















Minutes

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Academic Committee

Minutes

Meeting Time and Date	1000 on 7 March 2023
Meeting Location	Zoom Online
Members	Dr Heather Barrett-Mold OBE (Chair)  Dr Sheila Cunningham (Vice Chair)  Christine Bianchin (Principal)  Paulina Balogun Lorna Fitzjohn  Heather Marks Sarah Moreland MBE  Stephen Way Sarah Seery (Staff Governor)  Rosie Evans (Student Governor) Bradley Hannigan (Student Governor) Casandra Fox (Student Governor) 
Observers	Roger McClure  James Bryan (HR)  Paul Smith / 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, Stephen Way, Rosie Evans and Bradley Hannigan. 1.2. Paul Smith was welcomed to the Committee. 1.3. The Committee would continue to focus on progress, achievement and attendance, as key areas of importance at this time at the College, along with recruitment which was also now very key.	
2. Declaration of Interests 2.1. None.	
3. Minutes 3.1. The following minutes were revised for clarification: a) Minute 6.2 to state that regular measuring and triangulation of data was not being <i>improved</i> , rather than planned.	

<p>b) Minute 6.22 to clarify that the College were taking steps to provide the highest quality teaching and learning for their students, rather than it being only in preparation for an Ofsted inspection.</p> <p>c) Minute 6.34 to explain that staff were being challenged to make substantial changes to how they have worked in the past, including having supportive and collaborative challenge with management.</p> <p>d) Minute 9.9 to correct that the information Learning Walk activity was an addition to the Teaching and Learning observations, rather than a replacement to the current system.</p> <p>e) Minute 9.10 was edited for overall clarity.</p> <p>3.2. The College's strategy for the use of external consultants was discussed and ensured against over-reliance on external advice.</p> <p>Casandra Fox joined the meeting.</p> <p>3.3. It was explained that the first draft of the Attendance Policy had been pre-approved and that this was now being fully reviewed by the Attendance Working Group, who meets on a weekly basis.</p> <p>Resolved to</p> <p>3.4. Agree the minutes of the Academic Committee meeting held on 21 November 2022 as a correct record and authorise the Chair to approve them.</p>	
<p>4. Matters Arising</p> <p>4.1. As the Barking Riverside environmental project now had a new team in place, it was key that the College strongly reaffirmed its interest, to ensure that the new team were aware of what Capel has to offer.</p>	<p>Deputy Principal (June 2023)</p>
<p>5. Report of the Vice Principal (Information)</p> <p><u>Monitoring and Improving Quality of Education</u></p> <p>5.1. The newly developed two-tier Learning Walk process was now in place where initially an informal short classroom visit takes place to judge the overall effectiveness of the learning environment and the progress of students.</p> <p>5.2. Priority had been given to teachers with red or amber status: the majority of these teachers were new to teaching, had recently joined the College or were in a school with performance concerns. It was explained that each new teacher is assigned a mentor and that these mentors were also supported with tracking and guidance.</p> <p>5.3. In addition, staff identified as high risk were prioritised for formal learning walks with 54 staff targeted in the Autumn Term. All staff will be observed at least once during the academic year.</p>	

<p>5.4. The Learning Walks were facilitated by an extended quality team of line managers of 12, however, standardisation to support the learning walks had been a challenge. The team had been meeting twice per term for a consistency check to look at standards and feedback.</p> <p>5.5. The process had been found to be supportive and constructive, with the objective to promote inspirational and innovative teaching and learning. It also linked to student attendance and tracking to provide a holistic approach.</p> <p>5.6. All teaching staff were now using ProMonitor, apart from HE for which the system was being adapted to facilitate.</p> <p>5.7. A Teaching and Learning Conference was held in January 2023. Governors and external consultants attended with lots of ideas being shared, such as: bite size activities for staff to maximise the potential for students and; themed Learning Walks for pastoral subjects to understand the impact on students.</p> <p>5.8. The College had supported 25 staff in achieving their full teaching qualifications.</p> <p>5.9. In February 2023, the College appointed two new fixed term Quality Practitioners (QP's) who had been observed as outstanding in their field.</p> <p>5.10. The QP's will support improvements in Teaching, Learning and Assessment (TLA), share good practice, monitor student progress through sample deep dives and engage with quality assurance activities. Their priority will be Crystal Palace and the south but they will work across all sites.</p> <p>5.11. Governors felt that the two-tier Learning Walks were an asset but also recognised the time constraints for a smaller College such as Capel.</p> <p>5.12. Each of the 127 learning walks required at least 2 follow-up actions, that were deemed 'light touch' and managed by the line managers who would reach out if further support was needed.</p> <p>5.13. The 54 formal Learning Walks involved deeper analyses and will be followed up by a revisit in 6 weeks' time if expectations have not been met.</p> <p>5.14. As part of the Annual Quality Cycle, termly Quality Summits are held with the Vice Principal, Director of MI and the Quality Managers. Each school presents their curriculum intent and impact and implementation plans. Performance data is reviewed including attendance, retention, courses and students 'at risk'. Actions are agreed and followed up at monthly Quality Performance Reviews</p> <p>5.15. Future meetings will include representation from Finance and Governors to observe, to provide an opportunity to challenge the data together. Governors, Heather Barrett-Mold and Lorna Fitzjohn were keen to attend these meetings, if available.</p>	<p>Vice Principal (June 2023)</p>
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<p><u>Student Attendance</u></p> <p>5.16. Overall attendance remains a challenge at 83%, 0.8% up on the same time last year. Significant improvement had been seen in English and maths attendance with an 8.9% improvement at 70.8%.</p> <p>5.17. Rail strikes, snow and protesters on the M25 had been a challenge for students travelling to College and had impacted attendance in particular for the GCSE exams.</p> <p>5.18. It was clarified that the attendance monitors were only in place for maths and English. As they had been so effective, Governors encouraged an expansion to include other lessons.</p> <p>5.19. An attendance report that goes directly to parents/carers was having a positive impact, with parents, or the students themselves, engaging with the College to improve attendance. This provided further reassurance to the students that the College were there to support them.</p> <p>5.20. Positive re-enforcement had also been used to increase attendance with 'well done' certificates being sent home and 'congratulations on your recent attendance' text message to students attending Maths and English lessons. This had been well received by the students.</p> <p>5.21. The Covid tuition fund, to support small group tuition for students aged 16 to 19 in English, maths and other subjects that had been disrupted, will not continue after the current year. This may leave a lag of approximately £122k until standard funding catches up.</p> <p>5.22. It was acknowledged that attendance still required improvement, in particular maths and English to further reduce the attendance gap between vocational programmes. However, the attendance gap is at 7%, compared to 22% previously and with a national picture of 20%. This had been facilitated by monthly tracking meetings which linked into the Self Assessment Reports and Quality Improvement Plans.</p> <p><u>Progress</u></p> <p>5.23. Progress tracking was a key priority for the College. ProMonitor reports were being developed to show 16-18 and adult predicted achievement, rather than the current overall predicted achievement, to be in place by September 2023.</p> <p>5.24. Although it was too early to determine progress outcomes for the current year, robust tracking was in place, with a new culture where everyone talked about progress, attendance and achievement.</p> <p><u>Retention</u></p> <p>5.25. Overall retention remained strong at 96.4% (4.8% above national average), with 16-18 students 96.3%, and adults at 96.7%.</p>	<p>Vice Principal (June 2023)</p>
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- 5.26. This was slightly lower than the previous year but it also reflected the change to the earlier removal on the system of students who had not yet attended College and were, therefore, unlikely to.
- 5.27. The College were developing plans to introduce Prince's Trust delivery in 2023 which will provide another avenue for students who wish to change direction.
- 5.28. A quality improvement action group had been introduced to focus on key areas for improvement identified in the College Self-Assessment Report (SAR) and College Improvement Plan.

T Levels

- 5.29. The College were preparing for the introduction of Level 3 T Levels in 'Agriculture, Land Management and Production' and 'Animal Care and Management' in 2024-2025. (Animal Care and Management, Habitat Management, Floristry, Tree and Woodland, Ornamental and Environmental).
- 5.30. The College had also submitted a bid for T level capital funding for the Mottingham campus, which will also provide additional funding for new resources to support the T Level delivery.
- 5.31. Funding was being withdrawn from some of the lower level qualifications for which the College would consult with City & Guilds. Animal Science T Levels were also still being developed.
- 5.32. An Organisational Training Needs Analysis (OTNA) had recently been completed by the College supported by the Education Training Foundation (ETF) to identify skills gaps and training needs. Working groups will outline T Level requirements and formulate a project plan with timescales. Governor and Senior Leadership training will take place in the summer term.
- 5.33. The College had also joined forces with Sparsholt and Andover College to develop resources and share best practice with T Level delivery.

Applications

- 5.34. An enrolment-working group had been set up to drive improvement all aspects of the enrolment process.
- 5.35. The recent appointment of the Director of Marketing, Recruitment and Admissions had been tasked with addressing the improvements required to enhance the learner journey process, from accessing the website to enrolling onto a course.
- 5.36. The current applications on the grid at the time of writing the paper are 648 against 588 in 2021-22. It was noted at the meeting the applications are now sitting at 851.
- 5.37. Work was ongoing to ramp up recruitment with a targeted schools campaign, improved website, socials and enrolment process.

Non recurrent grant

- 5.38. The College had been successful in its application to deliver up to £500k of the GLA 'Multiply' programme over the next 3 years.

<p>This is a new national numeracy programme, which aims to give people who do not have at least a GCSE grade C 4 or equivalent in maths, access to free courses to improve their numeracy skills.</p> <p>5.39. This was a significant progression opportunity to improve maths skills for Londoners and to try to work more flexibly and creatively. This year's allocation amounted to £128k.</p> <p><u>Apprenticeships</u></p> <p>5.40. The recruitment of Apprenticeships had started well for 2022-23, with an increase in income of £50k.</p> <p>5.41. The College has ambitious plans for this area which Governors supported, given the key links for the students with employers.</p> <p>5.42. After a long period of interim management, the College had now recruited a permanent Head of Apprenticeships and Business Development. The new staff member lives close to Crystal Palace and has many industry contacts and is very knowledgeable in her field.</p> <p><u>College Partnerships and Projects</u></p> <p>5.43. The College was working with a number of different partners to support delivery of key green skills priorities for London.</p> <p>5.44. The green skills hub was being overseen by Caroline Turner and Claire Curtis, who were working well to meet targets and this was also leading to other collaborative work.</p> <p>5.45. Governors thanked the Vice Principal for all the new work that was in progress. They reiterated the importance of measuring impact and having this captured.</p> <p>5.46. As students at Crystal Palace had been affected by temporary disruption to their classrooms due to structural issues, Governors queried whether there was scope for students to receive more support and engagement with employers.</p> <p>5.47. The Animal Care students had received several master classes to link to the curriculum and employability. There had also been some enrichment opportunities for Foundation Students to challenge them on their work skills.</p>	
<p>6. Quality Improvement Plan (QIP) 2022-23 (Decision)</p> <p>6.1. The College's Quality Improvement Plan for 2022-23 was progressing well. Of the 51 individual actions, 17 were in progress and on track, 32 were in progress but behind schedule and 2 had not started or were behind schedule.</p> <p>6.2. The College's iTrent system now allowed for more accurate reporting.</p> <p>6.3. Although Brooks Farm has been closed and students moved to Enfield, Crystal Palace remained high risk. Action plans were in place to support the students but temporary closure of the Stadium and poor performing staff had impacted on progress, achievement and student engagement.</p>	

<p>6.4. This remained high priority and was being closely monitored. The newly appointed Quality Practitioners would initially focus on Crystal Palace and Mottingham with monthly meetings works in synergy with staff feeding into management and senior leaders.</p> <p>6.5. As there were a significant number of amber areas, it was explained that some of these were still on track but could not be green until the end of the academic year. It was agreed to change the key to reflect that amber is 'In Progress'.</p> <p>6.6. Other updates to be made before the Governing Body meeting are:</p> <ul style="list-style-type: none"> a) To change any inconsistent wording that is too vague b) To clarify what impact is expected. c) Have SMARTER targets, where appropriate. d) To change Point 5 to green as targeted CPD was in place. <p>Resolved to</p> <p>6.7. Accept the updates to the QIP 2022-23 and following the revisions will be recommend it to the Governing Body for approval.</p>	<p>Academic (Completed)</p> <p>Academic (Completed)</p> <p>A: Governing Body (Appendix I)</p>
<p>7. Learner Satisfaction Induction Survey 2022-23 (Information)</p> <p>7.1. The 2022-23 student satisfaction survey had been developed, implemented and deployed solely in-house for the second consecutive year.</p> <p>7.2. The benefits of in house delivery allows personalised question sets for better individualisation and faster access to response data, however, as it did put time pressures on staff, the survey process was being reviewed.</p> <p>7.3. Bench marking with other FE providers and previous years' data is also part of this process.</p> <p>7.4. Two surveys are conducted throughout the year; the Induction Survey which takes place in November and the Exit Survey which takes place in May.</p> <p><u>Response Rates</u></p> <p>7.5. The student induction survey targeted 1,950 students of which 1,399 students completed (71.7%). This consisted of both full time and part time students across all campuses. This response rate was a 10.5% decrease on 2021-22 (82.2%).</p> <p>7.6. It was noted that a follow up survey for apprenticeships had a much better response rate.</p> <p>7.7. The response rates had been impacted by students on short courses who were less motivated to get involved with College</p>	<p>B: Governing Body (Appendix II For Info.)</p>

<p>surveys. There was also a glitch that was being fixed, where a non-response was logged as a negative response.</p> <p>7.8. As 57 questions were a lot for new students, this was being reviewed and will be being reduced.</p> <p><u>Key findings</u></p> <p>7.9. The survey had focused on progress, to ascertain that students knew where to progress to and there had been positive student feedback on key findings.</p> <p>7.10. The results of the survey are followed up with a “you said we did approach” and Student Reps are reported back to.</p> <p>7.11. 77% answered that they did not have an Individual Learning Plan (ILP). As all students have these in place, this demonstrated that some students may not have fully understood what an ILP was in relation to their studies. This question was being re-worded.</p> <p>7.12. It was also noted that High Needs students may need more support with understanding some questions.</p> <p>7.13. The Student Governor felt that even though a lot of questions were being asked, the survey only took 10 minutes to complete, as each question required a quick response. They had completed theirs as part of a group exercise which had opened up the conversation to be more constructive.</p> <p>7.14. It was agreed that using the survey for the class to reflect on was a good use of lesson time, which also provided direct feedback to the teachers.</p> <p>7.15. As there were some common issues repeated, such as the low quality WiFi at some campuses, these should be strongly focused on and any quick-wins would also motivate students to know that their concerns were being acted on.</p> <p>7.16. Governors felt that additional one-off shorter surveys, tailored to key areas of concern, could provide helpful feedback. As this would affect benchmarking as part of the main survey, it was agreed that a mini survey could be conducted as part of the Class Reps process, to look at current issues.</p> <p>7.17. It was also confirmed that the survey was not the only way that student feedback is received. Teachers are encouraged to carry out mid-course reviews and tutorials on the student environment, their course and experience. This helped to link qualitative data with the quantitative nature of the SAR.</p> <p>7.18. The College were committed to getting the survey right as the Student Voice is so important.</p>	<p>Vice Principal</p>
<p>8. Curriculum Planning 2023-24 (Information)</p> <p>8.1. Curriculum Planning is necessary to review and refresh the curriculum each year in line with the College’s strategic aims and realise operational targets and align with staff utilisation.</p>	

<p>8.2. Meeting the need for skills in the region must now be included on the College's website, and a more innovative review of the curriculum will also be ready for 2024-25.</p> <p>8.3. All teaching requirements will be met through directly contracted staff who will be timetabled with specific remission rate objectives.</p> <p>8.4. Each qualification offered will have allocated hours and all will work to the same model.</p> <p>8.5. Governors were advised that there had been an amendment to the date of when the curriculum plan would be available to inform the College's 2023-24 budget. This had been extended from 1 April to 31 May 2023, to ensure that the model has been fully analysed for affordability.</p> <p>8.6. It was confirmed that staff were committed to the new curriculum plan, which will also remove some strain, where the College had been over-delivering on some courses. It was key that people had belief in the targets and can see how class utilisation was being managed.</p> <p>8.7. The application chart for student headcount in 2022-23 was corrected to 3,000, rather than 2,400.</p> <p>8.8. Students who did not require maths and English tutoring often volunteered to coach their peers, which equated to an additional 3-4 hours on top of their normal study programme. This was a good strategy to make up the full 580 hours of their programme whilst also increasing their employability by gaining volunteering skills. Governors were in support of this approach but also urged caution to ensure that it was of value to the individual students.</p> <p>8.9. Governors queried if the 59 Higher Education (HE) students was too optimistic. Capel were running a targeted campaign to attract HE students in line with the College's strategy to grow HE and this was deemed achievable.</p> <p>8.10. Current HE students were also meeting with Level 3 students to encourage their progression and there had currently been 19 applications from those progressing.</p> <p>8.11. It was acknowledged that low HE take-up was now a national picture. Capel had not recruited well for HE in the past but were now committed to challenging this as robustly as possible.</p>	
<p>9. Academic Board Minutes (Information)</p> <p>9.1. Governors discussed the Access to HE Veterinary Medicine, where some students had failed the Chemistry exam. An assessment was taking place to ensure that students were aware that Chemistry was part of the course. Students still wishing to enrol would be given extra support in Chemistry, as necessary.</p> <p>9.2. It was explained that the exam had been embedded into the course as students had requested its inclusion, in order to assess their ability before progressing.</p>	

9.3.	As not all Schools had been present for the Academic Board meeting, Governors continued to encourage that deputies attend to ensure that all are represented. It had not been possible to represent Arboriculture at this meeting, as the School did not currently have another representative.	
10. Student Disciplinary Report (Information)		
10.1.	There were 16 resolved Gross Misconduct Disciplinary Hearings for the year so far compared to 6 incidents in the same time last academic year.	
10.2.	The safeguarding report works to identify any patterns of behaviour or issues for a specific campus. None have been identified so these are one off situations.	
10.3.	The Safeguarding Lead Governor now received monthly safeguarding reports which she had found useful.	
11. Student Complaints Report (Information)		
11.1.	There had been 2 resolved complaints and no pending complaints.	
11.2.	It was noted that this is a very low number of complaints compared nationally with other colleges.	
12. AOB		
12.1.	None.	
13. Date of next meeting		
13.1.	The next Academic Committee meeting will take place on Tuesday 20 June, 2023 at 1000.	
14. Presentation by Angela White, Director of Marketing, Recruitment and Admissions, Marketing and Communications		
14.1.	Angela White gave a comprehensive presentation on her new responsibilities for marketing, recruitment and admissions.	

APPROVED MINUTES			
CHAIR:	Heather Barrett-Mold	DATE:	20 June 2023
APPROVAL:	Remote confirmation: Approved.		
	Or signed:		