

# Minutes Part I

<b>Academic Committee</b>	
Meeting Time and Date	<b>1330 on 21 November 2017</b>
Meeting Location	<b>Room H2, Enfield</b>
Present	James Wisdom (Chair) John Bennett Joy Hillyer Tony Leach Niall O'Dea (Student Governor)
	Damien Fallon (Finance) Malcolm Goodwin (Principal) Lynn Hart (Academic) Richard Prowse (Facilities) Joanne Coffey (Clerk)
Apologies	Heather Barrett-Mold (Vice Chair) John Bennett Roger McClure (Observer) Michelle Bavage (Student Governor) Andrew Smith (Staff Governor) Hazel Thomas (Student Governor)
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	<b>Action</b>
<p><b>1. Apologies</b></p> <p>1.1. Apologies were given for Heather Barrett-Mold, John Bennett, Roger McClure, Michelle Bavage, Andrew Smith and Hazel Thomas.</p>	
<p><b>2. Declaration of Interests</b></p> <p>2.1. None.</p>	
<p><b>3. Minutes</b></p> <p><b>Resolved to</b></p> <p>3.1. <b>Approve the minutes of the Academic Committee Part I meeting held on 27 June 2017 as a correct record and authorise the Chair to sign them.</b></p>	
<p><b>4. Matters Arising</b></p> <p>4.1. There is a risk to apprenticeships associated with the paucity of End Point Assessment Organisations (EPAOs). The College collaborating with other Landex colleges to establish an EPAO called Land Based Assessment Ltd. Capel Manor is a founding</p>	<b>Principal</b>

<p>member and the Principal one of six directors. In addition the College is seeking to become an EPAO in its own right.</p> <p>4.2. The VP has identified and is implementing an e-portfolio and assessment system (SMART Assessor) to manage Apprenticeships, track progress, assessment and quality assurance.</p> <p>4.3. The College has submitted an expression of interest to become an Institutes of Technology.</p> <p>4.4. The questions in the Learner Satisfaction Survey are being reviewed to ensure clarity and conciseness.</p>	<p><b>Academic</b></p>
<p><b>5. Review of Terms of Reference (Decision)</b></p> <p>5.1. No changes were proposed to the Academic Terms of Reference.</p> <p><b>Resolved to</b></p> <p>5.2. <b>Adopt the Academic Committee Terms of Reference and recommend them to the Governing Body for approval.</b></p>	<p><b>Governing Body</b></p>
<p><b>6. Quality Improvement Plan (QIP) 2016-2017 (Decision)</b></p> <p>6.1. The QIP from 2016-17 has been effective with 139 out of 143 tasks completed in year. The 5 outstanding tasks were risk assessed as having no or negligible risk impact on the College so will not carry forward to the current year.</p> <p>6.2. Key Performance Indicators (KPIs), produced from the QIP, are reviewed termly and Governors were assured they are being met in a timely manner.</p> <p>6.3. The skills audit, to drive future planning of staff development, identified a need for key industry skills specific to Countryside Management. This training will be completed in 2017-18.</p> <p>6.4. Floristry enrolment has been declining nationally. The College has appointed a new Head of Floristry (maternity cover) to drive enrolment through:</p> <ul style="list-style-type: none"> <li>a. Updated photography of student's floristry creations for the prospectus and website</li> <li>b. Updating of materials to keep with current floristry trends and enhance creativity</li> <li>c. Event Planning added to the floristry curriculum to give student's further entrepreneurial direction.</li> </ul>	

<p><b>Resolved to</b></p> <p>1.2. <b>Accept the final QIP 2016-17 and recommend it to the Governing Body for approval.</b></p>	<p><b>Governing Body</b></p>
<p><b>7. Self-Assessment Report (SAR) 2016-2017 (Decision)</b></p> <p>7.1. The SAR now incorporates a refined analysis of achievements for learners with learning disabilities, in line with the Special Education Needs and Disabilities (SEND) Act (2015).</p> <p>7.2. Students with dyslexia achieve well at Capel Manor College compared to the national averages. However, the national average figures are very low and the College is using analysis of learners with dyslexia at Capel Manor compared to those without a declaration of dyslexia that study with us, for a more accurate evaluation of the support mechanisms provided.</p> <p>7.3. Animal Management and Saddlery has been graded as Outstanding and this will be closely monitored to ensure consistency across all sites and to ensure high levels of performance is maintained for 2017-18.</p> <p>7.4. The Chair recommended that significant quantities of testimonial evidence that might be seen as subjective are not included in the overall SAR.</p> <p>7.5. The increased use of robust data from satisfaction surveys should continue with an increased yield from surveys from all schools to further improve coverage and statistical reliability.</p> <p>7.6. 'Quality of teaching, learning and assessment' is graded as Good.</p> <p>7.7. Pre-planned, hour long, once a year teaching observations may only provide a snapshot of performance</p> <p>7.8. The Vice Principal (Academic) and Heads of Schools are increasingly using unplanned 'walk-throughs' to extend incremental support and provide a clearer picture of the students every-day experience.</p> <p>7.9. Countryside and Arboriculture was graded as 'requires improvement' and is being targeted to ensure an overall improvement in teaching and learning and across their performance and outcomes.</p> <p>7.10. 'Personal development, behaviour and welfare' is graded as Good with improved raising of awareness to be conducted by Heads of Schools, in order to capture issues before they fully develop.</p>	<p><b>Academic</b></p>

<p>7.11. The Student Governor had experienced positive staff engagement especially where students are individually encouraged within a supportive team.</p> <p>7.12. Students' are to be further encouraged to undertake voluntary opportunities at weekends at the College to provide valuable workplace experience.</p> <p>7.13. 'Outcomes for children and other learners' was graded as Good.</p> <p>7.14. The importance of encouraging even greater ethnic diversity within the College is seen as key to recruitment and retention. Student feedback is used to provide valuable analysis and reveal social issues affecting ethnic groups.</p> <p>7.15. The Vice Principal (Academic) was thanked for her enormous effort in producing the SAR under irregular and challenging operational constraints.</p> <p><b>Resolved to</b></p> <p>7.16. <b>Approve and recommend to the Governing Body that the SAR changes and template, be accepted.</b></p>	<p><b>Academic</b></p> <p><b>Governing Body</b></p>
<p><b>8. Safeguarding Policy and Report 2016-17 (Decision)</b></p> <p>8.1. The Annual Safeguarding report confirms the volume and nature of the safeguarding cases in the College was consistent with the previous year.</p> <p>8.2. The Safeguarding Policy has continued to be effective with only minor changes to incorporation best practice.</p> <p>8.3. The Clerk will organise bi-annual safeguarding training for Governors for 2017-18.</p> <p><b>Resolved to</b></p> <p>8.4. <b>Approve the revised Safeguarding Policy.</b></p>	<p><b>Clerk</b></p>
<p><b>9. Overview of Performance 2016-2017</b></p> <p>9.1. The percentage of funding received by the College for 2016-17 to be corrected to 100.2% of its original allocation, due to more learners being banded in the lower funding parameters.</p>	<p><b>Clerk</b></p>
<p><b>10. Learner Satisfaction Exit Survey 2016-2017</b></p> <p>10.1. To improve yield and provide greater insight into the student's perspective, the satisfaction survey questionnaire is to be revised and where possible, condensed. The College is also</p>	<p><b>Academic</b></p>

<p>setting internal targets to encourage a greater yield.</p> <p>10.2. The current survey is nationally benchmarked so the type of questions are pre-determined although some questions in the survey need to be made clearer to the students so the College will review the text to make sure they are interpreted correctly by students.</p> <p>10.3. Governors suggested that using more direct questions to students about their experience and learning especially earlier in the academic year would provide also provide valuable insights into practice and improvements.</p>	<p><b>Academic</b></p>
<p><b>11. Quality Improvement Plan (QIP) 2017-18</b></p> <p>11.1. The 2017-18 QIP has been improved with fewer repetitive major action across Schools, more clearly defined major actions with defined expected impacts that are closely aligned to the SAR and more identifiable cross-reference to the Common Inspection Framework.</p> <p>11.2. Each major action in the QIP is being broken down into a series of micro-steps (that collectively seek to realise the expected impact) and these are being devised by each Head of School.</p> <p>11.3. The Vice Principal (Academic) was thanked for her enormous effort in producing the QIP under irregular and challenging operational constraints.</p>	
<p><b>12. Projects and Partnerships</b></p> <p>12.1. The College and the Royal Agricultural University (RAU) continues to provide a strong partnership.</p> <p>12.2. The Vice Principal (Academic) has successfully steered the College into being selected as one of six colleges nationally to run the Young Carer's Project provided through the Education and Training Foundation (ETF).</p> <p>12.3. This work of the ETF revealed that 1 in 20 young people are acting as carers on an unofficial, and sometimes unconscious, basis.</p> <p>12.4. Staff training on 27 November 2017 incorporated the importance of raising awareness of young carers in the College and Heads of School will be invited to take part in the Enfield Young Carer's training on 6 December 2017.</p> <p>12.5. Further analyses will be performed to correlate the impact of attendance on learner outcomes.</p> <p>12.6. Tony Leach has kindly agreed to support the Adult Young</p>	<p><b>Academic</b></p> <p><b>Tony Leach</b></p>

<p>Carers programme and provide support for the evolving policy.</p> <p>12.7. The College is working closely with Tottenham Hotspur Football Club to develop an outdoor environmental education facility at Dickenson's Meadow and the College will offer 90 days teaching to Enfield schools as part of this initiative.</p> <p>12.8. The paper to be amended with English Heritage being incorporated into the Historic and Botanic Garden Trainee Programme (HBGTP) title.</p>	<p><b>Clerk</b></p>
<p><b>13. Academic Board Minutes -18 October 2017</b></p> <p>13.1. Centres to be added to attendee names to demonstrate coverage.</p>	<p><b>Academic</b></p>
<p><b>14. AOB</b></p> <p>14.1. None.</p>	
<p><b>15. Date of next meeting</b></p> <p>15.1. The next Academic Committee meeting will take place on Monday 5 March, 2018.</p>	