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Minutes

Academic Committee
Minutes

Meeting Time and Date	1000 on 21 November 2022
Meeting Location	Zoom Online
Members	Dr Heather Barrett-Mold OBE (Chair)  Dr Sheila Cunningham (Vice Chair)  Christine Bianchin (Principal)  Heather Marks Sarah Moreland MBE Stephen Way  Sarah Seery (Staff Governor)  Rosie Evans (Student Governor) Bradley Hannigan (Student Governor) Casandra Fox (Student Governor)
Observers	Paulina Balogun Amanda Evans (Student Services) for Items 16, 17  Lorna Fitzjohn  Roger McClure  James Bryan (HR)  Denise Cheng-Carter (Finance) Denise Lloyd (Academic)  David Scott (Estates)
Minute Taker	Joanne Coffey (Clerk) 
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	Action
1. Apologies 1.1. Apologies were received for Paulina Balogun, Heather Marks, Sarah Moreland, Rosie Evans, Casandra Fox, Bradley Hannigan, Denise Cheng-Carter and David Scott. 1.2. Item 11, Safeguarding Report, was moved to the end of the meeting (Item 16) so that Amanda Evans could present the paper. 1.3. The papers had been published on Decision Time with all of the appendices at the end, to test if this order is more helpful to Governors.	
2. Declaration of Interests 2.1. None.	
3. Election of a Vice Chair of the Academic Committee (Decision) 3.1. Nominations are sought by a proposer and seconder of the Academic Committee to elect a Vice Chair. 3.2. Sheila Cunningham had confirmed an interest to be appointed as Vice Chair to the Academic Committee.	

<p>3.3. Heather Barrett-Mold proposed the nomination and Stephen Way seconded it.</p> <p>Resolved to</p> <p>3.4. Appoint Sheila Cunningham as Vice Chair of the Academic Committee until the end of her own Term of Office.</p>	
<p>4. Minutes</p> <p>Resolved to</p> <p>4.1. Approve the minutes of the Academic Committee meeting held on 21 June 2022 as a correct record and authorise the Chair to sign them.</p>	
<p>5. Matters Arising</p> <p>5.1. The Committee discussed the current format of the matters arising from the minutes and it was agreed to add in the colour coding of red, green and amber.</p> <p>5.2. It was explained that the matters arising are actions that Governors have requested during meetings, rather than College actions that are sometimes discussed during meetings. It was advised that if Governors wanted to have any of these actions additionally followed up through matters arising, that they should request this during the meetings.</p> <p>5.3. As the Attendance Working Group had suffered multiple postponements, due to lack of staff availability, it was agreed that dates will remain as set and apologies taken, to ensure that this key group can begin to challenge student attendance.</p> <p>5.4. The developers of Barking Riverside have made recent contact with the College to progress conversations about the role that Capel could play.</p>	<p>Clerk (Completed)</p> <p>Governors: To note</p> <p>Academic</p>
<p>6. Report of the Vice Principal (Information)</p> <p>6.1. The Committee recognised that progress, achievement and attendance were all key areas that required intense focus. By raising standards, in all three of these areas, would lead to good outcomes for students and the College.</p> <p>6.2. Regular measuring and triangulating of data was now being improved to ensure that all areas are monitored and assessed collectively.</p> <p><u>Achievement</u></p> <p>6.3. Overall achievement for 2021-22 requires improvement at 75.3% (16-18's 70.1%, adults 81.3%), this was 6.8% below national average and a 9.5% decrease on year.</p> <p>6.4. This was partly due to the low Functional Skills results of 28% (40.4% English, 21.4% maths), a 10.5% decrease on year.</p> <p>6.5. The strategic decision has been taken not to offer Functional Skills in 2022-23.</p>	

<p>6.6. This was a national picture thought to be driven down by the over-inflated grades assigned during the pandemic.</p> <p>6.7. Main aim achievement for Floristry was excellent at 94.8% and good for Garden Design 88.4% and Horticulture 87.2%. However, outcomes were poor for Arboriculture, Agriculture and Environmental Conservation (AAEC) 72.7%, Animal Management 73.0% and Foundation Learning 77.1%.</p> <p>6.8. Overall retention remained excellent at 93.4%, which suggests that tracking requires improvements to become aware much earlier that students are struggling to retain quality.</p> <p>6.9. Achievement did vary across campuses and management are assessing the data to be able to share any methods of best practice.</p> <p>6.10. As the Brooks Farm campus was closing in January 2023, those students transferring to Enfield were expected to significantly improve their experience and outcomes .</p> <p>6.11. Some Heads of Schools had conducted an intensive support focus during the previous year to raise standards, and this would now be emulated through a cross-College Quality Improvement Plan.</p> <p><u>Apprenticeships</u></p> <p>6.12. Following the College's appointment of a consultant, overall achievement on Apprenticeships has improved at 75.9% (22.6% increase on year) with excellent 16-18 achievement (87.5%) and strong adult achievement 73.3% for 19-23 year olds and 74.3% for over 24's.</p> <p>6.13. It was explained that, although Capel's Apprenticeship results were currently in the Top 15% of the UK, that the College SAR grade is reflective of the whole provision. Work is ongoing to ensure sustainability of achievement.</p> <p><u>Attendance</u></p> <p>6.14. Overall attendance at 81.6% remained below the College KPI of 90% for all Schools with the exception of Garden Design (92.6%). The range varies from Garden Design 92.6% to Animal Management 79.7%.</p> <p>6.15. The attendance gap between maths and English and main vocational courses continued to be unacceptable at 11.2% but progress had been made against the previous year's gap of 19.4%.</p> <p><u>Progress following consultant 'deep dive' feedback</u></p> <p>6.16. The College appointed an external consultant in September 2022 to carry out 'deep dives' as part of the College's preparations for Ofsted. Findings were shared with Governors at the Full Governing Ofsted training in September 2022.</p> <p>6.17. The consultant identified the following key strengths:</p>	
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<p>a) Exemplary learner behaviour, both in learning spaces, and social areas, learners are polite, courteous, focused on their study and a credit to the college.</p> <p>b) Learners are able to describe the very good skills and knowledge they have developed since the beginning of the course. Returning learners understand how the next level of course builds on prior learning.</p> <p>c) Learners enjoy their courses, know what their progression options are and have firm career plans.</p> <p>d) College staff are aware of the challenges and keen to put actions into place to resolve them.</p> <p>6.18. The consultant also highlighted areas for urgent attention and the following actions have been taken with action plans now all in place:</p> <p>a) 14-16 risk assessments and policy had been reviewed and updated.</p> <p>b) Additional management support has been in place in reviewing the College's Apprenticeship provision.</p> <p>c) A review of the quality improvement policy and quality assurance calendar was underway.</p> <p>d) An independent audit of safeguarding had taken place to share best practice.</p> <p>e) Close monitoring of progress in Apprenticeships was underway as identified in the Quality Improvement Plan (QIP) 2022-23.</p> <p>f) Additional further support in the form of learning coaches was being put in place for new and underperforming teachers, alongside existing coaching and mentoring for January 2023</p> <p><u>Enrolment</u></p> <p>6.19. For 2022-23, the College has enrolled 1045 16-18's (43 below the curriculum plan target 2021-22), 1248 adults (25 above the target for September starts), 43 HE students (22 below target) and has 232 Apprentices (61 below the target for the year).</p> <p>6.20. To mitigate for any long term shortfalls, the College would be looking to upturn its adult recruitment targets in January 2023.</p> <p>6.21. Governors queried why enrolment had been on track for 16-18's at the same time last year but had failed to meet the targets. Management believed that this had been impacted by enrolment process inefficiencies which are now a key area of improvement to make the College more financially viable.</p> <p><u>Teaching and Learning</u></p> <p>6.22. To provide the highest quality teaching and learning, that will also be considered at the next Ofsted inspection, the College were conducting deep dives into the curriculum areas and reviews of</p>	
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<p>the impact that current procedures and practices have on the learner experience.</p> <p>6.23. An aspirational Teaching and Learning conference was being planned which would include a digital theme.</p> <p>6.24. Sheila Cunningham requested to attend the conference. This is a great opportunity to get staff excited about teaching again, where they would be motivated to have an open door policy to their classrooms, teaching hubs to share good practice and to support new staff in developing these aspirations.</p> <p>6.25. The matrix standard is the Department for Education's (DfE) standard for ensuring the quality of the delivery of high-quality information, advice and guidance on behalf of the Education Skills Funding Agency (ESFA), and is an important quality mark for the College.</p> <p>6.26. The College has retained its Matrix accreditation for Careers, Information, Advice and Guidance and Student Support. This will later be conducted for Apprenticeship provision (9 December 2022)</p> <p>6.27. Management had been horizon scanning with Heads of School to look at the curriculum in light of qualification reforms.</p> <p>6.28. It was explained that Special Measures, that are put in place for Schools that significantly underperform, allow more intensive and regular monitoring rather than the standard 3 times a year observations.</p> <p><u>Maths and English</u></p> <p>6.29. It was confirmed that maths and English was taught at all campuses and teaching staff also work to embed it into daily teaching. The College had now transferred its delivery within Functional Skills to GCSEs.</p> <p>6.30. It was recognised that Capel tended to appeal to students seeking more practical, than academic, skills.</p> <p>6.31. Governors encouraged more promotion of how maths and English will benefit students within their careers and life chances to motivate them to succeed. It was important that they could see it through a new lens after struggling for 5 years in school and not passing.</p> <p><u>Investing in Education</u></p> <p>6.32. The College is working with the Mayor's Green Skills Academies focusing on working with employers and other training providers to develop the future green skills plan to evaluate current and future sector skills needs, analyse skills shortages, inclusion and recruitment to the sector as pressures on London's greenspaces change.</p> <p>6.33. The College's business support services would now also have their own Self Assessment Report to ensure that all areas of the College impact positively on its students. It was agreed that this</p>	<p>Academic (Completed)</p>
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was prudent given that all support services should be measured and accountable

- 6.34. Staff were being challenged to make substantial changes to how they have worked in the past, including having supportive and collaborative challenge with support services such as MIS, HR and Finance to get the data and information required to drive improvements..

Student Data Tracking

- 6.35. Although, low achievement rates were a national picture, Governors challenged management on why the student data tracking had not been effective.
- 6.36. There was an extensive discussion about the outcomes and proposed action, including support for proposals to go to the Finance and Resources Committee, in particular, for making the use of responsive data as a necessary management tool. This included:
- a) Governors queried the issues behind the data tracking that had impacted on the last two year's achievement rates. Management had indicated that it had largely been a financial issue where data systems had not been prioritised and budgeted for. A further lack of investment in appointing advanced practitioners, who then support and drive the quality of the College, and good teaching and learning had equally been responsible.
 - b) The Committee agreed that investing in data and quality was imperative to providing excellent education to Capel's students. Governors would take responsibility to support any recommendations made to the Finance and Resources Committee and the Board, understanding the consequences of not taking action, given that urgent change was needed.

Curriculum planning

- 6.37. As courses are now fully costed by guided learning hours, Heads of School are now more commercially aware through awareness of the contribution costs and viability of courses.
- 6.38. The Chair of Governors gave insight to income led budgeting, which can be very effective for an education provision model and motivating to staff. It would allow each campus to retain any income that they generate after costs are paid to the central services.
- 6.39. Governors felt positive that the College were now aware of all of its issues and looked forward to more reporting on how these would be tackled, to demonstrate the impact and destination on students' future careers and life chances.
- 6.40. The need to strengthen the College's data, and include destination, had been identified during the Matrix accreditation. This has led to more discussion with animal care students (which is heavily subscribed) to learn about their future career plans to assist them on the right pathways.

<p><u>Committee papers</u></p> <p>6.41. It was noted by the Vice Principal that the volume of reports, with overlapping information, required for Committee meetings had been time consuming to produce, which took time away from the urgent work required currently by the College.</p> <p>6.42. A full review of the Governance cycle will be requested as part of the Governance external review due in 2023. Further reviews may also be carried out for the rest of the College's reporting agendas.</p>	<p>Clerk</p>
<p>7. Self-Assessment Report 2021-22 (Decision)</p> <p>7.1. The overall self-assessment grade recorded for the College for 2021-22 was Grade 3, Requires Improvement, reduced from Grade 2 in the previous year.</p> <p>7.2. An external review of the SAR is undertaken during the Landex Peer Review process. Also, where possible an external review is undertaken by an experienced Ofsted Inspector. The 2021-22 SAR has been reviewed by two external consultants with Ofsted experience.</p> <p>7.3. The Committee agreed that the SAR assessment was an honest appraisal that demonstrated challenge. It recognised what is important for students, as individuals, which was also reflected in how external reviewers often comment that what Capel does is at the heart of its students.</p> <p>7.4. High student retention had remained good and students were feeling well supported.</p> <p>7.5. Staff turnover remained above 20% which impacted the student experience. Governors queried the College's use of its exit interviews. This was not being transferred to an electronic system which is expected to offer more transparency.</p> <p>7.6. The Committee felt positive about how much time had been spent on the College's SAR.</p> <p>Resolved to</p> <p>7.7. Accept the 2021-22 SAR and recommend it to the Governing Body for approval.</p>	<p>A: Governing Body (Appendix I)</p>
<p>8. Quality Improvement Plans (QIP) 2021-22 (Decision)</p> <p><u>QIP 2021-22</u></p> <p>8.1. Over the last academic year, there were 143 individual specific actions for improvement across all six College centres and six curriculum areas. 126 were complete and 17 remained unresolved.</p> <p>8.2. Key impacts were:</p> <p>a) Improved outcomes for Apprentices with a 22.6% increase on year with overall achievement at 75.9%</p>	

<p>b) Increased Higher Education satisfaction at 80%, a 5% increase on year and above the national average</p> <p>c) Improved internal verification processes</p> <p>d) Strong commitment to providing opportunities for Students' personal development</p> <p>e) The College has a strong focus on students' wellbeing and mental health, as well as a highly effective and responsive safeguarding provision</p> <p>f) Students demonstrate a high standards of professional conduct.</p> <p>8.3. There had been significant staffing challenges in Foundation Learning resulting in some examples of poor quality teaching and learning and record keeping. Additional management support was now in place, with focused support for underperforming staff. Quality improvements in Foundation Learning is a priority in the 2022-23 QIP.</p> <p>8.4. As the College begins to recruit more permanent staff, existing staff will feel more secure to be able invest more time in quality teaching and learning.</p> <p>8.5. The additional skills' short courses including, Understanding Climate Change and Digital Skills, received very poor overall achievement. These enrichment courses were now being discontinued so that more focus could be given to the study programmes. .</p> <p>8.6. Technical issues and management vacancies had delayed the completion of some staff appraisals. The College's HR system, iTrent, now included an appraisals system which will add to staff feeling valued, and inform on content for CPD activities and the Teaching and Learning Conference.</p> <p>8.7. Staff were now understanding sequencing and intent better than in the past but this remained a work in progress.</p> <p>8.8. Governors reiterated the importance of having a clear destination to aim for, even if that will take time to achieve, so that the actions required are clear, SMART targets, where success is then easy to identify.</p> <p>8.9. It was also important to concentrate focus on what can be done to improve things for our learners, rather than those that are out of the College's control.</p> <p>8.10. It was clarified that Heads of Schools had a more detailed, operational QIP, which the external consultant worked through with them to demonstrate how the actions would be followed through.</p> <p>Resolved to</p> <p>8.11. Accept the final update of the QIP 2021-22 and recommend it to the Governing Body for approval.</p>	<p>B: Governing Body (Appendix II)</p>
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<p><u>QIP 2022-23 (Decision)</u></p> <p>8.12. The Committee were satisfied with the first presentation of the QIP for 2022-23.</p> <p>Resolved to</p> <p>8.13. Accept the QIP 2022-23 and recommend it to the Governing Body for approval.</p>	<p>C: Governing Body (Appendix III)</p>
<p>9. Academic Policies (Decision)</p> <p><u>Attendance Policy</u></p> <p>9.1. The Attendance Policy is a new student policy and has been extracted from the Student Code of Conduct and Disciplinary Policy and expanded upon to reinforce the importance of attendance.</p> <p>9.2. Attendance overall requires improvement. The Attendance Policy will be used as a guide to support the Directors of Curriculum and staff to monitor attendance and drive improvement where attendance falls below College expectations.</p> <p>9.3. The following revisions were agreed:</p> <ul style="list-style-type: none"> a) Governors felt that Section 3, for parents and carers, should emphasise the importance of their role in encouraging attendance to reinforce the benefits, rather than demanding that '<i>you are expected to...</i>' etc. It was also important to recognise that adult students would also be reading this policy and that the guidance should speak directly to them in this regard. b) The Monitoring Section needed to be more specific about the procedure involved in followed up non-attendance. The following up should be revised to '<i>appropriately follow up</i>' to ensure against any safeguarding issues. c) To ensure that the language is gender neutral by referring to 'students' rather than him/her. d) Minor typos to replace <i>leaning</i> with <i>learning</i>. <p>9.4. Although students sign up to uphold attendance in the Student Handbook, and that parents/carers may be contacted in the Learning Agreement, this did not specifically relate to attendance so this will be made more explicit.</p> <p><u>Learning and Teaching Policy</u></p> <p>9.5. The Learning and Teaching Policy states expectations about the quality of education a student should expect, and how teachers will deliver a well-balanced curriculum which will be engaging, ambitious and supports the learning journey.</p> <p>9.6. To improve quality of education, the policy introduces a two tier Learning Walk process to be able to monitor the teaching more deeply, support the development cycle and performance of</p>	<p>Academic (Completed)</p> <p>Academic</p>

<p>teachers, provide better opportunities to engage with students in lessons to evaluate their progress and share best practice.</p> <p><u>Moving from 'graded' to an 'ungraded' Lesson Observation process</u></p> <p>9.7. The College has been considering a change in how it measures the impact of teaching and learning since before the pandemic. The previous Teaching and Learning observation (TLO) process was a formal graded quality measure in line with Ofsted grades, accompanied by frequent informal ungraded learning walks. The TLO focus was on teacher performance with developmental actions.</p> <p>9.8. Governors discussed and reflected upon the quality measure used for TLO at Academic Committee meetings in June and November 2021. Governors agreed that the TLO graded quality measure should, in principle, move to an ungraded activity but required further work to do carried out to ensure a robust method of being able to capture and report on quality of teaching and learning.</p> <p>9.9. To progress Capel's culture from TLO being a graded performative measure approval was sought to include an informative Learning Walk activity, focussing on student progress and outcomes confirming the quality of learning.</p> <p>9.10. To enable the College to have a robust way of measuring the quality of learning, a new two-tier Learning Walk process had been developed within the revised Learning Policy.</p> <p>9.11. Research and good practice from wider FE colleges indicates that the majority no longer grade their quality of learning activities. They report on outcomes which are used in the teacher development cycle, appraisals, quality of education monitoring and informs managers of the quality of learning.</p> <p>9.12. The Committee agreed that the policy would act as a useful introduction for Ofsted and other external agencies, and to set the context for all of the College's quality documents.</p> <p>9.13. The policy required the section highlighted in blue (copied in error) to be removed.</p> <p>Resolved to</p> <p>9.14. The Academic Committee accepts the (IV) Attendance Policy, and the (V) Learning and Teaching Policy including the move to ungraded lesson observations and recommend them to the Governing Body for adoption.</p>	<p>Academic (Completed)</p> <p>D: Governing Body (Appendix IV, V)</p>
<p>10. Learner Satisfaction Exit Survey 2021-22 (Information)</p> <p>10.1. The exit survey targeted 1873 students to which 1312 students completed (70%). This consisted of both full time and part time students across all six campuses.</p>	

<p>10.2. The response rate of 70% is good for this type of survey, but is a significant decrease from 90% for 20-21 (-20%). Management will be encouraging a higher return rate for future surveys.</p> <p>10.3. The College are planning a poster campaign to feedback to students that their requirements are being acted on, where feasible.</p>	
<p>11. Annual Student and Staff Equality, Diversity and Inclusion (EDI) Data Report 2021-22 (Information)</p> <p>11.1. The gender split of learners has seen an increase in the proportion of females by 4.4% from 65% in the year 2020-21. However, the numbers are largely static and have not greatly fluctuated over the last 3 years. Overall FE and Skills Data for the 2021-22 benchmark for female learners accounted for 60.6% of the student cohort although this is not land-based specific. The College will continue to encourage more gender diversity through it marketing channels.</p> <p>11.2. 56.5% of students have declared that they have no religion whilst the largest religious group is Christian (24.6%) with the second highest Muslim (2.1%). A range of other religions are identified, including: Jewish, Sikh, Hindus and Buddhists. The range has remained constant year on year</p> <p>11.3. The Committee had approved a new, in-house, survey system, which was allowing for a much faster turnaround of data.</p> <p>11.4. The former internal EDI group had now been upgraded to a College committee which focuses on policy, targets and actions. It has been working well by opening up EDI conversations more strategically with staff. Any high level recommendations will be brought back to this Committee at the appropriate time.</p> <p>11.5. Governors requested that the two charts demonstrating the gender profile of Students and Staff are in the same order for easier comparison in future reports.</p>	<p>E: Governing Body: Info (Appendix VI)</p> <p>Academic</p>
<p>12. Academic Board Minutes (Information)</p> <p>12.1. The Academic Board minutes were received by the Committee.</p>	
<p>13. Student Disciplinary 2022-22 (Information)</p> <p>13.1. There had been 2 resolved Gross Misconduct Disciplinary Hearing for the year so far compared to no incidents in the same time last academic year.</p> <p>13.2. Six students had been suspended whilst the College investigated the incidents to determine if Gross Misconduct Disciplinary Hearings should go ahead. These had now all been resolved.</p>	
<p>14. Student Complaints 2022-23 (Information)</p> <p>14.1. There had been no resolved or pending complaints so far for 2022-23 and two pending complaints,.</p> <p>14.2. It was agreed that identifying the desired outcome of a complaint provides the context to agree to any course of action.</p>	

<p>15. AOB</p> <p>15.1. None.</p>	
<p>16. Annual Safeguarding Report 2021-22 (Information)</p> <p>16.1. There was a decrease in the number of referrals to the safeguarding team in 2021-22, when compared to the previous year, of 22, which equates to a decrease of 22.02%. Enfield received the most safeguarding referrals, which is a much larger cohort and campus.</p> <p>16.2. The issues that have most prevalence are suicidal ideation and suicide attempts which account for 28.35% of all safeguarding referrals, when self-harm concerns are also added (6.76%), this equates to 35% of all referrals. For this reason, all support teams have completed the zero suicide alliance training. This figure is largely in line with the previous year.</p> <p>16.3. There was a 12.16% increase in the number of cross-campus referrals related to physical or sexual assault and a 9.46% increase in referrals related to peer on peer abuse (now referred to as child on child abuse).</p> <p>16.4. There were 40 looked after children/care leavers in 2021-22, this was an increase of 5 learners on the previous year. There was a significant increase at Enfield which accounted for 57.5% of the total cohort. It was not clear why this was the case but it was being closely monitored through the Personal Education Plans (PEP) process and there is multi-agency involvement with these students providing a comprehensive support network.</p> <p>16.5. There was an increase in the number of criminal disclosures in comparison to the previous year and an increase in the number of learners being cleared to enrol, this was 90.4% compared to 83.4% in the previous year, although only one student was refused with the remaining student was no longer interested in the course.</p> <p>16.6. In response to the increase in mental health and suicidal ideation referrals received the tutorial programme in November and December 2021 focussed on mental health and wellbeing, with activities around anxiety, mindfulness diet and exercise, whilst also looking at the effects of drug and alcohol misuse.</p> <p>16.7. Sessions were also delivered around “Men do cry” looking at specific mental health support for young men. A session was also delivered by a popular band on TikTok, “Here at last”, who performed and opened the discussion around mental health wellbeing and the anti-bullying strategy, which the Students enjoyed.</p> <p>16.8. At risk students received weekly contact with the Student Services team through mentoring and support sessions, and the library team produced a presentation on Moodle about mental health and how gardening and animals can help alleviate symptoms of depression, anxiety and stress.</p>	<p>F: Governing Body: Info (Appendix VII)</p>

<p>16.9. There had also been a significant increase in Student's self-referring for mentoring and counselling sessions.</p> <p>16.10. It is now a requirement of schools and colleges to provide Ofsted inspectors with records and analysis of sexual violence and sexual harassment, including online and this will be included in the FE and skills inspection handbook. The College has strong safeguarding procedures and processes for reporting and tackling cases of sexual harassment and violence.</p> <p>16.11. Changes have been made to Keeping Children Safe in Education (KCSIE) 2022 to strengthen the safeguarding arrangements around 14-16 learners. This includes the wearing of different lanyards to identify them as young learners and supervision during their at breaks and to ensure that they remain on campus.</p> <p>16.12. Signing in procedures have been strengthened at all centres, to include the signing in and out and the wearing of visitor passes. Visitors will now also have to acknowledge they have read and understood the key safeguarding messages as outlined by the College, for example, the prohibition of picture taking of learners whilst visiting the centres.</p> <p>16.13. Teaching staff were also being provided with guidance on keeping themselves safe when using social media so that they not open to personal attacks.</p> <p>16.14. It was clarified to Governors that the College is enforcing zero tolerance for students not wearing lanyard. Governors will also be receiving new lanyards to clearly differentiate them from other external visitors.</p> <p>16.15. The Committee thanked Amanda Evans for all of her work that had resulted in a more robust set of safeguarding procedures.</p>	
<p>17. Timed Update from Amanda Evans, Interim Director of Student Services</p> <p>17.1. The Committee received a verbal presentation on Foundation Learning which will involve a more challenging curriculum to stretch students over the next academic year.</p> <p>17.2. The College were also engaging a consultant, for four days a week, to assess the teaching and learning assessment practices to ensure that they meet learner needs.</p> <p>17.3. Ultimately, Foundation Learning offers a wider breadth of curriculum offer to give a taster of what Capel has to offer, so that Students can make positive decisions about how they could progress.</p>	
<p>18. Date of next meeting</p> <p>18.1. The next Academic Committee meeting will take place on Tuesday 7 March, 2022 at 1000.</p>	

APPROVED MINUTES			
CHAIR:	Heather Barrett-Mold	DATE:	7 March 2022
APPROVAL:	Remote confirmation: Approved Or signed:		