

CORPORATION BOARD MEETING
Minutes of the meeting held on 10th February 2021 via Microsoft Teams
17:00 – 19:00

Board Members	Category of Governor	Attendance 2020/21	Present at this meeting
Richard Bartlett-Rawlings	Independent	4 of 4	Yes
Rebecca Carrington	Independent	4 of 4	Yes
Alan Cook	Independent	4 of 4	Yes
Peter Cox	Independent	4 of 4	Yes
Kaye Dwight	Staff	4 of 4	Yes
Mat Gotkowski	Independent	4 of 4	Yes
Liz Marr	Independent	4 of 4	Yes
David Meadowcroft	Independent	4 of 4	Yes
Julie Mills	CEO	4 of 4	Yes
Asad Mir	Student	4 of 4	Yes
Stephen Norrish	Independent	3 of 4	Yes
Ruby Parmar	Independent	4 of 4	Yes
Georgia Pongourou	Student	2 of 2	Yes
Charlyne Pullen	Independent	4 of 4	Yes
Neil Sainsbury	Independent	4 of 4	Yes
Aniesa Shah	Staff	4 of 4	Yes
Gwynneth Tan	Independent	4 of 4	Yes
Manish Verma	Independent	4 of 4	Yes
Tony Berwick resigned 5/11/20	Independent	1 of 1	
Attendance % this meeting		100%	18 / 18
Attendance % year to date		99%	70 / 71

In attendance: Sally Alexander (Principal), Annie Allen (CPO), Imelda Galvin (COO), Alex Warner (Principal), Karen Brown (Head of Governance), Penny Langford (in part), Jack Maude (in part), Victoria Curtis (in part)

- 1.1 There were no apologies as everyone was present.
- 1.2 There is a standing declaration from Peter Cox and Gwynneth Tan relating to the IoT. There is a standing declaration from Rebecca Carrington (Director and Principal of Arts1).

2.0 Strategic Priorities 2020/21

2.1 CEO's Report to the Board (Paper 2.1)

Julie Mills referred to her report and highlighted some key points / updates:

Strategic Review / Strategic Plan / FE White paper

More time is needed to finalise the plan to ensure this appropriately reflects the White Paper 'Skills for Jobs for Lifelong Learning for Opportunity and Growth' published on 21st January. The Strategic Plan will be presented at the March Board meeting. The White Paper will also be a discussion item at a future meeting.

Growth Case 16-18 students

The letters to the MPs appear to have been successful as the ESFA has indicated that colleges may receive in-year growth funding for 16-18 students, although the amount is not yet confirmed (see item 2.3 below).

Lateral Flow Testing

The College is prepared for mass testing (as requested by the government) when students return to campus (which could be in March). If necessary, there will be a phased return to ensure the testing at scale can be managed in an orderly way.

Institute of Technology

Sir Dermot Turing (nephew of Alan Turing) is joining the Anchor Partner Steering Group (APSG), as a co-opted member, which is excellent news and will be a tangible link to the legacy of Bletchley Park. The DfE and stakeholders are pleased to have such an ambassador involved with the IoT.

The APSG Terms of Reference have been amended to include co-opted members (agenda item 4.3).

Race at Work Charter

The College has signed the Race at Work Charter which will enable access to a different network of organisations all working on a similar EDI agenda.

David Meadowcroft joined the meeting

Governors responded and asked questions (also minuted as confidential) :

The College is in a good position to deliver the aims of the White Paper and is already working with employers, partners, and schools. What will be different?

We are working though the White Paper and have already held meetings with the Council, Chamber of Commerce (Imelda Galvin has joined the Board) and SEMLEP to determine the skills plan for this region. The College has a strong business engagement team. It will be a Board priority and reflected in the strategic plan; the College is well placed to take advantage of the opportunities.

How will the government funded laptops be distributed?

Lindsey Styles is working on the distribution plan based on student needs. The College has already loaned c200 of its own devices to students.

How long can the College afford to fund testing kits?

The Government has provided a three week supply of testing kits, but it is not known what will happen after that. The College has estimated the cost of kits to be c£2.5k per week. It is a very thorough process, and we are currently collecting consent forms from staff and students.

There is good news for the IoT i.e. a shift in emphasis towards L4 and L5 but the emphasis on modularisation and changes to funding (funding to follow credit) may be a consideration for delivery.

This will be a consideration for now and the future.

The White Paper refers to outstanding ‘teaching’ not ‘education’.

This is government language. The White Paper recognises that the professional teacher in FE has not had same level of investment as the professional teacher in schools; the aim is to increase the professionalism of FE teachers.

The Board received the CEO’s Report

2.2 Student Experience

a) Campus Curriculum Operations (Paper 2.2A)

Interim Campus Curriculum Leadership (Presentation)

Julie Mills reminded the Board of the process which had been agreed for reviewing the curriculum plan and the leadership structure, including the impact of an Assistant Principal recently leaving the College. The discussion is minuted as confidential.

T Levels / Quality Improvement Structures

Sally Alexander and Alex Warner referred to Paper 2.2A and highlighted:

- Sally has been focusing on the quality agenda with Keith Turner, the Head of Quality Team, Heads of Schools (HoS) and Rhys Davies. Alex has been working with the HoS on curriculum innovation, pedagogy and changing the focus from courses to career pathways which are co-designed with employers.
- In the context of the pandemic and disruption to learning, the College is doing everything possible to support the success of every individual learner.
- The HoS Leads each have their own area of focus. This is a leadership development opportunity for the individuals.
- The Group approach is bringing together good practice from across the organisation.
- Work is on track to prepare for T Levels (from September 2021) including the delivery model, upskilling staff, and raising awareness about T Levels across the organisation.

Curriculum Transformation Project

Imelda Galvin explained that the project had been instigated in December to address the findings of the Tribal Report.

The Board noted the update on Campus Curriculum Operations

Penny Langford, Jack Maude and Victoria Curtis were welcomed to the meeting.

b) Digital Pedagogies - campus delivery experience in a lock down world (a view from the classroom)

Penny (Head of Digital Learning), Jack (Course Team Leader Barbering) and Victoria Curtis (Subject Leader: English), who are all members of the Digital Pedagogy Group, shared live examples of the College’s digital pedagogy and the impact on the students’ digital learning experience.

1. MK College is well advanced in digital pedagogy:

- The College has been a Microsoft Showcase College for 4 years, and Penny is supporting other Colleges. 128 members of staff have gained Microsoft Innovative Educator status and 11 members of staff have Microsoft Innovation Educator Expert status which gives them access to an international network of educators.
- Over 4,000 students and staff are using MS Teams daily and over 9,000 learning modules have been created (as part of the College's membership of the Blended Learning Consortium) and over 2000 interactive resources have been added to sessions (i.e. the student experience is more than live / recorded teaching).
- Careers events, open days, staff and student conferences, apprenticeship interviews, employer guest lectures, student clubs etc are all taking place virtually. There is lots of creativity and teachers are continually improving.
- 200 laptops and 20 data SIMs have been issued to students.

2. Barbering

- Student assignments are submitted and marked online.
- For most staff and students, there are many positive aspects to digital learning and MS Teams is working very well for both knowledge and practical skills e.g. students view a demonstration of scissor work and then submit a video of themselves cutting hair at home. Interaction with students is quicker than emails and there is more contact with parents (who can also watch lessons). Learning is bite-sized and recorded so that students can revisit lessons. Students collaborate with each other and Level 3 students support Level 2 students. Employability skills and wellbeing is addressed through sessions with employers and motivational speakers. Staff are mentoring each other and sharing content.
- The challenge is that some students do not engage well online and some have limited resources at home. Students are being supported with devices, motivation, wellbeing, and resilience. Staff workload is higher upfront but content can be created which can be self-marked (saves time long-term).

3. English

- Over 900 English students have accessed all their learning online.
- Lessons are a blend of live teaching, embedded videos, collaborative tasks, quizzes etc. Each student has their own digital exercise book. Students can study when they want and at their own pace and can monitor their own progress.
- Staff have an overview of work submitted and can send praises or reminders. Students receive online feedback and are set improvement targets with links to activities to help them to approve.
- Collaboration space enables students to work together on team activities and they support each other with resilience.
- The technology helps students who are dyslexic or have reading difficulties ('immersive reader' function).

Victoria will circulate a PowerPoint for governors to experience the interaction for themselves.

General

- Teachers are continually learning and improving their digital practice. If staff are motivated, students will be motivated. Staff confidence is key.
- Students can access lessons which they have missed at a time which suits them. Parents can be more engaged.

- The College is much further ahead than schools.
- There is much good practice to be retained longer term.

Governors responded that the presentations had been very impressive and demonstrated innovation and dedication to deliver a high-quality student experience. The Board recognises that digital learning requires a higher amount of upfront work by teachers; sharing good practice with less confident staff will be key.

Penny, Jack, and Victoria were thanked for attending and they left the meeting

The Board received the presentation on digital pedagogy

c) Academic Targets 2021/21 (Paper 2.2C)

Alex Warner explained that the proposed targets, in the context of the national lockdown and high level on unpredictability / uncertainties about assessments, were discussed at the recent CQG meeting.

Priority is being given to supporting every student to progress. The proposed targets focus on maintaining 2019/20 levels and the areas, where the quality of education was self-assessed to have declined in 2019/20, were being supported to return to previous 'Good' outcomes. Some aspects of the Study Programme have been suspended e.g. work experience.

The Board approved the academic targets for 2020/21 included in Paper 2.2C:

- ***Academic KPIs (Table 1)***
- ***School Self-Assessment Profiles (Table 2)***
- ***Other curriculum targets (Table 3)***

d) CQG 1st February 2021 (Paper 2.2D)

Liz Marr, Chair of the CQG confirmed that the CQG had scrutinised the proposed academic targets and recommended these to the Board for approval.

The Board approved the report from the CQG meeting of 1st February 2021 and did not identify any additional matters requiring scrutiny by the CQG.

2.3 Finance

a) 2020/21 Financial Health (Period 5 – December 2021) (Paper 2.3A)

Growth Funding

- The sector has been lobbying the ESFA about growth funding (as previously reported to the Board, the College has recruited 319 students above allocation which represents c£2m revenue). The ESFA has advised the sector that some growth funding will be paid on a formula basis; the specific amount has not been confirmed but the College expects to receive c£890k. This will have a positive impact on the year end forecast and cashflow (which is not reflected in the Period 5 position reported below).

Period 5 Position

- Overall College contribution YTD was £322k behind budget (£104k behind budget for Campus and £104 behind budget for Prisons).
- The main campus areas behind budget are Apprenticeships, Media, Adult English and maths and ESOL (more explanation is included Paper 2.3A).

- Prisons will deliver the expected contribution (there is a 'costs plus' model). The prisons financial year starts in April and the College is in negotiation with the MoJ (there will potentially be a reduction in the allocation).
- A reforecast is underway and will be presented at the March board meeting.
- The cash balance was below budget at the 31st of December due to timing issues.
- The Board approved a Capex budget of which £669k has been spent year to date (including c£180k which relates to the IoT and will be recovered from the DfE). A grant of £954k was also received which must be spent by the end of September.
- An analysis of IoT income and expenditure and capex will be reported at the March Board meeting.

The Board:

- ***Approved a staff pay award of 2% effective from 1st January 2021 (excluding senior post holders)***
- ***Noted:***
 - ***The financial position as of 31st December 2020, the forecast year end position as of 31st July 2021 and the predicted cashflow forecast.***
 - ***The Campus Investment budget.***
 - ***The New Futures: MK commissioning document***

b) Finance Group 1st February 2021 (Paper 2.3B)

Mat Gotkowski, Chair of the FinG referred governors to Paper 2.3B which is the report of the meeting held on 1st February (minutes had been circulated). The FinG requested more explanation on the reasons behind budget variances (to support decision making) and for IoT income and expenditure to be reported separately.

The Board approved the report from the FinG meeting of 1st February 2021

Governance and Compliance

3.1 PDMG 13th January 2021 (Paper 3.1)

Peter Cox, Chair of the PDMG referred governors to Paper 3.1 which is the report of the meeting held on 13th January 2021 (minutes had been circulated). The design team has been re-mobilised and the PDMG is expecting to receive the RIBA2 report at the next meeting on 17th February. Abortive costs relating to Block D, and project management costs, are still being pursued with the DfE.

The Board approved the report from the PDMG meeting on 1st February 2021

3.2 Meeting Effectiveness

The Board confirmed there had been sufficient time for debate and apart from any specific items minuted elsewhere, there were no further items requiring additional time at a future meeting / follow-up discussions.

3.3 Agenda items for the next meeting (24th March 2021)

- Strategic Review / Plan
- Transition Project (curriculum planning) / Tribal Benchmark Report (Richard Dewing and Phil Moseley will attend)
- Financial Health 2020/21

CONSENT AGENDA

The following items were approved by consent / without discussion:

- 4.1 Delegation of the Fee Policy (2021/22) (Paper 4.1)
- 4.2 Board Business Plan Part 2 (Paper 4.2)
- 4.3 Anchor Partners Steering Group (APSG) TOR (Paper 4.3)
- 4.4 *Minutes of the Board Meeting held on 16th December 2020 (Papers 4.4A, Confidential 4.4B)*

Matters arising:

Date raised	Actions arising from the last and previous meetings	Action Owner	Current position
16/12/20	Questions raised at the AR Committee - check with Auditors before signing the accounts / Letter of Representation.	IG	Complete (included in the 16 th December meeting minutes)
	Schedule a Board item on the MK College Group	KB	Complete – scheduled for March

Next Meeting 24th March 2021