















**Remote Access Symbols**

-  Dialled in
-  Online

# Minutes Part I

<b>Academic Committee</b>
<b>Part I minutes</b>

<b>Meeting Time and Date</b>	<b>1130 on 22 June 2020</b>
<b>Meeting Location</b>	<b>Zoom Online</b>
<b>Members</b>	James Wisdom (Chair)  Dr Heather Barrett-Mold OBE (Vice Chair)  Malcolm Goodwin (Principal)  Sarah Seery (Staff Governor)  Carl Butler (Student Governor) Jarryd Russell (Student Governor) Cara Glynn (Co-opted Student Governor) 
<b>Observers</b>	Dr Sheila Cunningham  Roger McClure (Chair of Governors)  Christine Bianchin (Academic)  Susanne Datta (HR)  Damien Fallon (Finance)  Steven Girling (Estates) 
<b>Minute Taker</b>	Joanne Coffey (Clerk) 
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	<b>Action</b>
<p><b>1. Apologies</b></p> <p>1.1. Apologies were received for Carl Butler and Jarryd Russell.</p>	
<p><b>2. Declaration of Interests</b></p> <p>2.1. None.</p>	
<p><b>3. Minutes</b></p> <p><b>Resolved to</b></p> <p>3.1. <b>Approve the minutes of the Academic Committee Part I meeting held on 10 March 2020 as a correct record and authorise the Chair to sign them.</b></p>	
<p><b>4. Matters Arising</b></p> <p>4.1. Whilst advice had been received from former Governor, Tony Leach, who manages green space infrastructure at Town and Country Association about the original naming of the Urban Green Space degree, updated advice from Tony should be sought as part of the revalidation process and title change for 2021-22.</p>	<b>Academic</b>

<p>4.2. As RAU overseas students also require Capel to have Tier 4 status, the College's application (previously rejected by Home Office) and the College was restricted from re-applying (for something like 3 years). The College should now re-pursue its own Tier 4 status.</p>	<p><b>Academic</b></p>
<p><b>5. Report of the Vice Principal (Information)</b></p> <p>5.1. Since the closure of the College to face-to-face teaching on 20 March 2020, staff had continued to teach students online, with resources uploaded to Moodle and many 'virtual lessons' happening through video conferencing with student groups.</p> <p>5.2. Return to study academic plans had been put in place for all students to complete their studies. For practical skills, the key concern was safety, to ensure that students could use equipment safely.</p> <p>5.3. Learner engagement with Moodle had significantly improved with the vast majority of students logging in and accessing work with individual logins just below 14,000, up from 5,500 in 2018-19.</p> <p>5.4. The academic team and students had rapidly and admirably adapted to online delivery, making significant steps forward in the use of digital resources, online and distance learning which will become integral in future delivery. This has created a stronger need for digital skills to be embedded into the curriculum.</p> <p>5.5. Although most courses will be blended learning, with some face-to-face, online or remote teaching, some taster courses could be fully distance learned, via online videos.</p> <p>5.6. The College were putting in place a subsidised purchase or loan of IT equipment for new students through a bursary fund which would also include access to the internet. This had been managed during the College closure by utilising the bank of in-house laptops.</p> <p>5.7. There had been some disparity in how awarding bodies were dealing with assessment for vocational qualifications. There were three routes: awarding calculated grades (similar to GCSE's), amended assessments (so they can be completed from home) or delaying the end of a course. They had been listening to feedback and were now harmonising their assessment methods.</p> <p>5.8. Governors noted that it was essential for all students to have a good outcome and for there to be no inequity.</p> <p>5.9. The Vice Principal was hugely proud of the Academic team in responding so quickly and rising to the challenge of online teaching, in a difficult situation.</p>	

<p><b>6. Quality Improvement Plan (QIP) May 2020 Update (Decision)</b></p> <p>6.1. A number of exceptional and unique circumstances that had arisen since the last update of the Quality Improvement Plan (QIP) namely, the acquisition of Mottingham, the lockdown relating to COVID-19 and the request from Governors for a revised high-level approach of oversight of quality improvement.</p> <p>6.2. Of the 105 individual actions 75 had been completed, 12 were in progress and 18 were unable to complete due to COVID-19.</p> <p>6.3. To discover why actions could not be completed, a quality impact assessment will be carried out to assess:</p> <ul style="list-style-type: none"> <li>a) If it was an absence of activity or evidence</li> <li>b) If they involved high needs students or those with at risk protected characteristics.</li> </ul> <p>6.4. A Super-QIP, which focuses on the principal quality improvement actions that will have the most impact on quality improvement in the College, had been drafted for use by Governors, SLT and Heads of School for improved strategic focus. The principal actions could also develop into KPIs.</p> <p>6.5. The column heading to be corrected for the spelling of Principal.</p> <p>6.6. A separate Mottingham QIP had been produced to support the initial period of integration. This would now be incorporated into main QIP.</p> <p>6.7. The Committee suggested that an over-arching narrative in the QIP report, to include keys, clusters and topics that links to strategy, teaching and learning, would provide context on progression made and what was now in place to take the College to Outstanding. This narrative of improvement would provide Governors with an assurance that working processes were effective.</p> <p>6.8. Governors noted the juggling act required to deal with the most relative urgent actions, whilst remaining on top of important long-term goals. Keeping ahead of both would lead to continual improvement.</p> <p><b><u>Functional skills</u></b></p> <p>6.9. Poor achievement in maths and English and GCSE high grades has continued to be a challenge for the college over the last 3 years.</p> <p>6.10. As some students had been engaging more in maths and English, during the reliance on online resources, and some were engaging less, Governors suggested that students were asked for their preferred method of study within the exit survey.</p>	<p><b>Academic (Completed)</b></p> <p><b>Academic</b></p> <p><b>Academic</b></p>
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<p>6.11. The Committee discussed the emotion of maths. As remote studying reduced any face to face pressures, this could be more fitting to the types of students who had started to re-engage. The Student Governor reaffirmed this theory, after experiencing an aggressive maths teacher early in her studies, who had created too much tension for students to feel confident to participate.</p> <p><b>Resolved to</b></p> <p>6.12. <b>Accept the update of the principal QIP 2019-20 and the Mottingham QIP 2019-20 and recommended them to the Governing Body for approval.</b></p>	<p><b>Governing Body (Appendix I)</b></p>
<p><b>7. Review of Academic Risk (Decision)</b></p> <p>7.1. In light of the COVID-19 impact on risk, it had been agreed by the Audit Committee for the Risk Register and the Principal Risks to be updated to include the risk and mitigation of online teaching, home working, commercial digitisation and cyber security.</p> <p>7.2. Governors discussed the failure to maintain an appropriate workforce being impacted by low staff morale. It was agreed to add 'Staff morale and welfare' to Risk Areas (Column 4) and 'Regular reviews/surveys' to Mitigations (Column 5).</p> <p>7.3. A COVID staff survey was being conducted to identify any remaining areas that had not been fully supported.</p> <p>7.4. As part of the new performance management system, one-to-one meetings with line managers would be documented online to provide a working appraisal trail. This would not only improve the employee-manger relationship but would also confirm effectiveness of the new system.</p> <p>7.5. The Student Governor noted the impact of high staff turnover on student learning and continuity of the important teacher-student relationship.</p> <p>7.6. Staff turnover was on a decline from high 30s down to 13%. This was likely due to the new management structure (including a new Principal, Vice Principal and SLT) having now been bedded in. Management listened to staff and processes are more consistent and issues are dealt with in a proactive manner. Pay had also been harmonised against the FE sector.</p> <p><b>Resolved to</b></p> <p>7.7. <b>Confirms that the principal risks, amended to include staff morale and welfare, represent the main internal and external risks and remain fit for purpose.</b></p>	<p><b>Principal</b></p>
<p><b>8. Post COVID-19 Review: Lessons learned (Information)</b></p> <p>8.1. The College had rapidly responded to the need to deliver teaching and learning remotely and had made significant strides</p>	

<p>in this area with lessons learned reinforcing good practice already in place in many areas, allowing teaching delivery and student group communication to be more robust moving forwards.</p> <p>8.2. As not all teaching staff had access to the Pro Monitor system (which is server based and currently requires a College laptop) a ‘student trackers’ Excel spreadsheet allowed managers an overview of academic progress and welfare of all students, with staff inputting to ProMonitor when they could gain access.</p> <p>8.3. MS Teams video calls, messaging and dial-ins had been very successful for student lessons. The current over-reliance on postal communication was being resolved through attaining email contact details of all students or parents.</p> <p>8.4. As adult students are a big part of Capel, particularly within Horticulture, digital teaching had become a key aspect of the curriculum and can be a challenge for some cohorts.</p> <p>8.5. Although blended learning and assessment would become a longer term part of the curriculum, face-to-face social interaction remains an important way for small groups of students to bond and learn in more interactive ways.</p> <p>8.6. As home working had been effective and positively embraced by many staff, there would be longer term opportunities for this way of working. A homeworking policy had been established and contracts, which currently stipulate the workplace as the campus at which staff are based, would require either a variation to contract or a homeworking agreement. A report on future home working will be presented to Governors at the next appropriate meeting.</p>	<p><b>Principal</b></p>
<p><b>9. Higher Education (Information)</b></p> <p>9.1. The progress of HE students during the College closure had been a challenge for them to keep up with the curriculum in order to progress to the next level in 2020-21.</p> <p>9.2. The Royal Agricultural University (RAU) had also utilised online learning and exams had been adapted.</p> <p>9.3. The academic team were arranging induction/catch up days over the summer, to complete practical animal and laboratory sessions, and to reassure students and support them so that they feel more confident in progressing.</p> <p>9.4. Grades will be assessed during exam boards using both pre-lockdown and post-lockdown results to ensure against COVID-19 impact. There had been 13 approved cases of mitigating circumstance hearings around mental health issues.</p> <p>9.5. All of the 37 year-1 students are expected to continue into year-2.</p>	



<p><b>10. Landex Peer Review 2019-20 (Information)</b></p> <p>10.1. Following the two day Landex peer review in spring 2020, the report had now been issued and the College had successfully retained its full membership of Landex.</p> <p>10.2. Key items for improvement were noticeably in line with Heads of Schools self-assessment, with actions relating to attendance gaps between maths and English and vocational lessons duly noted and requiring continued focus.</p> <p>10.3. Governors recognised the ongoing challenge, nationally, with English and maths. They noted that if English is not strong then it is likely to naturally impact on the language of maths. Interestingly, as well as a lack of confidence impinging on the ability to succeed at maths, it had also become socially acceptable to not be good at maths, which can lead to a defeatist attitude.</p> <p>10.4. Actions in support of the continued development and improvement of Teaching and Learning in terms of sharing best practice and staff development were welcomed and activities were underway.</p> <p>10.5. Feedback relating to manager’s articulation of curriculum intent, implementation and impact to further support understanding of the EIF within teams were welcomed and further activities were underway, such as learning walks to demonstrate intent.</p> <p>10.6. Landex had also expressed the need for Capel to be less modest and proudly voice what the College does, and to look to forge further partnerships to amplify this message.</p>	<p><b>Governing Body (Info: Appendix II)</b></p>
<p><b>11. Curriculum Plan 2020-21 (Information)</b></p> <p>11.1. The 16-18 Year-Old target of 1,011 learners were anticipated to generate a programme funding value of £8.5m. This was £490k above the ESFA 2020-21 allocation, a growth of 10.4%.</p> <p>11.2. The total ESFA Adult Classroom target number was 1,763, an increase of 614 students compared to 2019-20.</p> <p>11.3. The proposed expansion of curriculum provision would require the recruitment of new employees and extending the hours of current part-time staff.</p> <p>11.4. It was unknown how COVID-19 would affect these projections. Enrolments were ahead compared to the previous year and, encouragingly, existing learners appeared keen to return. The College had also held a very well attended Virtual Open Day.</p> <p>11.5. To ensure against being too optimistic, the Academic Board had considered a sensitivity analysis impact of a 10% drop which equated to an affordable income loss of £900k.</p>	

<p><b>12. Projects and Partnerships (Information)</b></p> <p>12.1. The College had shared a letter of intent to collaborate with the University of East London (UEL) in the Ecology Centre at Barking Riverside, with Capel teaching environmental and conservation programmes. The Principal to follow this through to develop the concept.</p> <p>12.2. An exciting collaboration with the London College of Fashion and the College’s leather centre remains under development.</p>	<p><b>Principal</b></p>
<p><b>13. Academic Board Minutes (Information)</b></p> <p>13.1. The Committee discussed the merits of focusing on online learning, which provides both digital skills to students and would free up College accommodation for smarter use of space.</p> <p>13.2. Teachers would also have more creative capacity to focus in on the more difficult parts of the curriculum.</p> <p>13.3. Although Governors felt that technology could become costly and was not always reliable, it was agreed that wise deployment of online learning could make better use of resources.</p>	
<p><b>14. AOB</b></p> <p>14.1. Governors requested that a ‘Where we are’ main menu heading was added to the new College website, and this would home each individual campus with photos and information.</p> <p>14.2. The Vice Principal and her team were thanked for their incredible efforts during the unexpected closure of the College. The Committee felt that they had reacted quickly and achieved a lot, during the difficult circumstances which they recognised were also emotionally demanding.</p>	<p><b>Principal</b></p>

APPROVED MINUTES			
<b>CHAIR:</b>	James Wisdom	<b>DATE:</b>	23 November 2020
<b>APPROVAL:</b>	Remote confirmation: <b>CONFIRMED</b>		
	Or signed:		















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# Minutes

## Part II (Declassified)

<b>Academic Committee</b>
<b>Part II minutes</b>

<b>Meeting Time and Date</b>	<b>1130 on 22 June 2020</b>
<b>Meeting Location</b>	<b>Zoom Online</b>
<b>Members</b>	James Wisdom (Chair)  Dr Heather Barrett-Mold OBE (Vice Chair)  Malcolm Goodwin (Principal)  Sarah Seery (Staff Governor)  Cara Glynn (Co-opted Student Governor) 
<b>Observers</b>	Dr Sheila Cunningham  Roger McClure (Chair of Governors)  Christine Bianchin (Academic)  Susanne Datta (HR)  Damien Fallon (Finance)  Steven Girling (Estates) 
<b>Minute Taker</b>	Joanne Coffey (Clerk) 
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	<b>Action</b>
<p><b>1. Apologies</b></p> <p>1.1. The Staff Governor and Student Governor, Cara Glynn, were invited to remain for the Part II meeting as there were no conflicts of interest.</p>	
<p><b>2. Declaration of Interests</b></p> <p>2.1. None.</p>	
<p><b>3. Minutes (Decision)</b></p> <p><b>Resolved to</b></p> <p>3.1. <b>Approve the minutes of the Academic Committee Part II meeting held on 10 March 2020 as a correct record and authorise the Chair to sign them.</b></p>	
<p><b>4. Student Disciplinary Report (Information)</b></p> <p>4.1. The Committee suggested that the Vice Principal considers whether capturing protected characteristics in the student disciplinary report would be helpful in providing context to trends, when appropriate.</p>	<b>Academic</b>
<p><b>5. Student Complaints Report (Information)</b></p> <p>5.1. The student complaints report now included cases that were pending as well as those that had been completed, for improved clarity.</p>	



<p>5.2. Some floristry students had requested refunds against COVID-19 changes to their courses, where it had been more difficult to replicate assessment online, given the practical nature of the subject.</p> <p>5.3. The College had offered a reasonable solution to either be re-enrolled for 2020-21 or to be assessed during July/August 2020.</p> <p>5.4. As for student disciplinarys, Governors requested that protected characteristic be considered for inclusion under student complaints.</p>	<p><b>Academic</b></p>
<p><b>6. AOB</b></p> <p>6.1. None.</p>	
<p><b>7. Date of next meeting</b></p> <p>7.1. The next Academic Committee meeting will take place on 23 November 2020 at 1130.</p>	

APPROVED MINUTES	
<b>CHAIR:</b>	James Wisdom <b>DATE:</b> 23 November 2020
<b>APPROVAL:</b>	<p>Remote confirmation: <b>CONFIRMED</b></p> <p>Or signed:</p>