

















Minutes

Remote Access Symbols

-  Dialed in
-  Online

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) 
z:\governance\governing body committee (gb)\gb meetings\20201216\ready to publish\gb part i - paper 9 - ac minutes 20201123.docx	

	Action
1. Apologies 1.1. Apologies were received for Paulina Balogun and Michael Sinnett.	
2. Declaration of Interests 2.1. None.	
3. Minutes 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. Matters Arising 4.1. Research into the value of graded, versus non-graded, teacher learning observations had been delayed due to the Curriculum Quality Manager covering for staff absences.	

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

<p>5.16. Ofsted are now more focused on meeting with specific groups of learners rather than management, but a meeting with the Chair, Vice Chair and Safeguarding Lead Governor may be required.</p> <p><u>Queens Green Canopy</u></p> <p>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.</p> <p>5.18. As part of the QGC, Capel have been selected as the training provider for the QGC and are working with the Cavendish Group to deliver a bespoke 4-week training programme with the aim to help people, who are out of work, move into meaningful jobs related to trees, plants, nature and the countryside via the Government’s Kick Start Scheme.</p> <p>5.19. Two cohorts (Enfield and Gunnersbury) had taken part in providing the training and some of the students had been offered employment. The College hosted a celebration event at Enfield in November 2021.</p> <p><u>Royal Veterinary College</u></p> <p>5.20. Capel are exploring potential opportunities for collaboration with the Royal Veterinary College (RVC), as they shared the College’s mutual strategic objectives and aligned with Capel’s pan-London position.</p>	
<p>6. Self-Assessment Report 2020-21 (Decision)</p> <p>6.1. The overall self-assessment grade recorded for the College for 2020-21 was Good.</p> <p>6.2. The School of Floristry, Floral Design and Balloon Artistry self-assessed as Outstanding (Grade 1).</p> <p>6.3. All other Schools were graded as Good (Grade 2). Following extensive discussion at Academic Board, Apprenticeships and Business Development had self-assessed as Requires Improvement (Grade 3).</p> <p><u>Student Cohort</u></p> <p>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.</p> <p>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.</p> <p>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</p>	

<p>equivalent, with 46% joining without prior qualifications in either maths or English (19% less than other landbased colleges).</p>	
<p>6.7. The Committee noted that the correlation of students from deprived areas joining Capel with less qualifications demonstrated the higher challenges for English and maths. This will be included in the Away Day executive summary.</p>	<p>Academic</p>
<p>6.8. Governors also felt that the positive journey travelled for these students should be commended as it demonstrated the difference Capel had made to these students in prospering though adversity. It was agreed to use some of these learner stories to showcase this positive impact through testimonials.</p>	<p>Academic</p>
<p><u>Benchmarking</u></p>	
<p>6.9. In order to understand and better contextualise the College's self-assessment, particularly in terms of student background, the Committee discussed the challenges of comparative benchmarking with other landbased colleges who tended to be smaller and more rural. It was agreed that Management would research this further with Landex to find the most appropriate benchmarks.</p>	<p>Principal / Academic</p>
<p>6.10. It was clarified that differences in achievement between campuses were not comparable due to various complexities such as the cohort balance of 16-18 year olds and adults.</p>	
<p>6.11. The Committee agreed the following revisions:</p> <ul style="list-style-type: none"> a) The introductory paragraph (page 2) to be revised to reflect that Capel is not the only citywide provider, by removing 'with a citywide approach'. b) '<i>Excellent</i> and extensive resources' (page 6) to be amended to '<i>Very good</i>' to reflect the current inconsistency of excellence across all of the campuses. c) 'Lack of evidence of monitoring of student 'distance travelled' with some lessons' (page 30) to include statistical data on the number of students from deprived areas. d) When referring to the number of students, to include the ratio or percentage of the total number of the cohort, for a clearer perspective on impact. 	<p>Academic</p>
<p>Rosie Evans left the meeting.</p>	
<p>6.12. The Committee discussed how students have embraced the online delivery of some lessons. It had created a varied picture based on students' own preferences and circumstances. Where whole classes have not found online delivery helpful, this has been changed.</p>	
<p>6.13. Further insight will be derived from the outcomes of the online modules.</p>	
<p>6.14. 'Ineffective people management hampering recruitment growth of Apprenticeships and Professional Short Courses as well as limiting staff development' was due to managers lacking</p>	

<p>confidence and experience in making decisions and taking ownership of their areas of work which had impacted growth and development of new delivery activities and income.</p> <p>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.</p> <p>Resolved to</p> <p>6.16. Accept the 2020-21 SAR and recommend it to the Governing Body for approval.</p>	<p>A: Governing Body (Appendix I)</p>
<p>7. Quality Improvement Plans (QIP) 2020-21 (Decision)</p> <p><u>QIP 2020-21</u></p> <p>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.</p> <p><u>Key impacts</u></p> <p>7.2. Improved tracking of in year progress in maths and English and closer liaison between vocational and skill development staff allowing early intervention and support, although attendance improved slightly it remains a challenge.</p> <p>7.3. Enhanced coordination and embedding of Equality, Diversity and Inclusion (EDI), and enrichment activities across all campuses. Clear programme of additional enrichment and EDI events across all sites and online in line with EDI calendar.</p> <p>7.4. Closer tracking and monitoring of Apprentices combined with regular observations of teaching and learning, supporting early intervention and improved retention on Apprenticeships.</p> <p>7.5. Significant improvements to online teaching and learning, with sharing of best practice via peer mentors and communities of practice, enhanced the student experience.</p> <p>7.6. Teaching, learning and assessment is Good 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.</p> <p>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.</p> <p>Resolved to</p>	<p>B: Governing Body (Appendix II)</p>

9. 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 results 38.5% (52% English, 28% maths), 29.2% decrease on year. Delays to Government decisions regarding the cancellation of exams for 2020-21 resulted in Functional Skills exams eventually going ahead when GCSE's were cancelled. Students therefore had limited opportunities for re-sits, with many only 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 Society (RHS) exams in the 2021-22 academic year, which was the right thing to do for the students, but did impact outcomes for 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 funding for 16-19 students for last year (2021-22) was £8.2m for the 993 students enrolled. When students with EHCP's are included, the College is likely to be 111 learners ahead of last year's "allocation".
- 9.11. The College is progressing well with enrolments, against challenging targets that it had set for itself. This is significantly ahead of the previous year, ahead of the national trend, and with more demand in some areas than can be provided.

<p>9.12. If the number of students are retained, in-year funding can be applied for but it is not guaranteed to be granted.</p> <p>Layla Jane Rashid left the meeting.</p>	
<p>10. Higher Education (Information)</p> <p>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.</p> <p>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.</p> <p>10.3. The College has introduced a new BSc (top-up) in Animal Biodiversity and Conservation for 2021 in liaison with the Royal Agricultural University (RAU), running alongside the established BSc (top-up) Animal Management and Applied Zoology.</p> <p>10.4. The College is exploring the development of an Organic Urban Agriculture degree in liaison with the RAU and the Organic Research Centre (based at the RAU).</p> <p>10.5. For better context, it was agreed that future HE reports would provide HE achievement data for previous years, along with results from the National Student Survey (NSS), a nationally recognised annual survey of final year undergraduates in the UK.</p> <p>James Bryan left the meeting.</p>	<p>Academic</p>
<p>11. Annual Safeguarding Report 2020-21 (Information)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>11.4. Wellbeing referrals, those with significantly less risk attached, had also decreased.</p> <p>11.5. The College had adopted the MyConcern system just prior to the pandemic. This included categories for the types of safeguarding referrals that could be selected more than once, so some broader categories such as Mental Health had significantly higher results.</p>	<p>Governing Body: Info (Appendix IV)</p>

16. AOB 16.1. None.	
-------------------------------	--

APPROVED MINUTES			
CHAIR:	Heather Barrett-Mold	DATE:	8 March 2022
APPROVAL:	Remote confirmation: CONFIRMED		
	Or signed:		