

**Alison Clarke, Principal, Canterbury College**

(1) The Chairman and Members welcomed Mrs Clarke to the meeting. The Chairman asked Mrs Clarke to give her presentation.

(2) Mrs Clarke advised that she was educated in Kent, first at grammar school and then at the age of 16 went to Canterbury College, and studied a vocational programme and my A Levels. After graduating from university she worked in the retail sector for many years and then joined the team at Kent County Council for a couple of years before moving on to the further education sector and had been Principal of Canterbury College for the last five years.

(3) Mrs Clarke then gave an overview of further education in Kent, explaining that there were six further education colleges just before March when there was a merger of West Kent College and South Kent College.

(4) She explained that Further Education in Kent represents £184 million business. It provided education and training to nearly half of all 16-19 year olds in the county. The colleges were a key provider of training to employers. East Kent had 50% of the market share of that provision. The colleges trained over 2,000 apprentices. They also did work in higher education, international and specialist government funded projects. The general further education colleges offered an extensive range of programmes across all curriculum areas and we take students from entry level right the way through to Honours degree level. Key factors which were vitally important were effective information, advice and guidance at the right stage and also clear progression routes to further education, higher education and the world of work.

(5) Canterbury College had approximately 10,000 full and part time learners each year, 20% of those had an additional learning need or disability. The college's aim was to be the best general further education college in the south east of England.

(6) The college's success was very much its students' success; many of its programmes had 100% achievement rate. The college's data was published in success which was retention of students multiplied by the achievement. Canterbury College had for all programmes a success rate of 78.9%, which was at national average and was the highest of the Kent colleges. For apprentices it was 5% above national average and 9% above the average in Kent.

(7) In all of our provision the college aimed to raise the aspiration of learners. When learners first joined the college they undertook an induction qualification which was a short course and it would be directly related to their course of study or to a key social agenda like drug awareness or alcohol awareness. The students also did problem solving which was a wider key skill or team working. This was to give learners an early sense of achievement when they join us. Going through their study the college encouraged them to showcase their skills and compete in the national arena. Recently six finalists were chosen to design the Education Olympic logo, four of those finalists came from Canterbury College including the winner of the design that was now used in schools and colleges across the country. The college had 22 students that were finalists in the UK World Skills competitions and five of those were medal winners and across the board encouraged its students to strive for excellence in whatever they did.

(8) Key challenges for Canterbury College were to ensure that young people get the right information at the right stage so that they can progress through their chosen course of study in a timely way with a clear focus on an employment aim at the end. This was vitally important when students wanted to take a vocational course because generally you cannot enter some vocational programmes at Level 3 because you need to build up the level of skills so having information, advice and guidance at an early stage was critical so that students did not waste years of study. Having a clear progression routes was felt important, so that people could see where they were going, the steps they needed to take and were clear about; the employment opportunities and then focus their additional activities in line with their chosen career. The college worked with a number of organisations to ensure this operated in the best way possible and worked with 22 partner schools. The college had a common timetable with the schools in Canterbury for two days a week to ensure that we can maintain breadth of choice for learners whilst operating in an efficient way. The college had a unique partnership with St Nicholas Special School and its Post 16 Centre was built as an integrated part of the Phase 2 of the Canterbury College development to aid transition from the special school into programmes within the FE College. We also host many events such as the Kent Science Festival, the tourism day and hospitality events to engage not only young people but also their parents in an educational environment.

(9) Canterbury College had formed many strategic alliances at local, regional and national level to ensure that it was in the best positioned to meet the needs of its community in delivering the best possible education and training. The Windsor Group was a group of 12 colleges in the south east of England that were the highest performing colleges on Train to Gain delivery and this group aimed to better meet the needs of large employers that span the region than an individual college could meet on its own.

(10) Also critical was Canterbury College's work with employers, not only for its students' progression onto employment but to make a significant difference to the local community. The college's work with employers ensured not only that the curriculum that we offered met their needs but it enabled the college to work on projects that stretched its students and enabled them to make a real difference and to have a cutting edge in the world of work marketplace which was very competitive.

(11) Looking to the future, 2012 was not only the year of the Olympics it was when the college's next phase of its building of its campus transformation would be completed and it was when the college would be 65 years old as a college. Over the past five years the college had been transforming its campus. The college had gone from an overcrowded, cramped, dilapidated set of buildings into those which were industry standard, fit for purpose and a wonderful learning and working environment to inspire its students.

(12) Going forward the college had huge aspirations for itself and its students. The college wanted to be the college of choice in east Kent to meet the education and skill needs of its community, whether that was young people in school who aspired to come to college, people in work who want to up-skill or adults in the community who want to retrain to enter the world of work.

(13) The Committee were then shown a short film of the college.

(14)The Committee were presented with a slide of the suggestions that students, staff and managers across the college put together in support of today's presentation:-

- The first one was extending the Freedom Pass to rail as well as it was currently for bus only and for 17-18 year olds, also to widen the travel criteria for LLD learners, to enable learners who were up to the age of 25 and studying at college to travel early mornings and late evenings on the travel pass.
- Looking at more practical opportunities for students to contribute to the wider Kent community. The college was very affective within its local community but looking at extending that so that more students could have their project work and assessments closely aligned to making a positive impact and also extending some of the volunteering opportunities that exist for young people. The college's students and staff recently supported the Cuba Awards through designing brochure and producing the flowers by the floristry students – more opportunities like that where students' practical work was felt to make a real difference to key events.
- Looking at common INSET days between schools and colleges. There was flexibility within further education that it could set its own calendar; having a proper countywide education conference where it bring together all of the providers would be something where we could look together then at how we meet some of the challenges that face young people going through education in the county.
- Road safety improvements around the college campus such as installing railings along the side of the exit where students came out would be a really practical thing that would support the work that the college was doing with its students about being safe in the community.
- Environmental enhancements such as funding things like bike shelters for those students and staff that were encourage, and successfully encouraged, to cycle to work. The college also had a car sharing scheme internally.
- Countywide competitions and awards would be a really good benefit to the students because they go for regional awards with the World Skills competition straight up to national and it would be good to have schools and colleges competing together on a range of different vocational areas.
- Lastly a better voice for further education in the county. The colleges provided for 50% of the young people in this county and it would be nice for us to have a voice where further education could help contribute to some of the solutions to the strategic challenges facing this authority.

(15) Mrs Clarke was thanked by the Chairman and the Committee for her presentation.

## **Bill Fearon, Principal, West Kent College**

(1) The Chairman and Members welcomed Mr Fearon to the meeting. The Chairman asked Mr Fearon to give his presentation.

(2) Mr Fearon began by giving a brief biography saying that his first job was teaching in a large, tough Essex comprehensive. PE was his main subject. It was the best possible grounding for a career in education, it allowed him to develop his confidence and competence as a teacher and that set him in good stead for what since then had been mostly a career in further education.

(3) He felt that the Committee would see from the presentations, an under theme that the colleges in Kent had really changed quite radically in the last few years.

(4) Using a slide of a map of Kent he highlighted that the colleges in Kent were sensibly spread. Geographically the main campuses were fairly sensibly and evenly spread, that was not the case for every county in the country.

(5) He highlighted the slight difference in the income figures due to the differences in the way they were measured slightly differently. The point there was that the colleges had a very high turnover increasingly from a wider range of income sources. They were no longer reliant on the Learning Skills Council for the bulk of their monies. The colleges were independent corporations and if they did not break even then they did not exist. He advised that 75,000 people engaged in learning; 4,000 employers per annum and around 10,000 of their employers would engage with the colleges in Kent.

(6) He stressed that Partnership was everything; none of the colleges in Kent could exist in isolation. The most successful one or ones would be those that work best in partnership. This was just an indication of the partners that the new college had at present:-

- The Kent Association of FE Corporations (KAFEC) was central to the way that the colleges operated.
- The Tree, with New Skills, New Lives, was a very large programme that the college was running now for ex-offenders and had a lot of contact with KCC on this. The college had only been delivering that project for two years and it had grown hugely and the college was now approaching being the largest ex-offender learning provider in the south east region. Mr Fearon felt that indicated one example of the wide range of projects that colleges were involved in. Many of them were finite projects with finite budgets that came and went.
- The West Kent Learning Federation (WKLF) was a federation of circa 20 secondary schools, West Kent College and Hadlow. WKLF worked in many respects very well as a federation with a lot of trust particularly between headteachers and college principals and he hoped that the college could transfer some of that work through the new college.

- The Windsor Group was currently 12 FE colleges that the Learning Skills Council selected as being those that were amongst the most effective and efficient in working with employers and the Kent FE colleges at that time had large 'Train to Gain' contracts, which was something that the new government would be getting largely rid of fairly quickly and reinvesting in various ways, not least in apprenticeships. He explained, using on a map, that the 12 FE colleges were spread across the south east region and that Canterbury and West Kent colleges were the two representatives in Kent. They provided a network of colleges, which increased the colleges capacity so that if an employer says to Canterbury or West Kent "Can you please deliver some training to our night shift tomorrow, it starts at midnight" Canterbury or West Kent may or may not have the specialism, staffing or capacity to do that but the fact that the colleges could look right across the region, and each of the colleges had their own network of colleges, invariably they could deliver the requirement of that employer, that organisation.

(7) Mr Fearon went on to explain that the new college had not yet been named. A name had emerged from a design agency and a poll of staff, students and governors and that proposed name was due to be discussed by the college's board next week and if the board approved the name the college would be presenting its new corporate identity and brand from shortly thereafter.

(8) Mr Rearon advised that the new college would have a £45 million turnover. By comparison the largest college in the country probably had a turnover of roundabout £150 million. The college would have around 1,200 people on full and part time contracts; with around 25,000 learners; a large apprenticeship programme that would grow and around 1,800 employers a year.

(9) The new college would operate initially as five learning centres in five towns. Those learning centres in those towns would develop their own community/town identity and the service that they provided to their town would be the most important factor. The new college would be launched across Ashford, Tonbridge, Dover, Tunbridge Wells and Folkestone and if successful there could be other provision in towns such as Edenbridge, Sevenoaks in the far west and possibly in Deal and Walmer working with other colleges and schools in the east.

(10) He gave examples of the college's profile that included; 27% of the learners of the new college were 16-18 year olds, compared to 54% of the funding for those students, which highlighted their value to the college. The context was that the general FE colleges in Kent were not substantially young people's institutions. The funding was critical and those young people were with the college during most days of the week, unlike many of the adult students who were not. He felt that it was important to understand the balance.

(11) The new college would deliver typically higher education, some of it directly under its own hefty funding and some of it through partnership with the University of Kent, the University of Greenwich and Canterbury College Christchurch University. The new college would continue to have an adult provision, and would need to work with the County Council's Adult and Community Services. He felt that if it was going to be successful across the county in the delivery of adult education the County Council Services needed to work as a partner with all of the colleges, in improve the chances of being successful.

(12) The new college would have approximately 700 young people coming into the college on day release each week, 14-16 year age group and 16-18 year old learners. 'Train to Gain' at present was a £2.8 million government contract for the new college that would dwindle rapidly now with the new government.

(13) Mr Fearon explained that apprenticeships were substantial and it was hoped that it would grow. Increasingly the commercial work the new college did, the professional and higher level technical qualifications that it offered, were more and more important for the economy within Kent and the south east. One of those projects was quick to set up and run quickly and successfully with a government injection of funding in response to the economic downturn. Around eighteen months ago monies were made available to train people who were unemployed or in danger of being unemployed and all colleges in Kent did this to a greater or lesser extent, by looking at things like building confidence, interviewing, CV writing and so on and proved to be a practical benefit.

(14) The new college was nearly halfway through building another fantastic campus for Kent in Tonbridge which was called Campus 21. This was a £86 million purpose-built centre, built for a minimum of fifty years to have maximum flexibility in its use. The building was designed with the minimum number of rooms in it, with maximum sized rooms to allow flexibility because it was seen as a community hub in Tonbridge and in the best principles of the 'Total Place' initiative the college would like different types of community facility and employers to be using that campus. The first phase was about to finish and completed in July of 2011.

(15) In terms of the merger of the two colleges, they were living with the old brand, the old logo until the launch the new college proper with its name in September 2010 for the new academic year. One challenge for the new management of the college would be differential in the learner success rates of the two colleges that have come together. There was a 10% differential in success rates and would be looking to address as a priority. He added that around a quarter of its students that attended the old West Kent College came from outside of Kent.

(16) Mr Fearon stated that he wished for fair and equitable funding for the colleges. Funding was not equitable at present and had not been across the country for many years. He gave the example of two identical twins, choosing the same qualification in Kent and one went into a school sixth form and one went to an FE college they would attract different levels of funding. He felt that this was not fair on the individual. He said that colleges also felt that it was not fair on the provider, the training company or the FE college. He hoped that this could be tackled with the help of the County Council.

(17) He said that there was a fear that the colleges would continue to be on a never ending conveyer belt of change for change sake. He felt that those working in education, in primary, secondary, further and higher, were fed up to the back teeth with change that was imposed on them and if there was a common denominator across the sectors it was "leave us alone and trust us to apply our professionalism and where there was a need for change we'll get behind it and we will support it, but please, not change for change sake".

(18) Mr Fearon concluded by giving his suggestions of what KCC could do for the colleges in Kent as follows:

- He requested that KCC work with Kent Association of FE Corporations (KAFEC) as partners.
- He asked that the officers of KCC be visible, contactable and accessible. He asked for a reduction in manuals supplied by KCC that needed to be followed.
- He asked that KCC had a better understanding of the full profile of the business that colleges were. To understand that the colleges were not just about young people, although they were critical to the colleges but covered every age group at all levels.
- He said that colleges would like the County Council to invest in shared priorities. The colleges would like some investment, in cash or kind. He felt that the colleges would like, with the new government, a new start but would like to feel as though there was an investment in the Kent colleges.
- He asked that the County's Strategy for the 14-19 age group to be kept simple and for it to be shared with all of us and can we have consistency in all four corners of the county
- He also asked for common timetabling for 14-18, in Kent and Medway, across the county. He felt that this would be an advantage for young people and would open up overnight, at the launch of the common timetable, the opportunity to genuinely choose from a broader provision and to genuinely make arrangements for part of the week perhaps to do some studying in another location. Whilst there were different timetables operating between schools and across schools and colleges he felt that they were enormously hamstrung. He understood that this was a huge challenge but if in Canterbury the schools and college had achieved this, their model should be held up as good practice and time should be invested to see how that could be taken forward across the county.

(19) The Chairman and Members thanked Mr Fearon for his presentation.

### **Paul Hannon, Principal, Hadlow College**

(1) The Chairman and Members welcomed Mr Hannon to the meeting. The Chairman asked Mr Hannon to give his presentation.

(2) Mr Hannon began by talking about his background saying that he was not an agriculturist, a horticulturist, a florist, or a garden designer but an economist. He came to Hadlow College with a background of business and management.

(3) Mr Hannon then spoke about the history of Hadlow College advising that the College was formed under the guidance of KCC in 1966 with the merger of the Kent Farm Institute at Sittingbourne and the Kent Horticultural Institute at Swanley. At that particular time Hadlow College had about 600 acres with about 60 students and 15 members of staff.

(4) Using a map Mr Hannon indicated Hadlow as the main site and the sites across the county; it had an 8 acre site in Canterbury, a 7 or 8 acre site just on the verges of Mottingham, Kent, Eltham and it had potentially two other projects that were being looked at, the Betteshanger site and a site with Greenwich Council which had to do

with the Olympic Games and particularly the equine centre there and the legacy that they were hoping to work with.

(5) Mr Hannon spoke on the present facilities of Hadlow College advising that there were 16 specialist land-based colleges left in England which tended to be in rural areas of the country, prior to 1993 and incorporation there were about 37 and sometimes due to bad financial management and different aspects mainly financial management some of those colleges merged during that period. He felt that Kent was fortunate to have the land-based specialist college particularly with the current economy.

(6) Hadlow College's curriculum offer was 100% land-based. The general FE colleges were the specialists in those areas, in terms of Ofsted and in terms of the Department of Education Hadlow College was purely sector three, and that was what the college choose to make sure that it was the County Council's and the county's specialist college. Minimum levels of performance was what we have been measured on, the College for the fourth consecutive year has 0%, the minimum level of performance in terms of its quality.

(7) The college had a 1,000 acre estate; four college farms spread over 380 hectares that were; arable, dairy, sheep, chicken and livestock and one of the big partnerships that manages to develop one of these areas was work already done with Kent County Council and Princess Christian Farm.

(8) Hadlow College had 915 full time further education students; approximately 620 full time higher education students doing degree courses, studying land based courses and 1500 part time students studying for different types of land-based qualifications and a 1000 more students that were full cost provision. He explained this saying that at Hadlow College people paid for the courses to actually come to Hadlow College for the expect high quality, which meant that if you wanted to attend another institution and you want to do a floristry qualification and pay £35 that was fine but if you come to us you'll pay nearly £200 but you would get that experience and you would receive quality and the expertise.

(9) Hadlow College had approximately 330 specialists teaching and support staff and were specialist teachers. He explained the difficulty in getting teachers in the fields of horticulture, equestrian, agriculture and garden designing, and how the college's reputation was able to attract them. The College was open 365 days a year for 24 hours a day because of the animals at the college and that there was residential accommodation for 230 students. They were residential because they had to do early morning duties in the yards with the 65 horses in the equine arena, milking on the farm; and animal management duties in exactly the same way as they would do in the profession. The students came from across the county, 25% from West Kent, the other 75% came from Thanet, areas of Gravesend, Dover and other parts of the county too.

(10) Mr Hannon advised that the college had partnerships across numerous sites in Kent, some fun, some innovative including; Port Lympne Zoo where they ran courses, RHS, Leeds Castle, were they held 'Hadlow at the Castle' several years ago, charging £350 for a floristry evening, stay at the Castle and get dinner, demonstrating how the college looked producing a commercial high quality income into the College.



(11) Mr Hannon gave more statistics on the colleges student base explaining that the college had 230 work based learning 'Train to Gain' students, specialist students, the other colleges have got far bigger contracts but they were just land-based curriculum areas. Of those students about 120 of those were green keepers. The College also had 200 14-16 schoolchildren from 22 schools across Kent, wanting to do land-based qualifications. The demand for Hadlow was great among those schools and those partners that wanted a part of Hadlow College and the college needed that support from Kent County Council as well.

(12) Mr Hannon referred to the work that the college did in regard to the Hadlow village local community and supporting the local community, in all terms and different ways of sustainability, helping the schools, the butcher to the greengrocer, the college used all of their supplies in the college as well so we really are a land-based college and a community college.

(13) He then went on the detail other the facilities in the college three libraries, two restaurants, two commercial run garden centres, which they called the 360 degree as the students grew the plants, and sold them in the garden centre. There was a tea room where the students produced the goods that were sold and eaten and commercial farm shops too, that gave that real experience to the students, by bringing a commercial income to the College, which was a big factor. The college also had a fully equipped gymnasium, health and advice clinic, a student union, a 24 hour warden service because it was residential, conference facilities for up to 200 people, Heads of Faculty for each curriculum and a Commercial Manager. Every faculty had to be able to create commercial income that came back into the College which had to be linked into education and training and it had to be land-based.

(14) Mr Hannon gave details on the new £7 million Animal Management Centre built at Hadlow, the biggest of its kind in the South East looking at veterinary courses. They had aquariums and were applying for a zoo license, as the college was looking to have more exotic animals but also to on weekends so we can actually get people into the College looking at what the students were doing and having commercial income into the College tool. Everything had the educational and the commercial income underpinning it.

(15) The college was also looking at a new Grove Park Farm and Fisheries complex, this was a £4/5 million investment where the college had taken over an area, purchased in a joint venture with another builder; a 55 ensuite bedroom fishery complex which opened this summer. This included fishing tackle shops, where the students would be getting the benefit of working and running it as a commercial venture for the College.

(16) Agriculture was not the biggest area in the College as the agricultural industry was not as labour intensive as it was before but it had dairy areas with milking parlours and also viewing galleries. The college had recently built a new Rural Regeneration Centre which was nearly £½ million, funded by SEEDA and the college, looking at regeneration and sustainable methods of running companies and organisations and it was booked out as a conference centre.

(17) Princess Christian Farm was a day centre that KCC had for adults with learning difficulties for several years. The college had worked with KCC over the last two years and had taken over the farm and incorporated the 30-40 students or adults with learning disabilities into the experience of Hadlow College as well.

(18) Mr Hannon referred to the Performance indicators of the College, stating that when he arrived at the college several years ago it was in great difficulty. The Ofsted in January 2006 was graded 'Good'. More recently there was an Ofsted Care Standards inspection because the college was a care home after the 'Every Child Matters' the college received all 'outstandings'. The college was graded as above benchmark in success rates, achievement and retention. He explained that the college was measured slightly different from the FE colleges because they measure land-based together. Due to circumstances and funding Hadlow College was measured to be higher and expected higher than some of the other general FEs and there was a justification for that due to certain investments which he was unable to give more details on. The College was 4-5% above the benchmark across the sector against other benchmarks with its colleagues.

(19) The Committee were shown a slide of the student progression routes which included the following; schools to Hadlow, the schools programmes that the college had worked on, the 22, round about 25% entering and Level 1 to Level 2 = 60%, Level 2 to Level 3 = 47%, Level 3 into Higher Education = 36%, about 86% of the students went into employment and employment in the area that they had been trained for too.

(20) During a Higher Education inspection recently that looked at the quality of provision in terms of higher education the college received all 'Confidants' and in 'Total Reliance'. In 'Framework for Success' and, 'Training Quality Standard' the college did very well in that was about employment engagement, this was measured on the work with employers and engagement with the employment in the area.

(21) Referring to student recruitment, Mr Hannon advised student numbers had risen from 600 to 955, higher education has gone up from 367 to 620: there was growth in all areas. There was a real increase in the students and the desire and the needs of the industry in the land-based sector for those particular students.

(22) Mr Hannon advised on the finances of the Hadlow College's turnover was £8.2 million; the target was about £16/17 million next year for Hadlow. The College had been in the financial category of A for the last five years.

(23) The college was charged with a third of Further Education income, it was presently at 45%. Hadlow was the second lowest college in the country in terms of Learning and Skills, funding income. The college wanted it to increase but also wanted its volume of turnover to increase, the governors would like that to be about a third; Higher Education was another third that they had charged us with too the college was at £3.1 million; but it was the commercial operations, that was not employer responsiveness, that was not funded by the government, that was commercial activities where people actually invest in Hadlow College so that was the work that the college did with Marks and Spencer, Tesco and Sainsbury, that was the income from its farm centres, fisheries complex, it was the commercial element that we bring into the College which had to be underpinned to support the teaching and learning. He felt that the college benchmarked second in terms of its size, the ratio that we look at commercial income. Capital investment was funded up until then, the Learning Skills Council he felt were not keen to fund the college at one time as it was a failing college but had managed to get a little funding from them. The college now targeted about £7½/8 million for what it wanted in the future which it would raise itself regarding investment and capital.

(24) Hadlow College partnerships were numerous; there had always been a partnership with Kent County Council. He explained that for the future the college had worked on many projects including; Produced in Kent, Princess Christian Farm, working very closely with KCC; Kent Ambassadors; National Farmers Union; Country Land and Business Association; Landex and Lantra and other numerous land-based organisations. Landex was another group of colleges; it was the land-based colleges of 16 independent ones and the 23 merged. It had a turnover of about £800 million and lobbied nationally. Mr Hannon advised that he was the Vice Chair and gave the college at gateway in because not only did the college have to lobby in terms of education but had to constantly lobbying in terms of environment and DEFRA as well and that opened a few doors to the college nationally to keep lobbying as well. Numerous different ones, as colleagues had mentioned as well, and then the businesses around Kent, business advisory council, senior business advisory council, all Chief Executives of land-based organisations met with his group about five times a year giving the college a strategic direction.

(25) Mr Hannon sought KCC's support in the following:

- Promoting the rural importance of Kent. Mr Hannon advised that he had been lobbying regionally and nationally in the South East. He felt that there were some decision makers, in terms of funding, who may not know anything about Kent, what Kent contributed towards the economy in terms of land-base, food and leisure.
- KCC recognising the contribution of Hadlow College; to continue to recognise the College's specialism in terms of capital resources, facilities, subject areas and staff; and to support Hadlow through the new funding regime including the residential students needing extra in terms of bursary and to have a central contact point for land-based so they could be represented across the Kent Local Strategic Partnerships.
- Reducing the number of meetings with Groups as he and his staff covered the whole of Kent they could not be expected to attend five Local Partnership Groups. Hadlow College, Kent's land-based college needed a central point to discuss issues to have connectivity. He felt Hadlow College had a significant relationship with Cabinet Members and officers and the next stage would be to make it more formalised and work with other organisations.

(26) Mr Hannon concluded that the mission was to be an outstanding land-based college not just in terms of its education but in all of the customer services in the college all of the time.

(27) The Chairman and Members thanked Mr Hannon for attending the meeting.