

Minutes Part I

Academic Committee
Part I minutes

Meeting Time and Date	1130 on Tuesday 10 March, 2020
Meeting Location	Room H2, Enfield
Members	James Wisdom (Chair) Heather Barrett-Mold OBE (Vice Chair) Malcolm Goodwin (Principal) Sarah Seery (Staff Governor) Carl Butler (Student Governor) Jarryd Russell (Student Governor)
Observers	Roger McClure (Chair of Governors) Christine Bianchin (Academic) Susanne Datta (HR) Damien Fallon (Finance) Steven Girling (Estates) Cara Glynn (Student)
Minute Taker	Joanne Coffey (Clerk)
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	Action
<p>1. Apologies</p> <p>1.1. Apologies were given for Jarryd Russell.</p>	
<p>2. Declaration of Interests</p> <p>2.1. None.</p>	
<p>3. Minutes</p> <p>Resolved to</p> <p>3.1. Approve the minutes of the Academic Committee Part I meeting held on 11 November 2019 as a correct record and authorise the Chair to sign them.</p>	
<p>4. Matters Arising</p> <p>4.1. Despite feedback from the RAU, the title of the Urban Green Space course has not changed.</p> <p>4.2. Further consultation to be sought from former Governor, Tony Leach, who manages green space infrastructure at Town and Country Association.</p>	

<p>5. Quality Improvement Plan (QIP) 2019-20 (Decision)</p> <p>5.1. The College's Quality Improvement Plan is now RAG-rated and has very few red flags, which denotes "not started or well behind schedule".</p> <p>5.2. The Committee discussed the efficacy of a 'Super QIP' which would sit above the QIP providing high level targets, which management and Governors would use to analyse impact and progress at a strategic level.</p> <p>5.3. Governors requested that, as both speed and scope were important impact measurements, that these are included in the Self-Assessment Report (SAR) actions that feed into the QIP.</p> <p>5.4. Further evidence of impact is reflected in retention and attendance via ProMonitor, which demonstrates whether students are enjoying their course and are, thus, more likely to succeed.</p> <p>5.5. The Vice Principal has also introduced external validation which provides independent measures of impact.</p> <p>Resolved to</p> <p>5.6. Accept the QIP 2019-20 and recommend it to the Governing Body for approval.</p>	<p>Academic</p> <p>Academic</p> <p>Academic</p> <p>Governing Body (Appendix I)</p>
<p>6. Review of Academic Risk (Decision)</p> <p><u>Progression rates</u></p> <p>6.1. Governors discussed the potential for progression rates to be negatively affected by students choosing not to follow structured learning paths.</p> <p>6.2. Although there is flexibility in moving from course to course, the progression maps are reflective of the career choice of the student, so they are unlikely to change paths unless they make more fundamental changes to their career choices.</p> <p>6.3. There has been some disparity in the qualification requirements from funding authorities, in terms of whether functional maths (rather than GCSE) is sufficient to move up to the next level. Governors requested that this is clarified in progression maps.</p> <p><u>Quality of teaching</u></p>	<p>Academic</p>

<p>6.4. The Committee discussed the risk to quality of teaching with a high turnover of new teachers who may take time to develop their own skill set.</p> <p>6.5. As part of the College's quality strategy, it is expected that all teaching staff are educated to at least Level 5. To ensure this requirement:</p> <ul style="list-style-type: none"> a) All new teaching staff will be required to have a Level 5 qualification or higher. b) A staff audit on teaching qualifications was recently performed and the staff who did not meet this target are being provided with the necessary training. c) The College is working in partnership with The College of Haringey, Enfield and North East London (CONEL), who provide teacher training courses, to develop a succession planning route to Capel. <p>6.6. As industry experience is also key to quality teaching, the College performs skills gap analyses, with identified targeted training delivered during CPD training days.</p> <p>Resolved to</p> <p>6.7. Make no further changes or recommendations to the College risk management based on the review and discussion of the standing Principal Risks.</p>	
<p>7. Ofsted Preparation (Information)</p> <p>7.1. As the College's Ofsted rating is due for reassessment, Governors were provided with a document which sets out the current College progress measures and areas of Ofsted focus.</p> <p><u>English and maths</u></p> <p>7.2. Despite some improvements, English and maths higher grade achievement rates continues to be a challenge for the College, which also remains a sector-wide issue.</p> <p>7.3. Governors suggested using the MathsWatch software which involves interactive learning and guided interaction between the teacher and student.</p> <p>7.4. The College has many strategies to improve functional skills, including:</p> <ul style="list-style-type: none"> a) Continue to emphasise that English and maths is of equal importance as vocational attainment. 	<p>Academic</p>

<p>b) Culturally embedding maths and English into all lessons.</p> <p>c) Clarifying to students when they have effectively used maths, which is not always obvious to them.</p> <p>d) Teaching staff are provided with BKSb training in maths and English if they do not have up to Level 2 certification, to encourage their students and ensure it is embedded into their curriculums.</p> <p>7.5. Student Governors pointed out that, at the Gunnersbury Park campus, tutors have been providing functional skills assistance outside of the normal teaching day.</p> <p>7.6. Governors discussed the importance of the mind-set and language when discussing English and maths skills with students. Using terms such as 'diagnostics' and 'failure' gives the impression that functional skills are innate, rather than learned. These terms could be replaced with 'skills audit' and 'not yet succeeded', to remove any expectation to fail.</p> <p>7.7. As attendance at functional skills lessons is the greatest challenge, in addition to the embedding, improved timetables and joint curriculum planning, tutorial course managers will be clarifying that English and maths are not optional within their course.</p> <p>Roger McClure joined the meeting.</p> <p>7.8. Landex visited the College in March 2020 and gave impressive feedback. Interestingly, they also expressed that Capel were not publicising their achievements and they suggested there were many. This is an area that the College acknowledges and is working to improve.</p> <p>7.9. It is expected that Ofsted will request to meet with some Governors during their inspection.</p> <p>7.10. The Committee agreed that, as Capel are committed to quality teaching and learning, an Ofsted inspection would be an opportunity to validate our claim of good practice</p>	<p>Academic</p>
<p>8. Report of the Vice Principal (Information)</p> <p>8.1. A review of business need, necessitated by the resignation of the current Head of Horticulture, has resulted in the opportunity to combine the School of Horticulture with the School of Garden Design.</p> <p>8.2. Nigel Thorne was interviewed and appointed as Director of Studies of the new combined school.</p>	

<p>9. Learner Satisfaction Introduction Survey 2018-19 (Information)</p> <p>9.1. The survey name to be changed from 'Induction' to 'Introduction', for improved clarity.</p> <p>9.2. The survey demonstrated positive results across all areas.</p> <p>9.3. The response rate of 82.3% which is 'good' (2nd highest rating) for this type of survey compared to 93 colleges and a 0.9% increase on 2018-19 (81.4%).</p> <p>9.4. Satisfaction was slightly lower compared to the previous year. Online applications are expected to significantly improve the level of satisfaction.</p> <p>9.5. A Learner Satisfaction Survey Action Plan is being created to recommend required actions to both Course Representatives and Academic Board.</p> <p>9.6. One example of how the College has responded to issues raised in the survey is that, due to dissatisfaction with toilet cleanliness, a new Day Janitor is now in place to monitor cleaning quality.</p>	<p>Academic</p>
<p>10. Academic Performance - Year to Date 2019-20 (Information)</p> <p><u>Academic Performance 2019-20</u></p> <p>10.1. Overall College retention has been consistently outstanding for the last 3 years at nearly 99%.</p> <p>10.2. Overall College attendance stands at 84% (1% less than the previous year). Foundation Learning attendance is lower at 72%, as is attendance at Gunnersbury Park, both due to smaller cohorts.</p> <p>10.3. Progress can now be tracked through ProMonitor, with its RAG rated overview which identifies 'at risk' students through predicted achievements. Predictions also provide a snapshot for students to recognise where they are now and what they could achieve, through aspirational targets.</p> <p><u>Teaching and Learning</u></p> <p>10.4. 66% of staff have been lesson observed to date with 98% of staff graded 'good' or 'outstanding'.</p> <p>10.5. There has been a notable increase in staff progressing from 'good' to 'outstanding' in 2019-20, with 29% of staff receiving 'outstanding' grades to date, a 15% increase on the previous year.</p>	

<p>10.6. Governors suggested that the College utilise Dylan William's (Institute of Education, University of London) guidance and materials on the framing of questions to improve teaching practice.</p>	<p>Academic</p>
<p>11. Higher Education (Information)</p> <p>11.1. As demand for Higher Education (HE) at Capel continues to grow, the College recognises the importance of accelerating resources and exploring access to external sites, such as laboratories, in order to correlate provision with employment opportunities.</p> <p>11.2. Growing HE will also raise the College's profile, particularly from an environmental perspective.</p> <p>11.3. Capel is exploring the possibility of delivering other Royal Agricultural University (RAU) degrees around environmental conservation.</p> <p>11.4. Staff are working closely with the RAU and employers to evaluate the content and delivery method for the two Foundation Degrees (Urban Green Space Management and Garden Design and Plantsmanship), exploring the possibility of a combined degree approach with a wider range of more specialist pathways.</p> <p>11.5. Although the College is currently unable to accept international students, whilst it awaits the time lapse to re-apply for Tier 4 visa status, this restriction does not apply to overseas students who attend via the RAU. The Vice Principal to re-apply for Tier 4 status in 2020.</p>	<p>Academic</p>
<p>12. Curriculum Planning 2020-23 (Information)</p> <p>12.1. Funding for Qualifications and Credit Framework (QCF) qualifications at Level 3 will be withdrawn from August 2020, when a technical qualification alternative will be available for academic staff to align with the national change to T-Levels.</p> <p>12.2. Mottingham curriculum plans are modest and will include smart timetabling to interchange limited classroom space with outdoor space. Glasshouses can be redeployed as additional classrooms.</p> <p>12.3. In the full curriculum plan, both Crystal Palace Park and Mottingham campuses will come under one umbrella of South London.</p>	
<p>13. Projects and Partnerships (Information)</p>	

<p>13.1. The College proudly announced that the Vice Principal, Christine Bianchin, had been selected to Vice Chair the Cambridge Access Validating Agency (CAVA) board.</p> <p>13.2. The College is waiting for Tottenham Hotspur FC to start the building of the Spurs Environment Centre and the development of the nature reserve at Dickenson's Meadow.</p> <p>13.3. An updated vision document for Barking Riverside, to include more reliable curriculum numbers, will be presented to Governors in spring/summer 2020.</p>	<p>Principal</p>
<p>14. Academic Board Minutes (Information)</p> <p>14.1. The Committee noted that the Academic Board meetings continue to demonstrate a high quality exchange of ideas.</p>	
<p>15. AOB – Narrative behind the numbers</p> <p>15.1. The Chair of Governors asked the Committee to focus on the narrative behind the QIP and SAR figures and the importance of keeping an eye on the bigger picture.</p> <p>15.2. Heads of School are working on improving the narrative.</p> <p>15.3. The College tracks the 3 year trends and these have demonstrated a healthy, positive trajectory since 2016.</p> <p>15.4. A new Super QIP would provide better perspective for Governors and provide more context on distance travelled, to link with the strategic objectives and align it with intent.</p> <p>15.5. As Landex stated, Capel takes for granted what it is good at and should, instead, be celebrating its successes! Although a solution focused approach is important, it doesn't always allow enough focus on achievements.</p> <p>15.6. Student Observer, Cara Glynn, gave an inspiring insight into how Capel had had a strong positive impact on her life since she joined at age 14, via an access course in Foundation Learning. During that time, Cara had seen significant improvements at the College with staff becoming great role models who encouraged her to progress. Cara stated that she was now a changed person and had recently received offers of university places including Nottingham Trent.</p> <p>15.7. Student Governor, Carl Butler, also commended on how much support he had found from staff who were always willing to help with revision.</p>	

<p>15.8. The Committee thanked the Students for sharing their experiences and wished them well with their future studies.</p>	
<p>16. Timed Update from Head of School</p> <p>16.1. Christina Bevan, Acting Head of The Princess Royal College of Animal Management and Saddlery, gave an insightful and enjoyable 15 minute update to Governors on her School.</p>	

<p style="text-align: center;">APPROVED MINUTES</p>	
<p>CHAIR:</p>	<p>James Wisdom DATE: 22 June 2020</p>
<p>APPROVAL:</p>	<p>Remote confirmation: CONFIRMED</p> <p>Or signed:</p>