

**Meeting of LSEC Corporation to be held on
Wednesday 9th February 2022 from 5.30-7.30pm online via zoom
Board Strategic Development
AGENDA**

Welcome, apologies and declarations of interest.

Chair: David Eastgate

Chair-DE Welcomed Governors and confirmed that 1-1 meetings would be arranged between the Chair and Governors.

Chair-DE welcomed Asfa Sohail. Apologies received from Joanne Bell and Chinyama Okunuga.

There were no declarations

Minutes and Actions from previous meeting were **APPROVED**.

A. Governance Matters (Board only)		(15 mins)	Lead	
A1	2020/21 Board Self Evaluation	Board Evaluation and Action Plan	A	DE
<p>The Board reviewed the Board self-evaluation form and discussed the Board's performance over the period 2020/21.</p> <p>The Self-Assessment comprises 16 questions and lines of enquiry for the Board to consider and assess their performance and impact. Questions 1-5 were completed at the meeting after due consideration of the Board activities in the period.</p> <p>ACTION: The remaining questions of the review will be brought forward and considered at the next Corporation in March.</p>				
B Discussion items		(10 mins)		
B1	Group Principal & CEO Verbal Update	Appendix: GEX 2022 Structure	V/A	SP
<p>Update on Key Issues</p> <p>The Board were provided with an update on the Spring Term, and it was reported that the impact of Covid post-Christmas on staffing levels and cover has been minimal and whilst extensive contingency planning was in place, operationally any impact has been dealt with at a local level. Changes to the DfE guidance have also been dealt with and communicated and there is a definite transition back to a more normal pattern of delivery with at this stage no anticipated changes or disruption to exams in the summer series.</p> <p>The Board were advised that with the Covid restrictions and guidance in place over the Christmas period and into early January there was a slow start to learner attendance in the first weeks of term. Weekly attendance is now returning to pre-Christmas levels but remains a challenge and a major focus for curriculum teams and a risk for achievement.</p> <p>It was reported that the overall attendance percentage remains mainly impacted by low attendance in English and maths and remains under target. This is not isolated to LSEC and reflects changing patterns across the sector. Curriculum teams are working on mitigating the risk of low attendance and ensuring that learners are supported to achieve, with the mid-year learner prediction exercise identifying where there is risk and the interventions which need to be made to mitigate this.</p> <p>The Board were advised that exams are progressing for vocational and FS programmes but the restrictions earlier in the year have created a bottleneck effect, which coupled with a plan to complete exams earlier as learners are ready, just in case of further Covid impact, are putting additional pressure on</p>				

the exams function. This is being worked through and additional resource from other areas of the College has been used to support the exams function at peak demand.

The Board were provided with an update on enrolment and recruitment. It was reported that 16-18 learner numbers are currently 3,864 against a target of 4,098. There has however been targeted activity over the December and January period and further activity planned with the current reported forecast through this additional recruitment work being 4,075. This is not without risk and depends on the planned profile of learners being recruited. There are scheduled events and stronger relationships with the local authorities to identify NEETs and tailored requirement events planned to target this potential market segment.

It was reported that the ESFA allocation tool kit for 2022/23 had been released and is currently being worked through to understand any impact of funding allocations and values for next year.

The Board were advised that there are extensive plans in place to grow and develop the National Skills fund offer. Whilst these projects are in development, the current reported forecasting is that the final position against this important and high-profile funding pot will be that we get to £495k of the £510k target with the course provision making a 46% contribution. However, with little income to date this remains an area of risk. The College is working with Pearl on the development on an online delivery covering a suite of care-based courses, Understanding Mental Health, End of Life Care and Understanding Autism in order to tap into this growing care sector market and maximise the National Skills Fund offer.

It was reported that AEB remains a challenging market and there are a number of work streams to ensure that AEB income is generated and moves towards target. This is including additionality for existing learners, maximising ALS support and income for existing learners as well as the recruitment of new learners. With all the work going on the currently reported forecast is a shortfall of circa £250k and the AEB income stream remains the greatest risk with a significant amount of recruitment and income to be generated in the second part of the year.

The Board were advised that there remains a general level of risk around recruitment and income targets for all income streams as these are recruitment dependant but there is a strong level of planning and detail underpinning the funding forecast feeding into this process.

The Board received a Financial Update on recruitment, which was down against some of its key income streams this year and work was ongoing to try to recover the income position where possible to do so. It was reported that there had been some unbudgeted upsides to income which are helping to mitigate the risks of meeting a number of income targets. At the current time, it is still anticipated that the College can at least achieve its budgeted operating position for the year, and this is being monitored closely. The greatest area of risk currently relates to achievement of our Adult Education Budget income targets, with a significant amount of income still to be generated.

With recruitment levels in the current year, it is likely that the College will have a much tougher financial year in 2022/23. We await details of our 2022/23 funding allocations which will allow us to model the potential impact on next year.

The Board receive an update on Capital Projects as follows

Plumstead

Work towards the L&Q contract becoming fully unconditional following is progressing, following the successful July 21 planning committee approval. There have been some delays to finalising the Section 106 agreement although the requirements are not onerous. It is now anticipated that by May 22, the contract will be unconditional, meaning payments and land transaction become finalised, and our design and procurement processes can recommence. L&Q will begin demolition over summer 2022, clearing the way for our building works for the new college to commence in early 2023, targeting a Sept 2025 opening/completion. There are still a number of other matters to resolve to take the project forwards and

these are actively being worked through. Although progress is slow, it is not currently envisaged that this will impact on our programme.

Bromley

Aligned to our Estates strategy, a campus masterplan for the site has been developed in conjunction with curriculum colleagues. A range of projects from the masterplan are being advanced through to planning, to create more 'oven ready' opportunities and de-risk potential projects that can be put forward for future capital bid rounds. Two major projects are part of the DfE transformation bids currently awaited (i) Refurbishment of 50% of the original main block and (ii) Aerospace and Green Technologies extension to the Technology block. It was reported that the outcome is expected in March.

The Board received an update on **Stakeholder Engagement**

It was reported that following on from a successful festive #FEFoodbankFriday campaign in December 2021, London South East Colleges has continued to work with founding Colleges East Coast College and Loughborough College to drive the #GoodforMEGoodforFE national campaign forwards.

The Board were advised that 'GoodforME GoodforFE' continues to build on the premise of Colleges acting as Anchor Institutions, driving community wealth building practice locally through creating a sustainable social and community action campaign for the whole of the FE sector. Its main aims are to:

- Continue the community benefits of volunteering created through the pandemic
- Continue to develop foodbank collections for the UKs most vulnerable areas
- Grow a partnership network to develop further opportunities across the UK.

It was reported that the campaign now has 138 Colleges signed up, which represents over 50% of the FE sector choosing to support the campaign. Progress and impact are articulated in the following ways:

- £640k of social value has been generated
- 32,759 volunteering hours have been delivered
- 51,000 food items have been donated
- £55,141 has been generated through fundraising

As the campaign grows and support continues to develop, we anticipate that we will meet our £1M goal for social value by the end of the academic year. Over the following months the campaign will see:

- A national GoodforME GoodforFE website built and published
- The publishing of a monthly spread in FE Week promoting partner college case studies
- More colleges and partners engaged
- Alignment to other national awareness days:
- The development of a sustainability strategy for the campaign to enable the continuation of the collaboration network which has become a real strength of the campaign.

College Collaboration Fund #Changemakers21

It was reported that Over the last two years London South East Colleges, East Sussex College Group and East Surrey College have been working together on the highly successful, DfE funded College Collaboration (CCF) Programme #ChangeMakers.

The Board were advised that #ChangeMakers was successfully set up and implemented in September 2020 and since then has created a partnership of FE providers that strategically support a community of 28,000 learners, 2500 staff and covers a geographical area of 1400+ miles. The partnership has allowed the 3 Colleges to embed a systemised leadership framework which empowers colleagues from across curriculum and business support areas to.

- Improve quality of education
- Develop leadership & governance capabilities
- Create effective local, regional and national partnerships
- Improve financial resilience

- Innovate learning through digital transformation and pedagogy
- Create sustainable careers and progression opportunities for all learners

It was reported that all three Colleges have benefited from the sector partnership, and the Colleges are now moving into the building sustainability phase. This sustainability will establish permanent links which will support collaboration, innovation, and growth for years to come.

GLA Strategic Relationships

The Board were advised that the College continued to ensure that relationships with the GLA are well managed and are beneficial to its ongoing strategic development. Operationally, the primary areas of focus currently are maintaining oversight of the current capital projects. These are:

- London Aerospace and Technology project (LATC), funding for which is currently being ringfenced as match funding to support the FECTF application for the development of the Bromley campus.
- Delivery of the Future Greenwich new campus.
- Delivery of the previous Mayor's Construction Academy Capital Project with a new 'pop up' skills centre in Bexley and a new site for a Construction skills centre when Kidbrooke closes.

It was reported that separate to this, the GCEO Directorate is working closely with Bloomberg and GLA Officers in the design and implementation of the London Recovery Board Anchor Institution Strategy and the associated Impact and Evaluation Framework. One of the work streams for this is the Green New Deal.

It was reported that we continue to influence and shape this work and how it will be implemented to enable us to support and enhance thinking on our future curriculum strategy in this critical growth area. Equally our role in this policy influencing has also helped the College position itself reputationally to lead one of the new Mayoral Academies which is detailed in the next update.

Local London Green and Digital Mayoral Academy

The Board were advised that the College have been chosen to lead the Local London Green and Digital Mayoral Academy (LLGDMA) as part of the Mayor of London's Academies Programme.

The new programme builds on the successful delivery of the previous Mayor's Construction Academy Programme and will assist in supporting the development of new skills in the MCA Capital projects highlighted above. The new sector academy is aimed at supporting Londoners to access a range of new jobs and opportunities, with a focus on growth sectors such as Green and Digital.

It was reported that the academy will collaborate across 11 further education providers and 9 London boroughs in the Local London region to ensure the Greater London Authority (GLA) has a central delivery mechanism for the region which:

- Creates a clear and responsive governance sub-structure combining colleges, employers and local authorities.
- Develops a responsive and innovative skills plan and curriculum for Green and Digital skills, growing and supporting our economic sub region and harnessing AEB opportunities.
- Utilises and builds on our large strategic networks including local Chambers of Commerce, London First and the CBI.
- Commission intelligence-based research to understand the developing Green and Digital sector.
- Creates and schedules a comprehensive set of events and activities which supports learning and development in areas of growth and skills shortages.

Covering an area of over 2.6 million residents, we hope to support the creation of over 60,000 new jobs in London by 2030.

The Board were updated on the good progress on EDI objectives and the comprehensive action plan, in place. EDI training completion remains high at 96% and unconscious bias training at 95%. In addition to

mandatory EDI training, further training on Inclusive Recruitment, Deaf Awareness and Embedding EDI in the Curriculum has been implemented. It was reported that we have also implemented a Diverse Leadership Programme, in collaboration with East Surrey and East Sussex Colleges. There have also been a few promotions amongst our Black, minority and Ethnic Staff, and a number of other staff are engaging in continuous development activities.

The Board were advised that students and staff continue to engage in EDI matters, utilising the EDI annual calendar. Since the beginning of the academic year, there have been activities implemented as part of black history month, raising awareness, and involving the learners and staff in thought provoking debates. A number of events for this month's LGBTQ history month have been planned. This includes tutorials, workshops, the invitation of speakers, and repository of resources, aimed at raising awareness of LGBT history.

It was reported that further activities for International Women's day, Autism Awareness Week and Mental Health Week are planned.

The college continues to use its communication platforms to inform staff, students, and external stakeholders of our progress, and we have also set up EDI sites on TEAMS, SharePoint, student portals, and also communicated our actions in all staff briefings and in lunch and learn meetings.

Student Interventions

The Board were advised that the Student Engagement Team were running multiple projects which aim to target and support the groups of students identified within the Achievement and Aspiration Objectives. These projects include:

- Uni Connect – A programme targeting students in Level 2 & 3 programmes who meet an EDI profile & statistically don't progress to Higher Education. This programme provides 1-2-1 support, careers and IAG advice and focus on raising aspirations and group work.
- Change Makers: Re-engaging in Education: Mental Health – Focused on the reengagement & achievement of young people who have declared a mental health condition/concern at enrolment/throughout the academic year. This project is working towards an intervention programme to support learners getting back on track with education, as well as an ambassador programme for students to promote positive mental health and the launch of Fika, a mental health app.
- Student Engagement Targeted Support – Will link in with curriculum to build a case load of learners who require extra intervention as identified by curriculum or through an EDI gap. They will monitor the progress and provide additional support to help them remain engaged and achieve.

The Board were advised that the College was currently funding 5 EDI grants. These comprise 2 student grants and 3 staff grants. To date 6 grants have funded in total (circa £70,000). Staff have also been contacted to run research projects into student achievement gaps.

The Board were advised that in December the Senior Leadership Team had their induction event with Black Leadership FE Group which was used to ascertain the college's position as an organisation regarding race equality, and to identify key objectives and areas for improvement that we will focus on going forward.

Following on from this induction, an Action Plan has been created to help us identify and implement actions so that we can achieve the objectives set and ensure that we are doing as much as possible as an organisation to promote anti-racism and to create real, lasting change.

The Board were updated on the management development programmes. This included Olevi plus an internal development programme for all middle and senior managers in LSC (67 staff). The LSEC Core Leadership programme aims to build management consistency, improved leadership behaviours and build more collaborative working. It was reported that over a 6-month period, from January to June 2022,

managers will attend a series of developmental workshops as well as work on cross college projects, sponsored by a member of the Group Executive.

It was reported that at the end of the programme in June there will be an opportunity for participants to share learning, present the results of their projects and consider further how the external environment effects the leadership of LSEC.

It was reported that all curriculum and senior managers have attended coaching training and in combination with the Core Leadership programme are developing their knowledge and skills to support colleagues to improve the culture and working practices across the college. The strategy for improving the quality assurance of teaching and learning has been adapted, and changes the focus of improvement, by adopting a 'growing the top' strategy to improve teaching and learning, where we have an emphasis on improving our better teachers using the outstanding teacher programme (OTP).

It was reported that the OTP will move our teachers forward, far beyond what they have been taught on a L5 qualification teaching qualification. They will have the opportunity to reflect and refine their teaching practice but also it will inspire them to see themselves, and act as, an outstanding leader of learning – growing those around them and thus reducing disparity in performance. This process will decrease the gap between our better and developing teachers

The Board **NOTED** the verbal update.

C. Board Development		(90 mins)		
C1	Post 16 Skills Bill	Presentation & Q&A	V	SP
	<p>The Board were presented with details of the pending Post 16 Skills Bill, including the qualification reforms, new entitlements, Local Skills improvement Plans and working with employers and local chambers to develop curriculum for the future.</p> <p>The Board discussed the additional complexities around the economic and political landscape of London.</p>			
C2	LSEC Digital Strategy 2.0	Presentation & Q&A	V	DL
	<p>The Board received a presentation on the future Digital Strategy 2.0.</p> <p>The Board discussed the presentation and were excited by the revolutionary concepts and ideas presented.</p>			
C3	College Funding	Presentation & Q&A	V	JH
	<p>The Board received a presentation on College Funding.</p> <p>The Board discussed the presentation and appreciated the complex nature of college funding across all provision types.</p>			

AOB :

Company Vehicle Policy was presented for Approval.

The Board were advised that the policy was essential to support certain key roles who travel across the College campuses and school sites. The policy supports sustainability and efficiencies. The Board **APPROVED** the Policy.

Date of next meeting date: Wednesday 23 March 2022

Members of LSEC Corporation:

David Eastgate (DE)	Chair	
Louise Nadal (LN)	Vice Chair	Left Early
Dr Sam Parrett, CBE (SP)	Group Principal & CEO	
Jane Hobson, OBE (JHo)	Governor	
Christopher Briggs (CB)	Governor	
Mark Trinick (MT)	Governor	
Olivia John (OJ)	Governor	
Allan Carey (AC)	Governor	
Lucie Allen (LA)	Governor	
Chinyama Okunuga (CO)	Governor	Apologies
David Bailey (DB)	Governor	
Lucy Butler (LB)	Governor	
Joanne Bell (JB)	Governor	Apologies
Barry Spencer (BS)	Staff Governor	
Clerk to the Board		
Jennifer Pharo (JP)	Group Executive Director Governance	

Executive Officers in attendance

John Hunt (JHu)	Group CFO & Deputy CEO Trust
Asfa Sohail (AS)	College Principal & Chief Learning Officer
David Lambert (DL)	Group CTIO

Approved by Chair:



23 March 2022