



Growing your potential in the Natural Environment

**MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE MEETING
HELD ON WEDNESDAY 18 NOVEMBER 2015
AT CAPEL MANOR COLLEGE (ENFIELD CENTRE)**

MEMBERS:

Governors: James Wisdom
John Bennett
Heather Barrett-Mold
Joy Hillyer
Tony Leach

In attendance: Stephen Dowbiggin
Nicholas Evans
Damien Fallon
Simon O'Hear
Mechelle Hemley-Francis – Student Governor
Clare Kendle (Clerk)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Nicholas Evans

2. DECLARATIONS OF INTEREST

There were no declarations raised in relation to this meeting.

**3. MINUTES OF CURRICULUM & QUALITY COMMITTEE HELD ON
25 JUNE 2015**

RESOLVED:

The Minutes of the meeting of the Committee held on 25 June 2015 were approved as a correct record and signed by the Chair.

**4. MATTERS ARISING FROM THE MINUTES OF THE MEETING OF
25 JUNE 2015 NOT ELSEWHERE ON THE AGENDA**

RECEIVED Paper 4 Matters Arising for Information.

Noted:

- i. Exeter and Swindon have been contacted in order to explore using expertise from General Further Education Colleges (12.iv).

5. REVIEW OF TERMS OF REFERENCE

RECEIVED Paper 4 Matters Arising for Decision.

NOTED:

The Committee asked for the terms of reference to be amended

- to add reference to the College's Safeguarding Policy
- Specifically that this Committee has responsibility for monitoring Student disciplinary data (subject to any confidential issues)

RECOMMENDED TO THE GOVERNING BODY that:

- i. the Terms of Reference are adopted with the above amended (and attached to the minutes).**

6. MINUTES OF THE ACADEMIC BOARD COMMITTEE HELD ON 21 OCTOBER 2015

RECEIVED Paper 6, for Information.

NOTED that:

- i. The College's challenges in relation to Functional skills will be discussed as it arises on the agenda;
- ii. the Committee (5.1 iii) questioned whether the last line was indeed true in regard to new courses being recruited during their validation period (horticulture and countryside and arboriculture etc.). The College confirmed that courses will be recruited to during the validation process and that the RAU (Royal Agriculture University) are in support of this;
- iii. the concept of curriculum-focused zones around the Enfield site (for Arboriculture, Horticulture, Floristry, Foundation Learning and Animal Care), expectations of higher education students' and the predicted numbers of students;
- iv. concerns are whether the facilities in Capel House would meet the expectations of HE students and the need to review this;
- v. discussion about demand for the College's courses in East London and that currently many East London students attend Enfield or Crystal Palace courses because of no local provision;
- vi. the need to review the College's Functional Skills performance against landbased and general FE College benchmarks to gain a clear picture of Caple Manor performance.

- vii. the Safeguarding Policy was taken to Academic Board but PREVENT training was not specifically and separately mentioned in the Committee papers;
- viii. that training has been undertaken by all appropriate staff and that it is reported via different mechanisms throughout the College year. The Committee suggested that to properly represent the excellent work achieved that PREVENT training should be more visible in papers.

7. LEARNER SATISFACTION SURVEYS

RECEIVED Paper 7, for Information.

NOTED:

- i. Overall response is very slightly lower than previous years (and most noticeable by lower returns at Crystal Palace);
- ii. the Vice Principal had instigated a revised checking process to maximise returns from centres;
- iii. the Committee asked for clarity on the other mechanisms which are there for recording learner voice. The College undertakes a variety of other actions to record the learner voice annually:
 - an OFSTED survey,
 - the National Student Satisfaction Survey from the SFA,
 - the National Employer Satisfaction Survey,
 - student tutorials (to gather feedback),
 - Mid-Course reviews,
 - End-Courses Review,
 - Course Representative Meetings and *ad hoc* 'targeted surveys' on MOODLE.

The College is also considering dedicating a specific section to learner voice in the SAR/QIP moving forwards;

- iv. The student rep was asked for her views on the matter of Learner Voice and was able to give an informed answer, in her experience the courses are well organised and the learner voice is requested regularly and she wasn't sure why students wouldn't want to give their responses as they are often completed in class;
- v. at present there are a number of mechanisms that the College uses to contact students currently does not include texting (although this was possible);
- vi. there are specific processes for responding to student absences.

8. **QUALITY IMPROVEMENT PLAN 2014-2015**

RECEIVED Paper 8, from the Vice Principal for Decision

NOTED:

- i. How thoroughly the Academic board had reviewed the Quality Improvement Plan (QIP) 2014-15, the process for assessing progress in achieving the QIP has been standardised;
- ii. the approach now is to indicate that an item has completed when all the individual steps highlighted been completed and then state the impact that it had (on courses, outcomes, quality, satisfaction, etc.);
- iii. the Internal Audit review process was discussed. Internal audit undertook an interim review the QIP 2014-15 and will undertake a special audit in the final document;
- iv. a discussion about whether the audit of the QIP should be an annual process or whether it should be undertaken every two years with something else audited on alternate years;
- v. the Committee highlighted the importance of compliance with the Course Manager's Handbook and the benefit that this is to staff and requested seeing the document each year. (The Vice Principal explained how the handbook was reviewed and updated);
- vi. that consideration be given to using internal audit to review the use and compliance of the Course Manager's Handbook in the next year cycle;

RESOLVED:

- i. to confirm request to Internal Auditors Scrutton Bland to complete the audit the Quality Improvement Plan (QIP) 2014-15 (6 statements representing one from each School and one cross-College) and produce a report on the effectiveness of the measurement of compliance with QIP actions and the outcomes which result from these.**
- ii. To request Audit Committee to progress into 2016-17 cycle a review of the use and effectiveness of the Course Managers handbook.**

9. **SELF ASSESSMENT REPORT 2014-2015**

RECEIVED Paper 9, from the Vice Principal for Decision

NOTED:

- i. the format of the Self-Assessment Report (SAR) has changed for this year to reflect Ofsted's review Common Inspection Format and has been improved;

- ii. Governors (and especially those with Ofsted inspection experience) offered views on the new format and the Committee was content and support of the approach taken;
- iii. that some data was repeated and the need to reduce repetition where possible suggesting the effective cross-referencing would provide a suitable way forward;
- iv. there was discussion about the way Schools review the impact the SAR has on the quality improvement. It was explained that Schools own their SAR (with all their teaching staff who are made aware of the SAR). Improvement is delivered through the QIP and this is owned by Schools and linked to Performance Management where possible;
- v. The Functional Skills and GCSE results for 2014-15 were reviewed at length. It was recognised by the Committee that this is a significant area that needs to be strengthened.

The provision has been analysed separately in its own SAR and the actions to make improvements identified. The College had also commissioned an external, independent consultant to undertake and a focused review of the English and maths provision in 2015-16 prior to the results for 2014-15 being released. The recommendations from this review had been incorporated in the QIP.

The College had also commissioned an internal audit of English and maths delivery in 2015-16. This gave a strong assurance that processes for English and maths registrations and delivery were now robust.

The College had also written to OFSTED in which the exceptional reasons for the results in 2014-15 were explained and the consequent actions taken by the College described.

- vi. that when National Averages for success in Functional Skills and GCSEs become available for other general further education and land-based colleges, there is likely to be a widespread decline in overall success rates;
- vii. the Committee felt that the level of the grade (Grade 3) assigned to Functional Skills Development was and the actions being taken were appropriate the College is maximising its efforts to improve the outcomes for students;
- viii. information is collected about student progression (based on the information on Page 62 of the SAR (Destinations) through a mandatory field on the register system that tutors completed at the end of a course (but richer data about employers, occupation and even earning would need to be explored in the future);

- ix. the grade (Grade 2) for Leadership and Management was explored. Whilst vocational performance had improved the challenges in Functional Skills results meant Governors were content to endorse the self-assessment of a strong grade 2; MG
- x. need to crosscheck a few figures to ensure consistency (page 57 & 58);
- xi. the actual numbers of students receiving learning support was not explicit in the document and this would be investigated; MG
- xii. there was a discussion about the data in tables 7&8 and also table 4 which encompasses 16-18 and also 19+ and the gap between the high retention and lower pass rate.
- xiii. how Link Tutors had been created within each school to develop the embedding of English and maths, skills transfer between staff and better progress monitoring of students progress;
- xiv. the Committee commented on the executive summary for the document would help readers understand the key priorities being highlighted in the document;
- xv. that both Foundation Learning and the School of Horticulture and Landscaping had self-assessed as grade 1 which had been accepted by the Committee. Both teams were thanked and congratulated for their efforts. The progress in the School of Horticulture and Landscaping to achieve this outstanding grade was noted as significant.

RECOMMENDED TO THE GOVERNING BODY that:

- i. The Self-Assessment Report 2014-15 is accepted (with modifications as made by the Committee).**
- ii. The grade for Leadership and Management is grade 2.**
- iii. The overall grade of Good is accepted for the College.**
- iv. Individual grades for each School are accepted.**
- v. The College seeks to validate its SAR by peer group approval through the Landex process.**

10. QUALITY IMPROVEMENT PLAN 2015-2016

RECEIVED Paper 10, from the Vice Principal for Decision.

NOTED:

- i. that the QIP 2015-16 has been updated in line with the audit recommendations is for the coming year and highlights areas of improvement brought from the SAR;

- ii. the need to standardise the tense used in the document and that this is difficult as the report is an amalgamation of the work of several managers;
- iii. that the actions in the new QIP for 2015-16 could in some cases be SMARTer and that each individual action (against the major objectives in the QIP) needed individual deadline to (when possible) which make it more challenging and see progress and what has been completed. (The Vice Principal would address this in the next version of the QIP 2015-16);
- iv. that the in-year monitoring of the QIP is undertaken by the Vice Principal and Heads of School with formal reviews termly at Academic Board that the document is 'live' and undergoes regular changes;

MG

RECOMMENDED TO THE GOVERNING BODY:

- i. that the Quality Improvement Plan 2015-16 for the College is accepted;**
- ii. that the Academic Board should review progress in achieving the Quality Improvement Plan and report to the Curriculum and Quality Committee termly.**

11. ACADEMIC STRATEGY

RECEIVED Paper 11, from the Vice Principal for Information.

NOTED:

- i. the College has a clear and dynamic academic strategy but there were advantages in re-stating this;
- ii. in light of the area reviews. Proposals for the future have been included for further discussion to inform the overall College strategy;
- iii. the strategy document was welcomed as being extremely helpful and clear. The Committee made some suggestions to consider for further improvement (including the order of the current curriculum areas in the document to reflect the priorities of the College);
- iv. the section on driving factors would benefit from references to sources and evidence;
- v. the word 'Lorinery' should be used throughout and the word 'Bridlery' should be replaced (as Lorinery is more understood by the livery companies);
- vi. that food cultivation in gardens and allotments was considered as an option for future courses as interest in food security and the skills required to achieve this were in demand;

MG

- vii. that specialised courses would be focused in engaging specific groups should be considered (e.g. ethical focused floristry courses at Gunnersbury Park)
- viii. the other considerations for facilities to support HE courses and that lecture facilities are not automatically required for HE delivery;

12. UPDATES TO POLICIES

RECEIVED Paper 12, from the Vice Principal for Information.

NOTED:

- i. The PREVENT strategy training has been taking place within the College with online staff training for all staff, face-to-face training for staff from Government specialists and in-class support for teachers and students from the same Government specialists;

12. SAFEGUARDING:

12A SAFEGUARDING POLICY ANNUAL REVIEW

12B SAFEGUARDING ANNUAL UPDATE

RECEIVED Paper 12, from the Vice Principal for Information.

NOTED:

- i. That the Committee were content with the Safeguarding Policy as it is and recommend its adoption.

RECOMMENDED TO THE GOVERNING BODY that:

- i. The revised Safeguarding Policy be adopted.**

ANY OTHER BUSINESS

NOTED:

- i. The Chair showed the Committee a recent written piece from UCL which was about Sarah Seery (Head of Horticulture and Landscaping) as it was a good example of promotion for the College.

The meeting finished at 3.45pm

The next meeting of Curriculum and Quality Committee will be on Tuesday 8 March 2016 at 1.30pm in Enfield.