

CORPORATION/COMMITTEE PAPER

Meeting of the Corporation
10 March 2021

<i>TITLE</i>	Minutes of the previous special meeting held on 21 January 2021
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<i>PURPOSE</i>	To receive, agree and approve the minutes of the previous special meeting held on 21 January 2021
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<i>RECOMMENDATION</i>	Governors are requested to note the minutes and agree their accuracy
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<i>No. of pages in main paper</i>	3
<i>Appendices/Annexes</i>	None
<i>Financial Implications</i>	None
<i>Risk Implications</i>	Failure to follow agreed and proper practices
<i>Author</i>	Louise Hazel

MINUTES OF A SPECIAL MEETING OF THE BOARD OF LEICESTER COLLEGE CORPORATION

HELD ON 21 JANUARY 2021 VIA TEAMS



Present:	Jonathan Kerry (Chair) Lisa Armitage Shaun Curtis Kathy Foster Danielle Gillett Tim Gray Verity Hancock	Andrew Hind Brigitte Heller Zubair Limbada Simon Meakin Louisa Poole Trisha Spencer Tom Wilson
In Attendance:	Louise Hazel Shabir Ismail David Jackson Della Sewell Kully Sandhu Pally Singh	Director of Governance and Policy Deputy Principal Director of Student Services and Marketing Director of HR Vice Principal Group Deputy Principal at NCG - Kidderminster College, Chair of the AoC EDI Steering Group

1 DECLARATIONS OF INTERESTS

- 1.1 There were no declarations of interest.

2 APOLOGIES FOR ABSENCE

- 2.1 Apologies for absence were received from John Allen, Chan Kataria, Caroline Tote and Tina Thorpe.

- 2.2 Pally Singh was welcomed to the meeting.

3 #BLACKLIVESMATTER, WHAT DOES THIS MEANS FOR FURTHER EDUCATION IN THE UK?

- 3.1 Pally Singh gave a presentation. The following points were highlighted:
- 3.1.1 Colleges had an important role as community leaders and educational institutions in tackling EDI and inequality. Equality was a legal requirement, diversity a fact of life and inclusion a choice.
 - 3.1.2 Over the past 10 years, race was a reducing feature in how things were measured; in the years previously, there had been a greater focus supported by funding.
 - 3.1.3 Discussions about race had been very challenging, particularly in recent

years, with increases in far right and white supremacist groups across Europe and the world. Politicians and regulators had been weak in addressing this but it was hoped that recent political developments would help bring about a change in attitude.

- 3.1.4 The tendency to use 'BAME' made it easy to put diverse groups into one group and this hid inequalities between those groups.
- 3.1.5 A range of data including the numbers of young people in custody and in unemployment showed an increase in social inequality; there was an intersection between social inequality and race. 50% of the prison population was ethnically diverse compared to 14% of the population which suggested there was a systemic issue.
- 3.1.6 The 16-18 population was growing, particularly in diverse communities, and so the issue of social inequality following Brexit and the pandemic was likely to grow if action was not taken.
- 3.1.7 Colleges had an important role because of their reach and diversity and because of their support for students with complex needs. There were now big gaps in multi-agency working which were further impacting on social equality.
- 3.1.8 Teachers were expected to differentiate teaching styles and make all students feel welcome but there were not the same expectations on leadership.
- 3.1.9 Race was difficult to talk about. However, the burden should not fall on those who were most affected and there was a need to have more people who could move from 'white awareness' to 'white allyship.' EDI plans tended to cover everything and lose the race element.
- 3.1.10 Partnership with employers would be key particularly in terms of apprenticeships which were predominantly taken by white students.

3.2 **Governors made the following comments:**

- 3.2.1 **Lots of young people did not agree with the use of the term BAME because it created a separation and segregation.**
- 3.2.2 **There were issues of segregation in terms of location in Leicester with different groups living in particular areas of the City.**
- 3.2.3 **In the 1980s and 1990s there was much more discussion of race than recently. Section 11 had been helpful. The devolution of budgets had perhaps squeezed the funding. It was important to look at the FE dimension and what colleges specifically could do in terms of teaching, marketing, modes of delivery.** Agreed. Colleges should also be monitoring IAG and the drop out of different groups to make sure they were not being excluded from participation.
- 3.2.4 **Black history month has been useful but needed to be embedded from schools onwards. There were Student Union 'BAME' officers but perhaps they should be open to all groups.** Agreed but it might also be better to think of a more inclusive title.
- 3.2.5 **Discussions about race could be uncomfortable but part of the role of education was to make people uncomfortable and help them understand and cope with that.**
- 3.2.6 **Work with other institutions, schools and employers would be important.**
- 3.2.7 **The pandemic had prompted racist groups to be vocal and new**

groups were working locally. There would be students who would be exposed to that and the College would need to bear that in mind. It would be important to make people feel welcome but there was also a line and the concept of British Values should still be taken into account.

3.3 Governors thanked Pally for his helpful and stimulating presentation.

Pally Singh left the meeting

4 NEXT STEPS AND IMPLICATIONS FOR THE STRATEGIC PLAN

4.1 The Principal highlighted the next steps and implications for the 2022-2025 Strategic Plan. The following points were highlighted.

- 4.1.1 It would be necessary to think about and identify key themes to weave through the Strategic Plan; these might have a longer time span than the Plan.
- 4.1.2 The Country was more diverse and if we did not move from 'awareness' to 'allyship', society would become more polarised.
- 4.1.3 There would be a series of practical and operational actions but first it would be important to set some ambitious aims. These would be supported by resource and targets and would need to involve the whole College in the same way as climate change.

4.2 Governors made the following comments:

- 4.2.1 **This should be a priority for the College in its next strategic plan.**
- 4.2.2 **There were opportunities to work with schools e.g. on mentoring on climate change and EDI.**
- 4.2.3 **The Black Leadership Action Plan might also provide some ideas for actions.**
- 4.2.4 **The local population was uniquely split 50/50. The College should try to harness the energy and take a lead on this.**
- 4.2.5 **The College was part of a wider eco-system so it would be important to think about how to engage stakeholders and be a facilitator of difficult conversations.**
- 4.2.6 **The College should focus on a few things and do them well rather than attempt to do everything in one go.**

4.3 Any governors willing to be champions for this were invited to let the Director of Governance and Policy know.

5 DATE OF NEXT MEETING

- 10 March 2021

6 ANY OTHER BUSINESS

6.1 The Principal gave a short presentation highlighting the main elements of the FE White Paper which had been published that morning. There would be an opportunity to discuss this in more detail later in the year.