## Remote Access Symbols

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## **Minutes**

## Academic Committee Minutes

| Meeting Time and Date  | 1000 on 22 November 2021  |  |
|--|---|--|
| Meeting Location   | Zoom Online   |  |
| Members  | Dr Heather Barrett-Mold OBE (Chair) 💻                                 |  |
|  | Dr Sheila Cunningham 💻  |  |
|  | Malcolm Goodwin (Principal) 💻   |  |
|  | Sarah Moreland MBE 💻  |  |
|  | Stephen Way 💻   |  |
|  | Sarah Seery (Staff Governor)  |  |
|  | Rosie Evans (Student Governor) 💻                                      |  |
|  | Michael Sinnett (Student Governor)                                    |  |
|  | Layla Jane Rashid (Student Governor) 💻                                |  |
| Observers  | Paulina Balogun   |  |
|  | Roger McClure 💻   |  |
|  | Christine Bianchin (Academic) 💻                                       |  |
|  | James Bryan (HR) 💻  |  |
|  | Damien Fallon (Finance) 💻   |  |
|  | David Scott (Estates) 💻   |  |
| Minute Taker Joanne Coffey (Clerk) 💻                           |   |  |
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|    |             |   | Action |
|----|-------------|---|--------|
| 1. | Apol        | ogies   |        |
|    | 1.1.        | Apologies were received for Paulina Balogun and Michael Sinnett.  |        |
| 2. | Decla       | aration of Interests  |        |
|    | 2.1.        | None.   |        |
| 3. | Minu        | tes   |        |
|    | Resolved to |   |        |
|    | 3.1.        | Approve the minutes of the Academic Committee meeting held on 22 June 2021 as a correct record and authorise the Chair to sign them.  |        |
| 4. | Matte       | ers Arising   |        |
|    | 4.1.        | Research into the value of graded, versus non-graded, teacher<br>learning observations had been delayed due to the Curriculum<br>Quality Manager covering for staff absences. |        |

|    | 4.2.          | Barking Riverside had reaffirmed their interest in working with the College but at a different part of the site, a substantial piece of flat land in the heart of the development, next to the new train station.   |          |
|----|---------------|---|----------|
|    | 4.3.          | The Committee felt that this demonstrated their dedication to the partnership and further analysis will be carried out on the College's skills gap for east London.   |          |
| 5. | Repo          | rt of the Vice Principal (Information)  |          |
|    | <u>Strate</u> | egy Away Day  |          |
|    | 5.1.          | At the Strategy Committee meeting on 11 November 2021,<br>members agreed that, although the Academic Committee were<br>responsible for overseeing (for example) the Self-Assessment<br>Report (SAR), that educating all Governors about the core<br>academic work of the College would be beneficial. Thus, it was<br>agreed that the Academic Committee would decide which<br>academic data should go towards the Strategy Away Day.   |          |
|    | 5.2.          | The Committee had a full discussion about the balance of<br>information that should be shared, particularly in relation to the<br>College's Self-Assessment Report (SAR). There were different<br>advantages to sharing the Principal SAR, the detailed SAR or to<br>focus on specific areas.   |          |
|    | 5.3.          | As the Away Day required high level, strategic thinking for moving<br>from Good to Outstanding and to focus on all the things which will<br>make a difference over the next two years, it was agreed it was<br>more appropriate to share the Principal, or Super SAR, as<br>background material but to also provide an executive briefing<br>summary.   |          |
|    | 5.4.          | To not lose academic sight, Governors wanted to ensure College-<br>wide ownership of Capel's own cultural academic endeavours<br>alongside, but independent of, Ofsted's Education Inspection<br>Framework (EIF).   |          |
|    | 5.5.          | The Committee examined the culture required to become<br>Outstanding, that might require an overarching 'Super, Super<br>SAR' to reflect on with staff. It was seen that as the College's<br>Mission, Vision and Values and Strategic Objectives already<br>provided this strategic guidance, that a further set of qualities may<br>prove confusing. However, it was agreed that all of the elements<br>in these documents should link together and cascade from one<br>into the next. |          |
|    | 5.6.          | The Committee agreed that including staff and student views on<br>each area of the Principal SAR would reflect any obvious barriers<br>to achieving Outstanding. Student and staff feedback will be<br>sought from the Course Representatives and Heads of School<br>prior to the conference.   | Academic |
|    | Reso          | lved to   |          |
|    | 5.7.          | Provide the following academic resources in the Strategy<br>Away Day 2022 briefing pack:  | Academic |
|    |               |   |          |

|              | a) The Principal SAR.  |                     |
|--------------|--|---------------------|
|              | b) The Vice Principal to draw up a summarised Executive<br>Summary to map out the direction of where the College<br>should be heading to achieve Outstanding, in a format<br>that is constructive to staff, students and Governors. It<br>will include barriers to achievement which will include: IT<br>infrastructure limitations and; English and maths<br>attendance and achievement challenges.   |                     |
| <u>Recru</u> | <u>iitment</u>   |                     |
| 5.8.         | Recruitment to some highly specialist posts, including Garden Design and Arboriculture have remained a challenge for the College.  |                     |
| 5.9.         | This had been compounded in 2021-22 by unusual cross-college challenges in recruiting teaching staff, including areas such as Animal Management which usually recruit well.  |                     |
| 5.10.        | To ensure continuity of student tracking, these gaps had been identified and timely action was being taken.  |                     |
| <b>Princ</b> | ipal SAR   |                     |
| 5.11.        | Governors requested that a key was added to the Principal SAR to clarify colour coding.  | Academic            |
| New S        | Statutory Careers Guidance for Schools and Colleges  |                     |
| 5.12.        | Statutory guidance for schools and colleges was updated in July 2021 and is useful for the College as it places far more emphasis on the 'Baker Clause' (Section 42B of the Education Act 1997) which makes school's responsibilities very clear with regard to facilitating access for their students to all post-16 options, including apprenticeships and technical options such as T levels.   |                     |
| 5.13.        | Ofsted must now report on <u>career guidance provision</u> at schools<br>and colleges to 16-18 year-olds and students aged up to 25 with<br>an education, health and care plan (EHCP) in every inspection<br>report.   |                     |
| 5.14.        | In addition, the College must have a named Governor who takes<br>a strategic interest in careers education and guidance and<br>encourages employer engagement. They should advise Senior<br>Leaders supporting the development of a strategic careers plan in<br>line with Gatsby Benchmarks, clearly indicating how the<br>programme will be implemented and how its impact will be<br>measured. The guidance states the responsibilities of Governors<br>to ensure the careers programme and name of the Careers<br>Leader are published on the website. This new requirement will<br>be reviewed by the Search, Governance and Remuneration<br>Committee. | Clerk               |
| 5.15.        | The College are highly likely to receive a visit from Ofsted in 2021-22. Their framework has been updated to include Covid impact and updated summary guidance, prepared for staff, will also be circulated to Governors in due course.  | Academic /<br>Clerk |

|    | 5.16.        | Ofsted are now more focused on meeting with specific groups of<br>learners rather than management, but a meeting with the Chair,<br>Vice Chair and Safeguarding Lead Governor may be required.  |  |
|----|--------------|---|--|
|    | <u>Quee</u>  |   |  |
|    | 5.17.        | The College is involved in The Queen's Green Canopy (QGC) project which marks Her Majesty's Platinum Jubilee in 2022. The project involves tree planting projects across the country to mark the Jubilee.   |  |
|    | 5.18.        | As part of the QGC, Capel have been selected as the training<br>provider for the QGC and are working with the Cavendish Group<br>to deliver a bespoke 4-week training programme with the aim to<br>help people, who are out of work, move into meaningful jobs<br>related to trees, plants, nature and the countryside via the<br>Government's Kick Start Scheme. |  |
|    | 5.19.        | Two cohorts (Enfield and Gunnersbury) had taken part in<br>providing the training and some of the students had been offered<br>employment. The College hosted a celebration event at Enfield in<br>November 2021.   |  |
|    | Roya         | I Veterinary College  |  |
|    | 5.20.        | Capel are exploring potential opportunities for collaboration with<br>the Royal Veterinary College (RVC), as they shared the College's<br>mutual strategic objectives and aligned with Capel's pan-London<br>position.  |  |
| 6. | Self-A       |   |  |
|    | 6.1.         | The overall self-assessment grade recorded for the College for 2020-21 was Good.  |  |
|    | 6.2.         | The School of Floristry, Floral Design and Balloon Artistry self-<br>assessed as Outstanding (Grade 1).   |  |
|    | 6.3.         | All other Schools were graded as Good (Grade 2). Following<br>extensive discussion at Academic Board, Apprenticeships and<br>Business Development had self-assessed as Requires<br>Improvement (Grade 3).   |  |
|    | <u>Stude</u> | ent Cohort  |  |
|    | 6.4.         | The proportion of students with declared disabilities was 22.5% and the College has 780 (25%) students with SEN including 180 High Needs students.  |  |
|    | 6.5.         | The College's ethnic diversity remains one of the best diversity ratios for any landbased college with 30.3% of the student cohort from ethnic minority communities. The College is actively seeking an even better diversity representation through policies, practices and marketing.   |  |
|    | 6.6.         | The majority of the College's 16 to 19-year-old students (53.4%) come from more deprived areas, 159 (16%) are in receipt of free school meals, 45 (5%) are looked after children and 194 (20%) with an EHCP. Only 31% of students join the College with both maths and English qualifications grade 4 and above or  |  |

|       | equivalent, with 46% joining without prior qualifications in either maths or English (19% less than other landbased colleges).  |                         |
|-------|---|-------------------------|
| 6.7.  | The Committee noted that the correlation of students from<br>deprived areas joining Capel with less qualifications<br>demonstrated the higher challenges for English and maths. This<br>will be included in the Away Day executive summary.   | Academic                |
| 6.8.  | Governors also felt that the positive journey travelled for these<br>students should be commended as it demonstrated the difference<br>Capel had made to these students in prospering though<br>adversity. It was agreed to use some of these learner stories to<br>showcase this positive impact through testimonials.   | Academic                |
| Bencl | hmarking  |                         |
| 6.9.  | In order to understand and better contextualise the College's self-<br>assessment, particularly in terms of student background, the<br>Committee discussed the challenges of comparative<br>benchmarking with other landbased colleges who tended to be<br>smaller and more rural. It was agreed that Management would<br>research this further with Landex to find the most appropriate<br>benchmarks. | Principal /<br>Academic |
| 6.10. | It was clarified that differences in achievement between<br>campuses were not comparable due to various complexities such<br>as the cohort balance of 16-18 year olds and adults.   |                         |
| 6.11. | The Committee agreed the following revisions:   |                         |
|       | <ul> <li>The introductory paragraph (page 2) to be revised to reflect<br/>that Capel is not the only citywide provider, by removing 'with<br/>a citywide approach'.</li> </ul>  | Academic                |
|       | <ul> <li>b) 'Excellent and extensive resources' (page 6) to be amended<br/>to 'Very good' to reflect the current inconsistency of<br/>excellence across all of the campuses.</li> </ul>   |                         |
|       | <ul> <li>c) 'Lack of evidence of monitoring of student 'distance travelled'<br/>with some lessons' (page 30) to include statistical data on the<br/>number of students from deprived areas.</li> </ul>  |                         |
|       | <ul> <li>When referring to the number of students, to include the ratio<br/>or percentage of the total number of the cohort, for a clearer<br/>perspective on impact.</li> </ul>  |                         |
| Rosie | Evans left the meeting.   |                         |
| 6.12. | The Committee discussed how students have embraced the<br>online delivery of some lessons. It had created a varied picture<br>based on students' own preferences and circumstances. Where<br>whole classes have not found online delivery helpful, this has<br>been changed.  |                         |
| 6.13. | Further insight will be derived from the outcomes of the online modules.  |                         |
| 6.14. | 'Ineffective people management hampering recruitment growth of<br>Apprenticeships and Professional Short Courses as well as<br>limiting staff development' was due to managers lacking  |                         |

| confidence and experience in making decisions and taking<br>ownership of their areas of work which had impacted growth and<br>development of new delivery activities and income.   |                                       |
|--|---------------------------------------|
| 6.15. Arboriculture, Agriculture and Environmental Conservation was graded 2 (Good). This was a reflection of the staff and students' resilience during the pandemic, where teacher assessed grades were not available due to the need for practical assessment of using potentially dangerous equipment. Retention, teaching, behaviour and technical skills had also all improved significantly. |                                       |
| Resolved to  |                                       |
| 6.16. Accept the 2020-21 SAR and recommend it to the Governing<br>Body for approval.   | A: Governing<br>Body<br>(Appendix I)  |
| 7. Quality Improvement Plans (QIP) 2020-21 (Decision)  |                                       |
| QIP 2020-21  |                                       |
| 7.1. Over the last academic year, there were 92 individual specific actions for improvement across all six College centres and six curriculum areas. 88 were complete and 4 remained unresolved.   |                                       |
| Key impacts  |                                       |
| 7.2. <b>Improved tracking of in year progress in maths and English</b><br>and closer liaison between vocational and skill development staff<br>allowing early intervention and support, although attendance<br>improved slightly it remains a challenge.   |                                       |
| 7.3. Enhanced coordination and embedding of Equality, Diversity<br>and Inclusion (EDI), and enrichment activities across all<br>campuses. Clear programme of additional enrichment and EDI<br>events across all sites and online in line with EDI calendar.  |                                       |
| 7.4. <b>Closer tracking and monitoring of Apprentices</b> combined with regular observations of teaching and learning, supporting early intervention and improved retention on Apprenticeships.  |                                       |
| 7.5. <b>Significant improvements to online teaching and learning</b> , with sharing of best practice via peer mentors and communities of practice, enhanced the student experience.  |                                       |
| 7.6. <b>Teaching, learning and assessment is Good</b> with some outstanding examples (93% of students say teaching on their course is good), with strong support and mentoring of new staff and prompt supportive intervention for underperforming staff.  |                                       |
| 7.7. Standardised student progress monitoring on ProMonitor results in outstanding support for students with teachers planning well to ensure teaching is individualised, set high expectations for all students to achieve their individual goals, so that all students are given the opportunity to achieve to their full potential.   |                                       |
| Resolved to  | B: Governing<br>Body<br>(Appendix II) |

|    | 7.8.  | Accept the final update of the QIP 2020-21 and recommend it to the Governing Body for approval.  |                        |
|----|---|--|------------------------|
|    | <u>QIP 2</u>  | 021-22 (Decision)  | C: Governing           |
|    | 7.9. The Committee were satisfied with the first presentation of the QIP for 2021-22. |  | Body<br>(Appendix III) |
|    | Reso  | lved to  |                        |
|    | 7.10.   | Accept the QIP 2021-22 and recommend it to the Governing Body for approval.  |                        |
| 8. | Learn   | ner Satisfaction Exit Survey 2019-20 (Information)   |                        |
|    | 8.1.  | The Exit Survey targeted 1,739 full time and part time students across all centres, of which 1,562 (90%) completed the survey. Historically, this was the highest response rate received by the College.   |                        |
|    | 8.2.  | Teaching and learning received very positive feedback.   |                        |
|    | 8.3.  | Only 70% of learners stated that their teachers help them to develop their maths skills, with 76% developing skills in English. Learning walks also identify embedding and developing students' maths and English as an area for development for some staff and this will be incorporated into CPD days 2021-22,   |                        |
|    | 8.4.  | Some students are not always aware when English and maths<br>are being embedded into their lessons. This was more of an issue<br>with adult courses where 16-18 year olds were overtly prompted<br>by the teachers when they were using these foundation skills but<br>adults were not as likely to be prompted. Governors suggested<br>rephrasing the question to help raise perception. This will be<br>reviewed for alternative phrasing. | Academic               |
|    | 8.5.  | Careers advice was also affected by the adult learners who took part where they were less likely to require careers guidance.  |                        |
|    | 8.6.  | Governors were pleased to see that 92% of learners stated that<br>the rooms were suitable for their courses, given the College's<br>current challenges with the quality of its resources.  |                        |
|    | 8.7.  | The food in the College cafés was only deemed as good value by 64% of students, this may have been impacted by some campuses not having their own restaurants, but the Student Governor felt that some of the branded products were significantly more expensive than retail prices.   |                        |
|    | 8.8.  | As there was some incongruity with the disability and learning disability data compared to declared data, the system to be checked to ensure that the correct student data is being recorded.  | Academic               |
|    | 8.9.  | Governors felt that the survey was encouraging but also<br>recognised that even small percentages of leaners not being<br>satisfied in key areas, such as 11% not being satisfied with their<br>course, was disappointing and reflected the need for further<br>improvements.  |                        |

| Academic Performance and KPIs (Information) |   |  |  |
|---|---|--|--|
| 9.1.  | Overall achievement in 2020-21 was 84.8% (2.6% above national average) a 3.1% decrease on year.   |  |  |
| 9.2.  | Retention remained excellent at 94.9% (0.4% increase on year) leading to good positive destination statistics (88%).  |  |  |
| 9.3.  | Overall achievement for 16-18 year olds was 81.8% (at national average and 6.3% decrease on year), and adult achievement 88.3% (5% above national average and 0.7% increase on year).   |  |  |
| 9.4.  | Low overall achievement was partly due to poor Functional Skills<br>results 38.5% (52% English, 28% maths), 29.2% decrease on<br>year. Delays to Government decisions regarding the cancellation<br>of exams for 2020-21 resulted in Functional Skills exams<br>eventually going ahead when GCSE's were cancelled. Students<br>therefore had limited opportunities for re-sits, with many only<br>sitting the exam once, which impacted on their results. |  |  |
| 9.5.  | Although low achievement rates in these foundation areas was a national trend, the College remained focused on significantly improving outcomes and was currently conducting research on how this might be achieved.  |  |  |
| 9.6.  | Achievement for Floristry and Foundation Learning vocational courses were both outstanding at 94%, despite no graded exams.   |  |  |
| 9.7.  | The College permitted students to sit their Royal Horticulture<br>Society (RHS) exams in the 2021-22 academic year, which was<br>the right thing to do for the students, but did impact outcomes for<br>Horticulture in 2020-21 at 83.4%.   |  |  |
| 9.8.  | The Committee discussed the high, 90%, KPI targets which were across all schools. These broad targets were more of a challenge to smaller cohorts or courses with more frequent exams. To ensure balance between meeting realistic goals and motivating learners towards outstanding, more nuanced KPIs may be something to consider in the future.   |  |  |
| 9.9.  | The College has enrolled 1,038 16-18's (162 below the curriculum plan target 2021-22), with the addition of 66 students with education, health and care plans (EHCPs) that will effectively count as school leavers making that total 1,104 (111 more 16-18's than last academic year).   |  |  |
| 9.10.                                       | The Education and Skills Funding Agency (ESFA) programme<br>funding for 16-19 students for last year (2021-22) was £8.2m for<br>the 993 students enrolled. When students with EHCP's are<br>included, the College is likely to be 111 learners ahead of last<br>year's "allocation".  |  |  |
| 9.11.                                       | The College is progressing well with enrolments, against<br>challenging targets that it had set for itself. This is significantly<br>ahead of the previous year, ahead of the national trend, and with<br>more demand in some areas than can be provided.   |  |  |

| 9.12.    | If the number of students are retained, in-year funding can be<br>applied for but it is not guaranteed to be granted.   |  |
|----------|---|--|
| Layla    | Jane Rashid left the meeting.   |  |
| 0. Highe | er Education (Information)  |  |
| 10.1.    | There are 68 HE students undertaking Foundation Degrees (FdSc) and Bachelor Degrees (BSc) for 2021-22 with the Royal Agricultural University which was similar to the previous year.  |  |
| 10.2.    | Floristry Level 4 at Regents Park was now on track to start in November 2021 with 3 students currently enrolled and 4 in progress which will bring the HE total for the year to 75.   |  |
| 10.3.    | The College has introduced a new BSc (top-up) in Animal<br>Biodiversity and Conservation for 2021 in liaison with the Royal<br>Agricultural University (RAU), running alongside the established<br>BSc (top-up) Animal Management and Applied Zoology.  |  |
| 10.4.    | The College is exploring the development of an Organic Urban<br>Agriculture degree in liaison with the RAU and the Organic<br>Research Centre (based at the RAU).   |  |
| 10.5.    | For better context, it was agreed that future HE reports would<br>provide HE achievement data for previous years, along with<br>results from the National Student Survey (NSS), a nationally<br>recognised annual survey of final year undergraduates in the UK.  | Academic                                 |
| Jame     | s Bryan left the meeting.   |  |
| 1. Annu  | al Safeguarding Report 2020-21 (Information)  |  |
| 11.1.    | There was a 21.3% decrease in the number of referrals to the safeguarding team in 2020-21 compared to the previous year. This was partly due to the easing of lockdowns with students returning to studying on campus.  | Governing<br>Body: Info<br>(Appendix IV) |
| 11.2.    | There were fewer mental health referrals (-3.8%) and fewer domestic abuse referrals (-4.4%) in 2020-21 compared to the previous year. However, mental health remains a significant concern.   |  |
| 11.3.    | There were 15 referrals relating to physical, sexual assault and abuse, representing 16% of all referrals, 3.8% increase on year but in line with previous years (16.6% in 2018-19). There was a 5.3% increase in the number of referrals related to homelessness and a 4.3% increase in referrals related to drug abuse. |  |
| 11.4.    | Wellbeing referrals, those with significantly less risk attached, had also decreased.   |  |
| 11.5.    | The College had adopted the MyConcern system just prior to the<br>pandemic. This included categories for the types of safeguarding<br>referrals that could be selected more than once, so some broader<br>categories such as Mental Health had significantly higher results.  |  |
|          |   |  |

| 11.6.     | It was clarified that explicit definitions were explained on the MyConcern portal. Governors requested that a key was added to the Safeguarding Referral chart.  | Academic                |
|-----------|--|-------------------------|
| 11.7.     | There were 45 looked after children/care leavers (LAC) in 2020-<br>21, this was an increase of 13 learners on the previous year,<br>although Mottingham was a new addition to the 2020-21 data with<br>5 LAC learners.                               |                         |
| 11.8.     | As the Brooks Farm cohort was very small, with 7 LAC learners, it was requested that the LAC number was also reflected as a percentage of total students to highlight the extent.  | Academic                |
| 11.9.     | The College has mental health first aiders in place and offers staff training for these vital roles.   |                         |
|           | al Student and Staff Equality, Diversity and Inclusion Data rt 2020-21 (Information)   | Governing<br>Body: Info |
| •         | Governors reiterated that the benchmarking with another college,<br>as discussed in minute 6.9, would be a useful comparison.  | (Appendix V)            |
| 12.2.     | It was agreed to revise future reports as follows:   | Academic                |
|           | a) To demonstrate the gender data between students and staff in a more comparable way.   |                         |
|           | b) To explain that the College would prefer to have more than<br>the two male and female categories for gender, but is<br>restricted by the requirement of the Education, Skills and<br>Funding Agency (ESFA) to provide this inflexible data split. |                         |
| 13. Acade | emic Board Minutes (Information)   |                         |
| 13.1.     | The Committee noted that the Academic Board meeting had produced some interesting and insightful minutes.  |                         |
| 13.2.     | The Level 1 Land-based Diploma, RHS Level 2 theory, 16-18-<br>year-old Apprentices and Access to HE had raised concerns and<br>been put in special measures by the College.  |                         |
| 13.3.     | It was clarified with the Committee that this had been related to<br>the pandemic, where the first three courses had not received<br>teacher assessed grades and the Access to HE was, in pre-<br>pandemic years, a very small cohort.               |                         |
| 14. Stude | ent Disciplinary 2021-22 (Information)   |                         |
| 14.1.     | There were no resolved Gross Misconduct Disciplinary Hearings<br>for the year so far compared to 1 incident in the same time last<br>academic year.  |                         |
| 14.2.     | There were 4 potential disciplinaries in the pipeline which may, or<br>may not escalate. Future reports will include this number of cases<br>to provide in-year context.   | Academic                |
| 15. Stude | ent Complaints 2021-22 (Information)   |                         |
| 15.1.     | There had been no resolved or pending complaints so far for 2021-22,.  |                         |
|           |  |                         |

## 16. AOB

16.1. None.

| APPROVED MINUTES |  |         |   |  |  |
|------------------|--|---------|---|--|--|
| CHAIR:           | CHAIR: Heather Barrett-Mold DATE: 8 March 2022 |         |   |  |  |
| APPROVAL:        | Remote confirmation: C<br>Or signed:           | ONFIRME | Đ |  |  |