

MORLEY COLLEGE LONDON

GOVERNING BODY

Minutes of a Meeting at the Waterloo Centre on Monday 28 March 2022 at 4.30 pm

Present:

Ms Leisha Fullick, External Governor (Chair)
Mr Victor Olowe, External Governor (Vice-chair)

Ms HStaff Governor
Mr Jonathan Slater, External Governor
Mr James Ward, External Governor

In attendance:

Mr Aaron Porter, Advance HE
Mr Marco Macchitella, Deputy Principal
Mr Ralph Moran, Chief Finance Officer (CFO)
Mr Matthew Cunningham, Chief Marketing and Engagement Officer (CMEO)
Mr Craig Hanlon-Smith, Centre Principal, North Kensington (Items 1-11 only)
Mr Gerald Jones, Centre Principal, Waterloo (Items 1-7 only)
Mr Matias Shortcook, Centre Principal, Chelsea (Items 1-7 only)
Ms Rebecca Tristram, Head of Design, Chelsea Centre (Items 1-3 only)
Mr Martin McNeill, Clerk to the Governing Body and Company Secretary

Absent:

Miss Justine Brian, External Governor
Ms Lesley Mills Tagoe, Student Governor
Ms Heather Smith, External Governor

RESOLUTIONS

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- x To create a new role of Lead Governor for Health, Safety and Sustainability (replacing the existing role of Lead Governor for Health and Safety) and to appoint Susan Lindsey to fill that role for the remainder of 2021-22. (Minute 10.3)
 - x To adopt, subject to two amendments, a revised Complaints Policy and Procedure for review not later than 31 March 2026 (Minute 11.3)
 - x To adopt, subject to one amendment and to any further minor amendments that the ED&I Steering Group might consider necessary, an ED&I Statement and associated Anti-racism Statement for review not later than 31 March 2026 (Minute 11.4)
 - x To adopt a Freedom of Speech and Freedom of Expression Policy for review not later than 31 December 2025 (Minute 12.2)
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1. Apologies for absence and quorum

Apologies for absence were received from Justine Brian, Lesley Mills Tagoe and Heather Smit5agoe and 8pol Tj -0.002 e ednd

Stakeholder Advisory Group in influencing curriculum design and increasing employer engagement, and described some highlights of the last year, including the first in-centre exhibition focused on sustainability (the Denim Project), the signage work undertaken by Foundation Diploma students and the professional practice opportunities in interior design currently available through partnership with the KI Group. She also looked forward to the alumni exhibition planned for the end of the year that would celebrate 20 years of millinery at the Chelsea Centre.

3.5. Work experience was an important element of all Design courses, as it helped students to develop fusion skills (pride, buoyancy, connectivity, community and ethics) and 'T-shape' skills. Although it had been challenging to deliver meaningful work experience opportunities during the pandemic, students had valued recent experiences at the Saatchi Gallery (working on an exhibition by Toby Dye), as members of the media team at the Association of Colleges (AoC) annual conference and creating podcasts with Morley Radio and Kensington and Chelsea Council. The team was currently looking to employ a dedicated Work Experience Placement Officer to develop relationships with employers and to support students through this vital phase of their learning.

3.6. Asked what were the main barriers to employer engagement, the Head of Design said that many creative businesses were micro-enterprises, sometimes working in collaboration. Some were home-based and lacked the people management and health and safety structures that were necessary to ensure a safe and satisfactory experience for students on placement. The challenge was to find employers with the capacity and capability to deliver work experience that would be of real value to the students.

3.7. A key element of the team's future plans was the creation of a 'Chelsea Agency' to act as a broker between employers and students seeking work experience. This would work in a slightly different

- 4.2. Commenting on specific videos, governors noted that, despite the drive towards e-commerce, 15 per cent of students continued to enrol by telephone and 35 per cent in person. Many of the latter group were Essential Skills students, who might have seen course details on the website but not been confident in their ability to complete an online form. It was important to understand who these groups were and to avoid excluding them. The CMEO said that further enhancements to the online enrolment process were in hand, but the College had no plans to close off any of the possible routes to enrolment.
- 4.3. In relation to the HE Quality video, governors observed that the requirements of the Quality Assurance Agency, while possibly less demanding than those of Ofsted, imposed a significant regulatory burden on organisations like Morley with relatively small volumes of HE provision.

5. Minutes of 13 December meeting

- 5.1. The minutes of the meeting held on 13 December 2021 (excluding the reserved minutes – see Minute 13 below) were confirmed as a correct record and it was agreed that they should be signed by the Chair. The Board considered progress on action items and other matters arising from the minutes as follows.

30 March 2020 Minute 1.2 Apologies for absence (recognition event)

- 5.2. The CMEO told the Board that the planned recognition event had now been arranged for Tuesday 5 July and would be held at the Stockwell Centre. All serving governors and those who had retired following long service in 2019-20, 2020-21 and 2021-22 would be invited.

19 July 2021 Minute 13.1 Key performance indicators (student survey)

- 5.3. The Clerk reported that the review of student surveys was in hand and would be on the agenda of the Quality and Standards (QS) Committee meeting on 20 June.

1 November 2021 Minute 4.3 Pre-meeting presentations and videos (People Strategy survey)

- 5.4. The Board noted that the Finance, Resources and Fundraising (FRF) Committee had received a full report on the ou-2 (e)10.5 (nt)gommhaTJ 0.007DC -0.0(B)2 (oar)-6 (d j1)0.5 (or

needs, the consultation on HE policy reforms and the Greater London Authority (GLA)'s Skills Roadmap for London. Governors noted that the Skills Bill now passing through Parliament included a duty for college governing bodies to review how well their provision was meeting local needs and make appropriate plans.

Centre Principal explained that this had been chosen by the original sponsors (the Home Office and Ministry of Defence), not by the College. The course did, however, include modules covering road safety and personal safety explaining how to access the NHS, the education system and the emergency services

9. Search and Governance Committee

9.1. The Board received and considered the approved

11. Quality and Standards Committee

11.1. The Board received and considered the approved draft minutes of the Committee's recent meeting and was pleased to receive assurance as to the progress being made in implementing the FE Quality Enhancement Plan (QEP). In presenting the Committee's recommendation to approve the HE QEP, the Committee Chair expressed disappointment that the Committee's comments had still not been fully taken on board; in particular, the issues around assessment had still to be addressed. As only one term remained in which to implement the Plan, she asked the Board to note (rather than approve) it.

11.2. In discussion, governors expressed their support for the proposals outlined in Minutes 9.2 and 9.3 of the Committee's minutes (Item 11a on the agenda of this meeting) and looked forward to having the opportunity in the autumn to consider a more succinct HE QEP: this should flow from an Annual Quality Review (AQR) firmly based on the Quality Code and should aim to identify a small number of Areas for Enhancement that were of strategic importance. This process would be assisted by the changes in the strategic leadership of HE referred to in Minute 8.4 above.

11.3. The Board agreed to approve the revised Complaints Policy and Procedure, subject to two amendments: the inclusion in the flowchart of an appeal to the Principal not being supported by new evidence or evidence of a failure in procedure; and the alignment of the two references (in paragraph 2.2 of the procedure and in the 'Timescales' section of the Guide for Students and Other Users (Appendix 3)) to the time frame within which a concern or complaint should be raised. In answer to a question, the Clerk confirmed that a Feedback Report, including details of concerns, complaints and compliments, was considered annually by the Quality and Standards Committee.

11.4. The Board also agreed to approve the draft ED&I statement and associated anti-racism statement, subject to the replacement of 'women and men' in the final section of the ED&I statement with 'people' and to other minor changes that the ED&I Steering Group might think necessary. Asked how the statement was to be published, the North Kensington Centre Principal (as joint SLT Lead for ED&I) said that there would be an official launch of the statement early in the summer term.

11.5. Governors received and considered the report on progress in advancing ED&I and approved the approach being taken to drafting a revised 2022-23 Action Plan, focusing on a small number of priorities (m)-5.ior10.6 (6.6 (o))2.6 (&)a revii 6.6 (o)n advenal l(o)i2.7 (n

(failure to achieve student recruitment targets), 9 (failure to manage capital programmes) and 15 (failure to prepare for a major system outage or data breach, including cyber attack). The Committee had been satisfied that controls were in place (even if those controls were not always sufficient to mitigate the risk) and that the Risk Management Committee was functioning effectively, but had asked for further consideration to be given to how risks were defined and calibrated.

12.4. Following discussion the Board agreed to note:

- x one risk (Risk 8 – student recruitment) assessed as having high (reduced from very high) probability;
- x one risk (Risk 11 – staff recruitment and retention) assessed as having increased in probability; and
- x that in the Committee's view:
 - o the assessments of probability and impact of Risk 8 are both now too low and further work is needed to define the criteria against which the probability and impact of this risk (and other risks) should be assessed;
 - o Risk 9 (failure to manage capital programmes) needs redefinition to capture the risks to student recruitment and experience and financial performance if there are delays or quality issues with the major capital programmes currently underway; and
 - o the impact of Risk 15 (failure to prepare for a major system outage or data breach, including cyber attack) may still be very high rather than simply high.

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SCHEDULE OF OUTSTANDING ACTIONS

Minute	Action	Responsible	By when	Progress
30 March 2020				
1.2	<p>Find opportunity to thank Mr Seriki and Dr Ketteridge for their past service</p> <p>Update March 2022</p> <p>Recognition event for all governors retiring after long service in 2019-20, 2020-21 and 2021-22 arranged for 5 July 2022</p>	Clerk	5 July 2022	
22 March 2021				
8.1	<p>Investigate further opportunities for benchmarking of KPIs</p> <p>Update July 2021 (Minute 13.3)</p> <p>Benchmarking opportunities to be fully considered in setting of 2022-23 KPIs</p>			

Minute	Action	Responsible	By when	Progress
13 December 2021				
6.4	Report to QS Committee on provision for students with LDD	Deputy Principal	20 June 2022	
11.4	Report to FRF Committee on established managers' development programme	CPO	10 May 2022	
28 March 2022				
7.1	Consider including question on impact on provision for local needs in cover sheets for reports	Clerk/ SG Committee	16 May 2022	
11.5	Include curriculum review among priorities of 2022-23 ED&I Action Plan to be presented to QS Committee	CPO/ CP North Kensington	20 June 2022	Ju8.72 rSp9 (T EMC /P8<</MC