**CORPORATION OF SIR GEORGE MONOUX COLLEGE**

**Minutes of the Meeting of the External Relations Committee**

**held on 19 October 2020, and List of Actions arising therefrom**

|  |  |
| --- | --- |
| **Present**  | Stewart Maclean (Chair), Talia Chirouf, Tom Foakes, Farhana Juhera, Maurine Lewin (agenda 1-10), David Vasse, Sara Whittaker (agenda 5-13).  |
| **In Attendance** | James Gould (Vice-Principal: Student Services and Recruitment), Robert Smith (Clerk to the Corporation), Alan Wells (Chair of the Corporation). |

|  |  |
| --- | --- |
| **1** | **Apologies for Absence & Quoracy**All members were present. |
| **2** | **Declarations of Interest**None. |
| **3** | **Draft Minutes of the Previous Meeting (Ordinary Business): 1 June 2020**It was noted that the draft minutes had been approved by the Chair of the Committee for circulation.The minutes were approved as a correct record of the business transacted, and *prima facie* evidence of the proceedings to which they relate. |
| **4** | **Matters Arising from the Draft Minutes (Ordinary Business): 1 June 2020**None. |
| **5** | **Student Enrolment: 2020-21**It was noted that the Board level risk falling within the remit of the Committee is considered under this and the following agendum.A report prepared by the Vice-Principal: Student Services and Recruitment in relation to agenda 5 and 6 was received and considered. It was noted that: |

|  |  |  |
| --- | --- | --- |
|  | **.** | applications had increased by 16% in 2020 by comparison with 2019 (from 2,520 to 2,928), largely owing to the sustained improvement in school liaison prior to closure and the improved reputation of the College; |
|  | **.** | the application to offer ratio had fallen by seven percentage points (from 58% to 51%) by comparison with 2019, largely owing to the greater ease of the online application system leading to a number of students having expressed an interest with little intention of following it through, as well as the pandemic restrictions having impacted on face-to-face interviews during the summer; |
|  | **.** | the offer to enrolment percentage had increased to 46.6% (2018:34%, 2019: 41%) largely, it is thought, owing to better school liaison, higher attendances at open days and more effectively sustained “keep warm” activities; |
|  | **.** | walk-ins had increased by comparison with 2019, with limitations on the number of available places having restricted the College’s ability to accommodate all qualified applicants; |
|  | **.** | a more generous policy in relation to internal progression by reference to minimum criteria had been operated in recognition of the personal challenges faced by students owing to the College closure in the Winter/Spring and Summer terms;  |
|  | **.** | the number of drop-outs had exceeded the 2019 rate by 1% largely owing to “no shows” at induction (i.e. students holding multiple offers who had decided against enrolling at the College); |
|  | **.** | retention during the six-week period from the start of the Autumn Term had improved, and the number of exclusions had continued to decline; *and* |
|  | **.** | whilst the final enrolment is below target, this is mainly the result of courses being full and the College being unable therefore to place students on a waiting list. |

|  |  |
| --- | --- |
| **6** | **Communications and Marketing, with Special Reference to Student Recruitment 2021-22 in the Context of the Public Health Emergency**The report received under Agendum 5 was also reviewed in the context of the College’s 2021 recruitment strategy in the context of the public health emergency.It was noted that: |

|  |  |  |
| --- | --- | --- |
|  | **.** | as the majority of face-to-face contact (visits, interviews, open days) during 2019-20 had occurred prior to the advent of the pandemic, there is arguably more disruption anticipated to the Marketing Strategy in 2020-21; |
|  | **.** | a reduction in school liaison caused by assemblies, careers fairs and taster sessions not being held face-to-face in partner schools had required the development of online material for delivery to school classrooms, though take-up had been slow to date, which has impacted adversely on the number of applications received this year by comparison with the same point in 2019-20; *and* |
|  | **.** | the significant uncertainty attending forward planning because of the pandemic had meant that a large contingent element is required in all plans so as to adjust to unpredictable events. |

|  |  |
| --- | --- |
|  | It was noted in more detail that: |

|  |  |  |
| --- | --- | --- |
|  | **.** | open days and advice evenings will allow for online and face-to-face interviews, with smaller pathway-focused events replacing an emphasis on larger-scale arrangements;  |
|  | **.** | online school assembles are currently being live streamed to classrooms, with questions taken over a chat function, though school technical issues have meant that quality has been variable – development of a blended approach which includes the playing of some pre-prepared content alongside a presentation / Q+A will, it is hoped, be suitable for use later in the academic year; |
|  | **.** | a college promotional video gives a clear overview of the College and all of the opportunities available, together with a short virtual tour hosted by student ambassadors;  |
|  | **.** | a short promotional video is being developed to introduce key staff and students at the College, as well as a short “teaser trailer”, and a ‘walking/talking’ prospectus for a newly created virtual tour site, with the intention of providing a significant amount of interactive and video material for potential students to browse online; |
|  | **.** | virtual student interviews will commence in November, with each session commenced by a Zoom meeting to welcome students to the College and the playing of a short film explaining the application and enrolment process; |
|  | **.** | an offer will be made to local schools for an after school on-site experience to consist of a short tour / college overview and interview session - capped at 15-20 students with the College offering a shuttle bus service to and from the school; |
|  | **.** | virtual application sessions will also be offered as an alternative to school groups; |
|  | **.** | a menu on the theme of ‘find out more about…’ from subject teachers at Monoux has been advertised to schools, to be hosted over Zoom; *and* |
|  | **.** | ongoing marketing throughout all neighbouring boroughs is continuing, with school liaison emails and flyers also being sent to schools to encourage applications, including information on the desirability of early application, as places are offered on a first come first served basis to those with the predicted minimum entry qualifications, and many courses had filled up quickly in the previous year. |

|  |  |
| --- | --- |
|  | The following matters were emphasised by members: |

|  |  |  |
| --- | --- | --- |
|  | **.** | the importance of producing a fully interactive College online prospectus by December or early January at the latest; |
|  | **.** | the need to conduct interviews and make offers to students while the market stays relatively non-volatile; |
|  | **.** | the need to plan for the likelihood of continued social distancing affecting the 2021-22 year, including the 2021 enrolment process, which would entail significant changes to marketing plans and programmes; |
|  | **.** | the need to achieve a good working balance between internal progression and external recruitment in 2021 – in particular, that in view of the level of 2020 recruitment and the potentially higher numbers of students progressing internally at the end of the 2020-21 year, maintaining the maximum enrolment target at the 2020 level is a viable strategy;  |
|  | **.** | relevant College events, where appropriate, could be opened up to participation by secondary school pupils; *and* |
|  | **.** | the highly effective College response to the public health emergency is part of its unique selling point to potential students, who can anticipate a more “normal” environment to obtain at the College, and should form a significant part of the marketing strategy in the current year.  |

|  |  |
| --- | --- |
|  | It was confirmed by the Vice-Principal: Student Services and Recruitment that the recruitment activity is currently assessed as being adequately resourced, and that high-cost activities had been brought forward to an earlier point in the academic year to replace school liaison activity which is expected to be picked up later. So far, additional expenditure incurred in responding to the pandemic had been offset by savings in physical events such as open days.In response to a question from the Committee Chair, it was confirmed that the College had developed a range of initiatives to respond to the current environment, all of which are being regularly reviewed and adjusted in order to develop a comprehensive strategy for the academic year, and that connections with competitors and other colleges had found that the challenges faced by the College are equivalent to those faced by other providers. Feedback from partner secondary schools indicates that Year 11 progression programmes had been delayed and are anticipated to pick up later than normal in the academic year.It was agreed that: |

|  |  |  |
| --- | --- | --- |
|  | **.** | any suggestions from members in connection with implementing the marketing strategy be emailed directly to the Vice-Principal: Student Services and Recruitment;  |
|  | **.** | the number of 2021 student enrolments to be advised to the Resources Committee as a basis for financial planning in 2021-22 be proposed to the Chair of the External Relations Committee after the census date has passed in good time for the Resources Committee to have it at their disposal at the meeting to be held on 30 November 2020, the Committee Chair, if he thinks fit, to approve it under the provisions set out in Bye Law 2.1.3.6 of the Corporation prescribing Committee Chair’s Action;  |
|  | **.** | an additional online meeting of the Committee be held on 2 December 2020 starting at 17.30 hours for the purpose of reviewing progress on implementation of the College marketing strategy, with particular reference to its implementation during the public health emergency. |

|  |  |
| --- | --- |
| **7** | **Work Experience**A report prepared by the Vice-Principal (Student Services and Recruitment) was received and considered.It was noted that the 2019-20 academic year has been attended by a high level of work experience placements, despite the challenge of the public health emergency. A majority of placements had taken place in the Winter/early Spring term. Consequently, the number of Level 2 and Level 3 vocational students completing a placement had been 1% higher than the previous year at 57%. However, work experience for a minority of classes had been negatively affected as a result of the pandemic, and the completion of industry placements had in many instances not been feasible. During the closure period, the College had striven to maintain employer connections leading to a number of novel projects which had provided helpful learning and increased the College’s confidence to plan for work experience to happen differently in 2020-21.In preparation for the current academic year, and on the basis of guidance from employers and brokerage agencies, the College had planned to resume work experience placements and industry placements from January, but this appears increasingly unlikely, with one of the College’s key brokerage agencies having advised that, on current projections, they will be unable to resume placements until at least May. The College remains hopeful that placements will recommence at some point during this academic year and are currently re-scheduling a calendar for them to resume in the Summer Term. The sourcing and matching of work experience placements is planned to continue in the meantime, though on an ad-hoc basis responding to individual opportunities, rather than as a block system whereby whole classes access opportunities simultaneously.A Summer Term schedule for block-booking placements may pose a number of challenges including a clash for students re-sitting GCSE English and Maths examinations. It would also preclude the commencement of Industry Placements, although no updated guidance in their regard had yet been circulated for the 2019-20 year.However, it is hoped that work experience may still be conducted so as to enable students to gain an understanding of employment. Over the past few years, the College has successfully developed a range of Work Experience Projects delivered in partnership with the curriculum, with students involved as part of their course. The College expects that activities will continue either face-to-face or in an online format and that they could be expanded to include different elements so as to give the flavour of a ‘placement’. An employability programme has been designed by the Careers and Employability Team for students to complete during their online learning week over the Winter/Spring Term to include aspects including communication skills, emotional intelligence, networking and presentation skills. In view of the prevailing circumstances, it had been proposed that the KPI for work experience in 2020-21 be changed to refer to the number of students completing either a Work Experience Placement or an equivalent Project. It was noted that in previous years internal targets regarding Work Experience Projects had been set by reference to all students (including those studying A Levels). During the previous year, 57% of students had completed a project with an employer. In response to questions from members, it was clarified that work is underway with employers to transfer the projects from last year to online opportunities in the current year. The College is also working with employers who have previously offered work experience placements to develop a range of project opportunities, with promising progress so far in this area. In response to questions from members, it was confirmed that a work experience project comprises an employer interaction that includes features such as a ‘live brief’, mentoring, work visit/shadowing. ‘Career talks’ from employers, whilst valuable for students, do not count as a work experience project.It was also noted that new partnerships with employers are being actively developed. However, it may be the case that these projects lead to valuable experiences for only a small number of students, rather than at scale. The College does not therefore anticipate that these will extend to all students, particularly those studying for A levels who have not historically had the same level of employer connections as vocational courses (although this has improved in recent years). A target of 60% had been initially proposed, but members agreed that this target should be set at 80% in order that the College might stretch these opportunities to as many students as possible. Members commented that the College’s students have a particular need for good employer contacts to overcome their in-built disadvantages in relation to the labour market, and that the activity remains important even under present conditions. It was questioned whether, in lieu of work experience opportunities in the current year, more activities might be offered within the College to help prepare students for working life It was reported that a number of companies are keen to participate, though the number of students that can be accommodated is likely to vary between organisations. Online employability programmes centred on employer participation might also substitute for work experience in some instances.Members felt that changing the in-year target for work experience placements might lead to it being determined on what is currently set to be achieved, rather than providing a stretching target. It was agreed that the KPI for work experience placements should be kept as a method of monitoring the impact of the pandemic on the creation of placements. It was proposed that the target for the number of work experience placements should be set at 80% for the *new* KPI and remain at 80% for the *existing* KPI for ease of year-on-year comparisons, but that the reasons for not being able to meet targets owing to the public health emergency would be reported to the Committee.The Vice-Principal (Student Services and Recruitment) noted that communications with staff would need to be carefully managed with regard to the KPI on work experience placements, not only because we expect staff to focus on the delivery of work experience projects (as these are more likely to be achieved this year), but also to reinforce to managers and Careers/Employability staff that this KPI has being kept for ease of year-on-year comparisons and not as a basis for performance management. It was therefore agreed that work experience projects be reported against the proposed new KPI, but that the original KPI for work experience also be retained for ease of year-on-year comparisons, with 80% the target in each instance. |

|  |  |
| --- | --- |
| **8** | **Key Performance Indicators 2019-20 and 2020-21**The following 2019-20 outcomes, where final data are available, were noted: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance Indicator** | **Measure** | **2019-20 Target****%** | **2019-20****Outcome** | **Comments** |
|  | External progression | % of applicants progressing successfully to their first choice of HE institution | 70% | n/a | to be reported in December |
|  |  | % of students progressing to employment, apprenticeship and HE in a related sector | 90% | n/a | to be reported in December (to date 86% -university only)  |
|  |  | % of students progressing to Russell group out of those who progressed to HE | 15% | n/a | to be reported in December (to date 9%) |
|  | Work experience | % of L2 & L3 Voc. students undertaking work experience  | 80% | 57%  |  |
|  | Student feedback  | % of students who would recommend SGMC to a friend (QDP) | 85% | 93% | Source: June 2020 survey |
|  |  | % of students who feel safe at College | 95% | 96% | Source: June 2020 survey  |
|  | Recruitment  | No. of EFA funded learners enrolled at census dates (i.e. funding target)  | 1820 | 1790 | *not* final figure |
|  | **Performance Indicator** | **Measure** | **2019-20 Target****%** | **2019-20****Outcome** | **Comments** |
|  | Recruitment  | Application to offer conversion rate. | 75% | 51% |  |
|  |  | Offer to enrolment conversion rate | 42% | 46.6% |  |
|  | Internal Progression | % of students progressing from vocational L2 –L3. | 75% | 78% |  |
|  |  | % of students progressing from A level year 1 to A-level year 2 | 90% | 86% |  |
|  |  | % of students progressing from A Level Year 1 in total | 94% | 90% |  |
|  |  | % of students progressing from A Level Year 1 in total | 94% | 93% |  |
|  |  | % of students progressing from L3 BTEC Y1 to Y2 | 95% | 88% |  |
|  |  | % of all students who could return to the college in the college in 18/19 who do | 90% | 85% |  |

|  |  |
| --- | --- |
|  | The following 2020-21 targets, incorporating changes agreed under Agendum 7, were proposed: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance Indicator** | **Measure** | **2019-20****Outcome** | **2020-21 Target****%** | **Comments** |
|  | External progression | % of applicants progressing successfully to their first choice of HE institution | n/a | 70% |  |
|  |  | % of students progressing to employment, apprenticeship and HE in a related sector | n/a | 90% |  |
|  |  | % of students progressing to Russell group out of those who progressed to HE | n/a | 12% |  |
|  | Work experience | % of all students undertaking either a work experience placement or a work experience project (temporary change to KPI due to impact of Covid-19). % of L2 & L3 Voc. students undertaking work experience placement. KPI kept to ease year on year reporting | 57%57% | 80%80% | 2019-20 outcome relates to L2 & L3 Voc. Students only. |
|  | **Performance Indicator** | **Measure** | **2019-20****Outcome** | **2020-21 Target****%** | **Comments** |
|  | Student feedback  | % of students who would recommend SGMC to a friend (QDP) | 93% | 85% |  |
|  |  | % of students who feel safe at College | 94% | 95% |  |
|  | Recruitment  | No. of EFA funded learners enrolled at census dates (i.e. funding target)  | 1790 | 1820 | 2019-20 outcome not final figure |
|  | Recruitment | Application to offer conversion rate. | 51% | 55% |  |
|  |  | Offer to enrolment conversion rate | 46.6% | 45% |  |
|  | Internal Progression | % of students progressing from vocational L2 –L3. | 78% | 75% |  |
|  | **Performance Indicator** | **Measure** | **2019-20****Outcome** | **2020-21 Target****%** | **Comments** |
|  | Internal Progression | % of students progressing from A level year 1 to A-level year 2 | 86% | 88% |  |
|  |  | % of students progressing from A Level Year 1 in total | 90% | 92% |  |
|  |  | % of students progressing from L3 BTEC Y1 to Y2 | 90% | 90% |  |
|  |  | % of all students who could return to the college in the college in 18/19 who do | 87% | 87% |  |

|  |  |
| --- | --- |
|  | The targets for 2020-21 were approved on behalf of the Corporation. |

|  |  |
| --- | --- |
| **9** | **Student Survey Report**A report prepared by the Vice-Principal (Student Services and Recruitment) was received and considered.It was noted that: |

|  |  |  |
| --- | --- | --- |
|  | **.** | the survey had been conducted in June 2020; |
|  | **.** | given that the College had been operating virtually at the time of the survey, a response rate of 60% is regarded as encouraging; *and* |
|  | **.** | the unusual circumstances during which the survey was conducted does not enable its results to be compared to those of previous surveys, but the data provide evidence of the quality of the College’s curriculum and support services during the closure period. |

|  |  |
| --- | --- |
|  | It was specifically noted that:  |

|  |  |  |
| --- | --- | --- |
|  | **.** | 96% of students had felt safe in the College’s online environment, with 99% of students also reporting that they knew how to stay safe online; |
|  | **.** | 89% of students had agreed that the weekly calls helped them to stay connected to the College and maintain a sense of well-being during the closure period, with 88% agreeing that they knew who to contact if they had any problems; *and* |
|  | **.** | 88% of students had reported that the technical facilities at their disposal allowed the completion of online lessons, reflecting the positive impact of the College’s laptop loan scheme, though 69% did report challenges with accessing sufficient wi-fi/data – despite the College having purchased dongles and data for students, the problem had become more acute as the closure period continued, with more demand on household wi-fi connections and personal data allowances, all of which needs to be reviewed in advance of a repeat closure. |

|  |  |
| --- | --- |
|  | Concern was expressed in relation to the 12% of students who did not have sufficient technical facilities at their disposal to allow the completion of online lessons. It was confirmed that students for whom this was a problem had been able to attend the College and use its facilities in a physically distanced setting.It was noted that a further student survey will be conducted in December for report to the 1 February meeting of the Committee.  |

|  |  |
| --- | --- |
| **10** | **Safeguarding Update**A report prepared by the Vice-Principal (Student Services and Recruitment) was received and considered.It was noted that: |

|  |  |  |
| --- | --- | --- |
|  | **.** | students with a range of indicators linked to vulnerability had continued to perform well in 2019-20; |
|  | **.** | bursary and free school meal students had continued to record better attendance and achievement than that of their peers, reflecting a three year trend;  |
|  | **.** | EHCP and High Needs students had recorded 100% achievement, progression to positive destinations, or successful internal progression;  |
|  | **.** | there had still been an achievement gap for Looked After Children, but it had closed significantly compared to the previous academic year; *and* |
|  | **.** | for the 342 students who required confidential welfare and personal support, achievement had been broadly in line with the college average, though an achievement gap of around 10% had been observed for students with significant Safeguarding concerns. |

|  |  |
| --- | --- |
|  | It was specifically noted that:  |

|  |  |  |
| --- | --- | --- |
|  | **.** | there had been a continued increase in students with concerns related to gangs and youth violence, with a number of students having been victims of robbery on their way to and from college, which had led to close working with the Police in order to suppress the activity;  |
|  | **.** | one Prevent-related concern had been recorded in 2019-20 requiring partnership work with the Redbridge and Waltham Forest Prevent teams; |
|  | **.** | male students had continued to be disproportionately under-represented in the data, being less open to reporting Safeguarding concerns, and more likely to keep issues to themselves or be fearful of being seen as informants - interventions to address this issue will continue in 2020-21; |
|  | **.** | termly internal audits during 2019-20 had demonstrated that the Safeguarding Team listens to learners’ concerns and acts appropriately; |
|  | **.** | 94% of students had agreed that they felt safe in College in December 2019 (88% December 2018, 88% December 2017), demonstrating a sustained improvement from February 2016, when only 74% of students had reported feeling safe;  |
|  | **.** | Black British/Caribbean and Black British/African students had been marginally more likely to report feeling unsafe, which is a continuing trend over time, and slightly fewer students had felt safe travelling to and from the College, related, it is believed, to perceptions around gangs and youth violence; |
|  | **.** | during the period in which the College had been operating online, the following specific measures had been taken: |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **.** | all support staff had been allocated a caseload of students to call each week as part of a ‘Calling Taskforce’, with a focus to check on well-being, to discuss engagement and attendance with online learning and pick up any issues/concerns - over 12 000 of these conversations were conducted during the period, 86% of students having positively engaged with the service; |
|  |  | **.** | free school meal funds had been provided to students throughout the Summer Term and the summer holidays to alleviate food poverty; |
|  |  | **.** | new Safeguarding policies and practices had been introduced to cover referrals and to ensure that staff and students remained safe during online lessons, with all staff having received in-house refresher Safeguarding and Prevent training;  |
|  |  | **.** | all Safeguarding Officers had received appropriate external specialist refresher training; |
|  |  | **.** | “Talent Lab Online” had covered important personal and social issues throughout the closure period; *and* |
|  |  | **.** | ESAFE online safety monitoring had remained in place during the closure period to enable loan devices to monitor student and staff activity, communicate safety messages, and identify students at risk of harm. |

|  |  |  |
| --- | --- | --- |
|  | **.** | since the College reopening in September, the following specific measures had been taken: |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **.** | improvement to the College’s centralised system for Covid-19 monitoring - 4 cases of Covid-19 have been confirmed, 3 of which required self-isolation of other students; |
|  |  | **.** | close adherence to Public Health England guidance, with no evidence having been found of intra-college transmission of the virus; |
|  |  | **.** | close monitoring of the level of overall absence and sickness, which is close to normal compared to previous academic years, though the pandemic has had some effect on attendance, with 177 students having been absent for Covid-19 related reasons (i.e. quarantine or self-isolation); |
|  |  | **.** | expansion of Personal Mentoring and Counselling services to improve the College’s ability to have good quality conversations with students, since mentors have a reduced caseload compared to previous years; |
|  |  | **.** | provision of in-depth transition support and structure to new students who have faced particular challenges to engaging in education – such as having been previously educated in Pupil Referral Units; |
|  |  | **.** | an induction programme featuring online videos and classroom workshops including Safeguarding and Covid-19 safety, followed up by regular ‘Loom’ videos shown to students in the classroom to reinforce key Safeguarding messages, as well as holding classroom discussions to focus on personal resilience during the pandemic;  |
|  |  | **.** | confidential conversations with all newly enrolled students through the College’s online confidential disclosure form, with facilities to enable earlier tracking by managers of students with Safeguarding Concerns, Fitness to Study or those who are Looked After Children;  |
|  |  | **.** | delivery of further training on Prevent and Safeguarding to Safeguarding Officers, with teachers in the Digital Pathway scheduled to receive more in-depth training from the Waltham Forest Prevent Team on supporting students to be digitally resilient; |
|  |  | **.** | a continued robust and preventive approach to risks around gangs and youth violence, including additional investment in the team of campus officers, the presence of senior staff at the end of the day and regular communication around staying safe while travelling to and from the College; |
|  |  | **.** | continued implementation of regular knife and bag searches - despite the challenging context, the behaviour of students has improved significantly inside the classroom and around the campus;  |
|  |  | **.** | effective engagement with parents through online meetings (e.g. for MPA students), Parents Forums and regular video updates, the attendance at which in their online format has significantly improved compared to previous face-to-face events; |
|  |  | **.** | clear guidance issued to staff to ensure that online lessons are conducted safely, and that ‘Ready to Learn online’ is in place for students, with registers being taken for online learning to reveal absence and enable follow-up in the normal manner; *and* |
|  |  | **.** | emphasis on the importance of entry periods to facilitate opportunities for staff to share messages concerning well-being and safety, and provide a calm, positive, one-way flow to the start of the day. |

|  |  |
| --- | --- |
|  | Members noted the measures taken, and remarked positively on the impact of the “Reach-Up” programme which had recorded a 100% success rate in relation to the most recent student cohort. |

|  |  |
| --- | --- |
| **10** | **External Corporate Hospitality**There were no matters to report. |
| **11** | **Disclosure and Barring Service (DBS) Checking of Governors**The Clerk to the Corporation confirmed that all governors possess valid clearances, except those appointed for the first time at the Corporation meeting held on 13 October 2020 for whom the process had been put in hand.He thanked Farhana Juhera for her assistance in ensuring the effective operation of the DBS clearance system for governors. |
| **12** | **Dates and Times of Meetings 2020-21**The following approved dates and times were noted:***Wednesday 2 December 2020 (5.30pm)******Monday 1 February 2021 (5.30pm)******Monday 7 June 2021 (5.30pm)*** For the protection of members and the College, the Autumn and Winter/Spring term meetings will be held online. Whether subsequent meetings are held physically or online will be determined by the public health situation as it affects participants at the time. |
| **13** | **Any Other Competent Business**None. |

**List of Actions Arising from the Minutes**

|  |  |  |
| --- | --- | --- |
| *Minute No.* | *Person(s) Responsible* | *Action Required* |
| **6** | Vice-Principal: Student Services and RecruitmentChair of the External Relations CommitteeClerk to the Corporation | Propose to the Chair of the External Relations Committee the number of 2021 student enrolments to be advised to the Resources Committee as a basis for financial planning in 2021-22 after the census date has passed in good time for the Resources Committee to have it at their disposal at the meeting to be held on 30 November 2020.If he thinks fit, approve the said number under the provisions set out in Bye Law 2.1.3.6 of the Corporation prescribing Committee Chair’s Action, and advise the Clerk to the Corporation accordingly.Advise the said number to the Chair of the Resources Committee, and at the meeting. |
| **7** | Vice-Principal: Student Services and Recruitment | Re-instate the existing KPI for work experience alongside the new KPI in this regard.  |
| **8** | Vice-Principal: Student Services and Recruitment | Apply targets of 80% to both work experience KPIs. |
| **9** | Clerk to the Corporation | Provide an agendum at the 1 February 2021 meeting of the Committee for reviewing the results of the December 2020 student survey. |