under this agenda item it was agreed to discuss the confidential agenda item under the Part B of this meeting on degree awarding powers.</p> <p>Following review of the paper, it was agreed to give in-principle approval to proceed with the Foundation Degree Awarding Powers (FDAP) and New Degree Awarding Powers (BDAP) application.</p> <p>However, as this is a key strategic decision, with possible impact on current and future HE partnerships as well as the 'Post 18 Review' that is currently being undertaken, it was <b>AGREED</b> to refer the report to the LSEEG Board for review and endorsement with any final proposal to be put to the summer meeting of the LSEC Board.</p>	Executive
12	<p><b>Safeguarding Annual Report</b></p> <p>An annual report is presented to the Board in the autumn each year and a mid-year report is considered in the spring term. The report covered the period 1 August 2017 to 31 July 2018.</p> <p>The report served two purposes:</p> <p>(i) To enable Governors to monitor compliance with the College's statutory/legal responsibilities with respect to safeguarding and to identify areas for improvement; and</p>	

	<p>(ii) To inform the Principal and Senior Management Team and to enable them to monitor and address where necessary any safeguarding concerns.</p> <p>The Board placed on record thanks to Jackie Tiotto (LSEEG Board Member) for her work as the Groups nominated Trustee for safeguarding.</p> <p>It was <b>RESOLVED</b> to note the report.</p>	
<p><b>13</b></p>	<p><b>Equality &amp; Diversity Report</b></p> <p>The report reported on the work carried out on equality and diversity over the first two terms of the 2017/18 academic year. It included a RAG rated table outlining progress this year toward the achievement of the four year equality objectives set out in the Single Equality Scheme.</p> <p>It was <b>RESOLVED</b> to note the report.</p>	
<p><b>14</b></p>	<p><b>Great Place to Work</b></p> <p>The purpose of the report was to provide the Board with a summary of the Great Place to Work Survey conducted with staff in July 2018 and outline actions being taken to address the issues raised and support improvement in employee engagement and wellbeing.</p> <p>In July 2018 a staff survey was conducted by Great Place to Work (GPTW). GPTW are an organisation who works with employers to create high performing workplaces where employees feel trusted and valued by putting employees at the heart of the organisation, analysing what they think and feel and identifying the real issues that need to be addressed.</p> <p>This was the first time the College has embarked upon an initiative like this, which demonstrated the commitment and ambition to improve employee satisfaction and support continuous improvement, by identifying any potential barriers or underlying themes that require improvement and may hinder our progress.</p> <p>Headline results of the GPTW survey reported that 45% of employees surveyed say that LSEC was a great place to work.</p> <p>The survey measured 57 core statements against a Trust Index organised into 17 categories.</p> <p>The overall trust index reported for LSEC's first GPTW survey was 51%, 2% below the National UK Average.</p> <p>The key outcome categories that scored positively against the UK national average were Engagement, Wellbeing and Culture.</p> <p>When these categories were analysed they highlighted the following key strengths:</p> <ul style="list-style-type: none"> <li>➤ Corporate and social responsibility</li> <li>➤ High levels of trust between people and their teams</li> </ul>	



	<ul style="list-style-type: none"> <li>➤ Trust in managers and/or supervisors</li> <li>➤ Equality &amp; diversity</li> </ul> <p>Less favourable outcomes categories of the survey were Reward, Talent Management and Job Security.</p> <p>When these categories were analysed they highlighted the following key areas that require focus for improvement:</p> <ul style="list-style-type: none"> <li>➤ Employee wellbeing and reward</li> <li>➤ Talent management and career development</li> <li>➤ Improved development and support of line managers</li> <li>➤ Leadership and management practices and behaviours</li> <li>➤ Strategy and direction of the organisation</li> </ul> <p>Governors expressed concerns on the less favourable responses received around strategy and the direction of travel and on leadership and management practices and behaviors and sought further assurances on these two areas.</p> <p>It was confirmed that at we move towards a Group strategy and a Group approach, better communication of LSEEG is required and this will be done through a number of events, marketing activities, and communication exercises.</p> <p>A key area of concern was on the feedback received from staff on zero contracts. They have more difficulties in accessing emails and do not receive the regular weekly updates that are made available to full-time staff. Neither do they have access to staff rooms. There is a need to professionalise this group of staff, for them to be employed by the College rather than on zero contracts, and to have in place a management structure to support them.</p> <p>The Board welcomed and endorsed the process being followed to seek the views of staff. It was <b>AGREED</b> to make available to the Board the resulting action plan when finalised.</p>	JP
15	<p><b>Minutes of the LSEEG Audit Committee</b></p> <p>The minutes of the LSEEG Audit Committee meeting held 29 November 2018 were noted.</p>	
16	<p><b>Audit Committee Annual Report</b></p> <p>The following opinion from the Audit Committee was confirmed in the Audit Committee's Annual Report:</p> <p style="text-align: center;"><i>The Audit Committee, through review of auditors' reports and discussion with auditors and college managers, has arrived at the opinion that Bromley College has adequate and effective assurance frameworks, framework of Governance, risk management and control processes for the effective use of resources, solvency of the institution and the safeguarding of its assets.</i></p> <p>It was <b>RESOLVED</b> to approve the Annual Report 2017-18 from the Audit</p>	

	Committee and to note the annual opinion from the Committee.	
<b>17</b>	<p><b>Financial Statements 2017-18</b></p> <p>The Financial Statements for the year ended 31 July 2018 record a deficit for the year of £1.49m. This is consistent with that reported to the Board in the Management Accounts and includes Local Government Pension Scheme (LGPS) charges of £2.4m in accordance with the requirements of Financial Reporting Standard (FRS) 102.</p> <p>The Financial Statements have been prepared in accordance with the 2015 FE/HE SORP.</p> <p>It was reported that the Audit Committee conducted a thorough review of the Financial Statements and the Committee recommended for the Board to approve the Financial Statements.</p> <p>It was <b>RESOLVED</b> to approve the Financial Statements 2017-18 and the Letter of Representation.</p>	
<b>18</b>	<p><b>Minutes of the LSEEG Finance Committee</b></p> <p>The minutes of the LSEEG Finance Committee meeting held 16 October 2018 were noted.</p>	
<b>19</b>	<p><b>Dormant Companies</b></p> <p>It was agreed to ratify the decision already taken to open PandMI Limited and The Enterprise College as dormant subsidiary companies registered with Companies House.</p>	
<b>20</b>	<p><b>Any other Business</b></p> <p>There was no other business</p>	
<b>13</b>	<p><b>Date of Next Meeting</b></p> <p>Tuesday 02 April 2019 @ 17.30</p>	

Signature of Chair: \_\_\_\_\_

Date: \_\_\_\_\_