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Extraordinary Meeting
Part I minutes

Meeting Time and Date	1030 on 5 August 2020	
Meeting Location	Zoom Online	
Members	Roger McClure (Chair)  Heather Barrett-Mold OBE (Vice Chair)  Patricia Brown Paul Campbell Sheila Cunningham  Beryl De Souza 	Peter Doble  David Domoney Douglas Fussell  Robert Howard  Guy Jones-Owen Joanne Laban Lady Milnes Coates  James Wisdom 
Principal	Malcolm Goodwin 	
Staff Governor	Sarah Seery 	
Student Governors	Carl Butler 	
Senior Leadership Team	Christine Bianchin (Academic)  Susanne Datta (HR)  Damien Fallon (Finance) Steven Girling (Estates)	
Minute Taker	Joanne Coffey (Clerk) 	

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	Action
<p>1. Apologies</p> <p>1.1. Apologies were noted for David Domoney, Paul Campbell, Jo Laban, Pat Brown, Guy Jones-Owen, Damien Fallon and Steven Girling.</p>	
<p>2. Declaration of Interests</p> <p>2.1. None.</p>	
<p>3. Minutes</p> <p>3.1. The College is registered with the Government's Covid testing website to be able to instigate testing of students or staff if an area, or bubble, is deemed at risk.</p> <p>Resolved to</p> <p>3.2. Approve the minutes of the Extraordinary Meeting of the Governing Body held between 27 May to 4 June 2020 as a correct record and authorise the Chair to sign them.</p>	
<p>4. September Opening</p> <p><u>Background</u></p>	

- 4.1. Following government requirements, the College entered lockdown on 20 March 2020 yet remained open to students whose parents were critical workers and vulnerable students. Around 40 staff came into work to maintain essential operations in the gardens, zoos, farm, vineyard and facilities and services. All students and the majority of staff studied and worked from home.
- 4.2. Following further government advice and an extraordinary meeting of the Governing Body on 6 June, the College re-opened three campuses (Enfield, Gunnersbury Park and Mottingham) to a wider group of students needing priority support from 15 June.
- 4.3. A COVID-secure environment was created comprising protocols and working practices based on government guidance. Staff have been consulted about the “New Ways of Working...” guidelines and there are equivalent “New Ways of Studying...” guidelines for students.
- 4.4. Since 15 June, the College provided face-to-face learning for up to 100 students each day whilst also continuing to provide online lessons.
- 4.5. The vast majority of students completing studies in the academic year 2019-20 have finished their qualifications and their grades have been calculated and passed to awarding bodies. Some students need to complete further ‘adjusted assessments’ to complete their course and some that still need to sit an exam, will now do so in either September 2020 or February 2021.
- 4.6. This extraordinary meeting was called to consider how the College might start studies for all enrolled students from 7 September 2020 and in so doing, reviews the effectiveness of the existing COVID-secure arrangements and provides a summary of current government advice along with a balanced consideration of the risks and practicalities.
- 4.7. Governors were asked to reflect on proposed arrangements and associated risks to decide how the College should proceed.

Basis for re-opening

- 4.8. The planned re-opening is based on current Government advice, updated to include the latest track and trace / quarantine guidance, and the national push to prioritise the re-opening of schools and colleges.
- 4.9. The strategy has longer term implications, through new ways of living, working, operating and learning. This will also permit the flexibility necessary in the ever changing Covid environment.
- 4.10. The key Covid-basics of hygiene and staying alert will be consistently reinforced to students, staff and visitors and, most importantly, taking responsibility for themselves.

<p>4.11. Governors requested that, as the term ‘most’ or ‘some’ etc. gave an impression of inaccuracy, exact numbers, or at least ranges, are used in all future reporting.</p> <p><u>Safety of students and staff returning</u></p> <p>4.12. There had been no Covid cases contracted onsite across all campuses since the partial reopening of the College.</p> <p>4.13. The board discussed the importance of more frequent health risk assessments for new and existing students and staff. If students are deemed vulnerable, they should follow Government guidelines.</p> <p>4.14. As students are more likely to respond to other young people, Governors suggested that a student could create a video for the website and social media to share safe practices, promote personal responsibility and reinforce confidence.</p> <p>4.15. Feedback from staff and students who had returned during the partial re-opening was that the system had been working well and that they had felt comfortable and safe.</p> <p><u>Temperature checks</u></p> <p>4.16. Although the College has the capacity to conduct symptomatic temperature checks, a broad discussion ensued regarding the efficacy of temperature checks on entry to the College.</p> <p>4.17. Governors felt that there could be benefits to temperature testing on entry if it could easily be put into practice.</p> <p>4.18. It was also suggested that visitors at weekends may create more risk if not temperature checked on arrival. However, the areas open to them were restricted and all indoor areas were cleaned and fumigated prior to students returning.</p> <p>4.19. Governor, Dr Beryl de Souza, provided current advice in medical settings, which was to temperature check each person as they enter and to deny entrance if a high temperature reading was found. Symptoms were not assessed as part of this process. The limitations of using skin temperature as an indicator were also discussed.</p> <p>4.20. Restrictions on testing on entry were:</p> <ul style="list-style-type: none"> a) There could also be other reasons for people having a high temperature (colds, flus, exercise, hot flushes etc.) and some Covid-positive people may not have a temperature. b) More staff resources would be required to carry out the checks. c) As testing takes approximately 5-10 seconds, this could create crowding due to bottlenecks from students arriving on campus at the same time. Such crowding could be a bigger risk which outweighed the benefit. d) Exclusion at the gates, purely based on temperature checks, could impact on the College’s duty of care to students who may 	<p>Academic</p>
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not have anyone at home to return to. Whereas, if exclusion is based on a stronger risk of both symptoms and high temperature, staff can initiate external safeguarding options for the student.

- 4.21. Only two members of staff had currently suggested that the College should test on entry and the students will be asked to share their views on their return.
- 4.22. The College's stance was that they relied on staff, students and visitors to take responsibility for themselves and to not leave home if they knowingly had a temperature and/or symptom.
- 4.23. It was agreed to leave the decision on temperature checks on entry with SLT, who were clearly aware of the pros and cons and could monitor the situation and feedback more closely.

Face coverings

- 4.24. The College's new policy that face coverings are worn in all indoor areas aligns with current Government advice in shops and on public transport.
- 4.25. Governors stressed the importance of students wearing face coverings, both for health reasons and as an expression of respect for their peers. This then creates a positive peer pressure to look after each other through taking responsibility, which is more powerful than simply a rule to adhere to.
- 4.26. It was acknowledged that, as the nature of outdoor study can carry more risk, Capel's values already instilled a strong ethos on safety, cohesion and protecting others. This had been clear to see in how students and staff had complied really well with the current safety measures.
- 4.27. Enrichment tutorials will also be used to help students to develop their responsibility and respect of others and this would be reinforced with simple signage.
- 4.28. The College recognised that it may not be possible for some people to wear face coverings, including those with respiratory conditions or neurodiversity considerations. Deaf people or those with hearing loss may also be prevented from lip reading by the use of face coverings (a face shield may be an alternative option). In these instances, there would be an individual assessment.
- 4.29. Face shields were deemed by the board as less restrictive, particularly for teachers so that their faces could be clearly seen.

Travel

- 4.30. The possibility of the scrapping of the free Oyster Card scheme for under-18s was discussed including the short-term and long-term impacts on students travelling to College. The College recognised and supported the Association of Colleges' campaign to preserve Oyster cards.

- 4.31. Governors questioned if there were any financial obligations on the College to provide free travel for the 18-19 year old students. This was unlikely to be an issue but if it was then the College would expect support from the Education and Skills Funding Agency (ESFA).
- 4.32. The College was currently surveying the new cohort of students' mode of transport to their campuses, and time of travel, to confirm the level of reliance on public transport. This will confirm if any College transport is required to be put in place which is not currently anticipated.

Multi-bubble mode

- 4.33. A multi-bubble mode would operate with basic "class bubbles", that are further separated into "delivery bubbles" (indoor, outdoor and home), "area / location bubbles" and "time bubbles" with staggered start / finish and lunch times. This type of multi segregation aims to protect students and staff, enable traceability and de-risk against a whole College lockdown.
- 4.34. The "multi-bubble mode" would continue to operate until such time as the COVID restrictions are eased or there is another significant change such as a local or national lockdown. This will require continuation of the online teaching for the foreseeable future and guidance for teaching staff continues to develop to standardise and improve the quality of delivery and the learning experience.
- 4.35. Governors questioned whether such large bubbles are conducive to the need for all within the bubble to self-isolate if one member becomes infected. The largest bubble planning is up to 15. Because some teachers must deliver to up to 3 classes, the potential maximum number of students that may need to self-isolate one of them or the teacher is tested positive, is 45. This was deemed manageable.
- 4.36. SLT acknowledged that ensuring that students adhere to not mixing outside of their bubbles may be a challenge initially. Coloured wristbands were suggested to provide visual reference to both students and staff.
- 4.37. All staff and students will be required to stay onsite for the full days that they are in attendance at a campus. This is to ensure that there is no further risk of coming into contact with the virus during the College day. To encourage and reflect this reasoning, a strong message for students and staff that 'We are all in this together' will be promoted.

Blended learning

- 4.38. Students' timetables would be split between guided online and onsite learning and lessons would be observed to ensure that guidance was being followed.
- 4.39. Governors noted the importance of teachers being creative in how they interact differently onsite and online to provide as much value to students out of both teaching arenas. The Heads of Schools will be working closely with Team Leaders and teachers to ensure that each

<p>students timetable is balanced well between in class, practical and online.</p> <p>4.40. Online teaching involves lots of shorter sessions with pauses and much more interaction via Zoom to ensure that students remain active and motivated. Additional support would also be available on a one to one basis.</p> <p>4.41. The teaching hours for each ESFA funded course are known as Guided Learning Hours (GLH) and there are additional Employability, Enrichment and Pastoral (EEP) hours timetabled. These need to be logged and will be incorporated into the teaching guide.</p> <p>4.42. Online attendance is monitored through a register and this is being standardised to incorporate Zoom sessions and other activities which will allow close tracking. Attendance online had been very good and maths and English had a higher attendance to the previous onsite classes, where these did not always fit well with a student's timetable.</p> <p>4.43. The College had recognised, and is preparing to assist, some students who may have barriers to studying from home, such as internet access, hardware or shared household coordination. The first week will also include full blended study to identify any unforeseen barriers.</p> <p>4.44. The students' survey now includes students' individual preference for studying online, and their preference will be taken into account where possible.</p> <p>4.45. Paragraph 36a of the paper to be amended to clarify that non-smoking decreases the risk of contracting coronavirus.</p> <p>Robert Howard left the meeting.</p> <p>4.46. The College employs plagiarism software. Governors cautioned against too much reliance on how the programmes decipher repeated text, as references, for example are likely to be naturally repeated.</p> <p>4.47. Governors recommended a free course on teaching online which was available via the Open University which will be shared in the virtual staffroom https://www.open.edu/openlearn/education-development/learning/how-can-you-take-your-teaching-online</p> <p>4.48. As well as the "New Ways of Studying..." document that will be sent out to enrolled students, Governors suggested a shorter summary could be sent out prior to enrolment as part of the marketing materials. An interactive slide show or video that included inviting visual shots would also be conducive to wanting to study at Capel.</p> <p>4.49. Staff had generally coped very well with working from home but as some had struggled with online technology, a skills audit was being conducted to clarify where training was needed for the next CPD day.</p>	<p>Academic</p>
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<p>4.50. As the College's bank of laptops were provided to staff to work from home, an addition of at least 70 laptops were required to be purchased.</p> <p>Resolved to</p> <p>4.51. Approve the spending of £100k for additional laptops to support ongoing online delivery of lessons.</p> <p><u>Shared services</u></p> <p>4.52. The College libraries will remain closed but books can be attained on a click and collect basis until they reopen. Governors suggested that any popular books could be transferred online where copyright allowed.</p> <p>4.53. Offices will have staff assigned to a desk which is thoroughly cleaned before and after use.</p> <p>4.54. The restaurants will have timed entry for each group bubble.</p> <p>4.55. As toilets are spread throughout the campuses and many have limited facilities, and hence cannot be guarded, the College will be relying on judgement and alertness. Different bubbles will be encouraged to use the toilet facilities during their designated breaks to avoid overlap with other bubbles.</p> <p>4.56. The IT suites will have timetabled half day slots to ensure that a full cleaning can be performed between groups.</p> <p>4.57. All other services will need to be pre-booked through allocated slots.</p> <p>4.58. Governors suggested a limit on how many people are in a room at one time.</p> <p>4.59. Visitors will continue to attend the College's outdoor spaces, only at weekends, via an altered route.</p> <p>Sheila Cunningham left the meeting.</p> <p><u>Conclusion</u></p> <p>4.60. One of the key advantages to re-opening were the social benefits, particularly for the younger learners and the impact on their mental health.</p> <p>4.61. Technology was in place for blended learning and had proven itself during the partial re-opening of the College.</p> <p>4.62. Green skills are needed in London, beyond the internal concerns for the good of the country and population, to educate and train for the jobs of the future.</p> <p>4.63. As Beryl de Souza needed to leave the meeting, she confirmed that she was very happy with the documents and acknowledged the hard work from the staff and the contribution from the students.</p>	<p>Academic</p>
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<p>4.64. Beryl also felt that the College should do more online courses for wider and international audiences. Governors agreed and felt it was important to utilise the online ability for adult courses to be delivered in the evenings.</p> <p>Beryl de Souza left the meeting.</p> <p>4.65. Capel had shown they can operate safely on a small scale and that extending this to all students would be advantageous for everyone.</p> <p>4.66. The Staff Governors confirmed that colleagues are ready and the Student Governors felt that, although some students will understandably have some reservations, he felt it would be good for them to reopen.</p> <p>4.67. If the College re-opened and then needed to close again, Governors advised that a pre-empted PR statement would mitigate against any negative media coverage.</p> <p>4.68. Governors unanimously agreed that risks had been sufficiently mitigated against and that it was entirely appropriate to reopen in September 2020.</p> <p>4.69. The Principal and SLT were congratulated on their very thorough preparations and agreed that the risks of not opening were greater than opening.</p> <p>Resolved to</p> <p>4.70. Governors support the full opening of teaching and learning from September 2020 and until the COVID restrictions significantly change.</p>	<p>Academic</p>
<p>5. AOB</p> <p>5.1. None.</p>	

APPROVED MINUTES			
CHAIR:	Roger McClure	DATE:	16 December 2020
APPROVAL:	Remote confirmation: Or signed:		