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| **Hastings College Board**  |
| **Date** | 7 May 2020  | **Time** | 15.00  |
| **Venue** | Online  |
| **Chair** | Ian Mehrtens  |
| Membership: Ian Mehrtens (Chair), Dan Shelley, Marie Sangster, Tracy Griffin (staff), Jordan Beeney (Student President), Neil Moir, Hilary Morawska, Mary Herns, Vic Kempner In attendance: Mia Brown, Director of Governance, Susan Bonnet  |

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|  1)  | **Apologies and welcomes** Ian introduced himself.Apologies were noted from Dan, Jordan, Neil, Mary and Hilary.Vic entered at 15.23 pm  |
| 2)  | **Declarations of Interest** Ian declared he was on the Board of Directors at Plaza Trading.  |
| 3)  | **Minutes of the previous meeting and matters arising** THE MINUTES FROM THE LAST MEETING WERE AGREED AS A TRUE AND ACCURATE RECORD.  |
| 4)  | **Principals Report:** • Covid-19 update • Student and Staff voice • Student outcomes **Covid-19 update**Jim Sharpe advised the College continues to deliver remote/distance learning to all full-time students and some part-time students, where this is practical.Student engagement is monitored every week by the Principal and Assistant Principal, based on information received from tutors, via Heads of Curriculum and the Well-Being Mentor team. Current student engagement is around 65% to 75%, compared to a national picture of below 50%. However, levels of student engagement are very variable. Engagement is particularly challenging for low-level students (foundation and level 1). Susan referred to the virtual tracker that captured this attendance and secured the safeguarding tracking. All non-engaging students are contacted via telephone by curriculum teams to discuss how the College can support them further.The Hastings campus has the highest number of students without access to appropriate IT in the group. The College has identified the majority of these students and continues to try to engage this cohort by providing equipment. Distribution of a further 100 Google chrome books is scheduled for Thursday, April 30th.The College has established a working group to consider the implications of re-opening the College.Vic enquired about the impact on work experience placements and mitigations in place. He also asked about applications and enrolments. Susan expressed concerns about how schools are no longer marketed to as robustly as when it was just Hastings. Susan noted that feeder schools are not being marketed to as robustly as when it was just Hastings College. **Student and Staff voice** **Staff Voice** The College has produced an Academic Continuity Plan to provide support and guidance for staff during the lockdown.It was noted that HR are undertaking a staff survey to determine how well people feel that they have been communicated with and supported during the lockdown, to identify good practice and where further support is needed. This feedback will be shared with the HR Committee. Key issues were noted:Hasting’s staff have not been migrated to an ESCG account so they are not able to use Skype or Teams. They have to use mobiles phones with numbers blocked. This means they are not accessing free calls with Skype and there is no number for students to call back on.Ian asked why there has been a delay. Jim cited IT capacity. **Action: Ian Mehrtens to escalate via Short-term Board Focus Group.** Ian asked Jim if he is assured the working from home policy is being complied with. Jim advised staff are advising of high workloads and nervousness about returning to campus. This was supported by the staff members. Susan expressed concern about the space people have to work effectively from and lack of work/life balance. It was noted that the DSE policy is being promoted by the College and risk assessments / ergonomic checklist and advice guides for staff and students circulated. **Student Voice** Jim advised that the College has undertaken some early Student Voice feedback, post-closure from the elected course representatives (a limited, and motivated, group of students). Feedback was noted in the appendices. Positives were noted around how helpful teaching has been, receiving work and communications. It was noted that support with college work was a little low, but the negative is also low, and this needs unpicking Similarly, support with IT concerns was low, but the low is not proportional, might suggest that when they did need support neutral response. The IT issues were discussed at length. This was noted to be a range of issues, including outdated packages which don’t adequately support the delivery of learning /training. E.g. need for Chromebooks Ian asked how the College ensures new students have appropriate IT access. Jim said that this is asked at enrolment and support provided where possible, e.g the supply of dongles. Tracy said the IT issues need taking seriously and said the issues fluctuate across the year. Jordan agreed. He said the maintained of IT equipment is poor and there are both software and hardware issues.**Action: Ian agreed to notify the Board (via the Short-term Board Focus Group) of these concerns.** With regards to support with personal concerns, the negative was noted to be quite high, and the positive low. Ian urged Susan and Jim to explore the neutral data, nothing that the neutral is quite high across a range of criteria. Ian noted that communications feedback is positive, which is in contrast with feedback received from students previously, and urged for lessons to be learnt from lockdown activity. Vic asked Jim if he was happy with the response. Jim said he was impressed with the response rate and that response reflects the work being done in terms of working with students at home. He was especially happy with English and Maths responses. He said the responses were testament to how committed the Heads of Curriculum have been. Ian said it would be helpful to rerun the survey and see how many negatives and neutrals have turned into positives.Tracey discussed keeping in touch initiatives and support to vulnerable and SEND students. Ian asked how the quality of online provision is being monitored. Jim advised this was part of the quality teams remit. Ian asked if this would be fed to the Curriculum and Standards Committee. Jim confirmed it would. **Outcomes**Jim Sharpe advised Ofqual is continuing to work with awarding bodies on the details of how students will be awarded grades for this academic year. Qualifications will be placed into one of three categories: Calculated grade, Adapted Assessment and Delayed Assessments. Students that are unhappy with their results from the first three categories will be provided with additional assessment opportunities as early in the next academic year as possible. The DfE and Ofsted have confirmed that there will be no performance tables produced for academic year 19/20, including student destination data. |
| **5)**  | **Review of membership for 2020-21 & exploration of ‘themed working groups’** Membership and attendance were noted as a real challenge for the local College Board. There followed a discussion about initiatives to improve this. The College Board want to explore more opportunities to be embedded in the Hastings community and invite local speakers from the local areas, including business and community and voluntary sector representatives It was noted that while there are strong benefits having Heads from local schools on membership, their capacity does not allow active engagement. Ian said he would like to see the local College Board having much stronger stakeholder engagement and that he is beginning to explore this more with Jim and Susan. He urged all members to act in an ambassadorial role on behalf of the Hastings Campus. The local College Board felt it would benefit from more young people, including local start-ups as part of role-modelling. Tracey noted that the College does benefit from local speakers, and some of them would be good candidates to join the College Board. There was the suggestion of including parent member also. Ian expressed concern that there appears to be some duplication about what is covered at the local College Board level and the Curriculum and Standards Committee. Mia Bryden agreed that this is an issue. Ian suggested the local College Board should support the quality of provision in the College, but that there should be exception reporting to each campus, which would provide a more explicit focus for the College Boards. He advocated for a more influential role in the local College Board’s overseeing local relationships with stakeholdersThe group agreed to a focus on social mobility and enterprise. |
| 6)  | **Local stakeholder engagement** Jim advised of the following, on behalf of Dan Shelley:* The College are working in partnership with Local Authorities, Let’s Do Business Group and other business support organisations to provide a service to help businesses come out of lockdown and accelerate them into developing the e-commerce skills they will need to thrive.
* The College has launched a range of free online courses for adults via <https://www.grasplearning.co.uk/elearning-short-online-courses>. These are Level 1 and L2 courses covering a range of subjects with further courses being rolled out each month.
* The College is working with DWP and ESCC to create a course which is a combination of units from existing qualifications as a 1-week course designed to help those made a recently redundant return to the workforce ASAP

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| 7 | **AOB**There was none.  |