

**CAPEL MANOR COLLEGE**

**CURRICULUM AND QUALITY COMMITTEE**

**MINUTES OF THE MEETING HELD ON**  
**THURSDAY 26 NOVEMBER 2014**  
**PART I**

**Members:**

**Governors:** James Wisdom (Chair)  
 John Bennett  
 Irene Byard  
 Stephen Dowbiggin OBE  
 Joy Hillyer  
 Tony Leach

**Staff Governor:** Andrew Smith

**Student Governors:** Simone Heaney  
 Lilly Wassell

**Independent Member:** Heather Barrett Mold

**In attendance:** Malcolm Goodwin, Vice Principal Curriculum and Quality  
 Nicholas Evans, Director of Estates and Buildings  
 Damien Fallon, Director of Finance  
 Simon O'Hear, Director of HR

**1. APOLOGIES FOR ABSENCE**

James Wisdom (John Bennett was invite to Chair this meeting), Lilly Wassell (unwell), Heather Barrett Mold (prior commitment).

Noted that Sir William Stubbs would not be attending the Curriculum and Committee meetings.

**2. MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE HELD ON 26 JUNE 2014**

RECEIVED: Paper 2, minutes of the Curriculum and Quality Committee (for decision)

The minutes of the meeting held on 26 June 2014 were agreed as accurate and signed by the Acting Chair.

**3. MATTERS ARISING FROM THE MINUTES OF THE MEETING HELD ON 26 JUNE 2014 NOT ELSEWHERE ON THE AGENDA**

RECEIVED: Paper 3 (for information)

- 3.1** Minute 3.2 – Ensuring new starters complete Child Protection training and existing employees be trained every 3 years. The Director of HR reported that 35 members of staff were booked on the Safeguarding Training taking place on 3 December 2014.
- 3.2** Minute 10 v – The Search and Governance Committee proposed the appointment of a specialist governor (with experience of teaching and learning) as an independent member of the Committee. The Search and Governance committee has appointed Heather Barrett Mold as a ‘Governor in waiting’ and an interim independent member of Curriculum and Quality Committee. Heather Barrett Mold has sent apologies to this meeting due to a long standing commitment but has the other dates in her diary and is looking forward to joining the next meeting.

#### **4. REVIEW OF TERMS OF REFERENCE**

RECEIVED: Paper 4, Review of Terms of Reference (for Decision)

NOTED:

- i. In the absence of a Clerk to Governors the Principal presented Paper 4.
- ii. Madam Chairman of Search and Governance has stated that as there may be the potential for more than eight Governors on the Membership of the Committee, the wording should be amended to ‘Minimum of Eight’.
- iii. The Principal emphasised that Governors must be in the majority for quorum of the Committee (ie there must be 3 Governors, 2 of whom must **not** be a Staff or Student Governor attending the meeting).

**RECOMMENDATION TO THE GOVERNING BODY that:**

- i. **The current terms of reference (Appendix I) are fit for purpose and should be adopted subject to the amendment of Membership ‘minimum of Eight’. [NB subsequently at Search and Governance when this was discussed it was agreed that it would be helpful to know the current membership as well in such cases.]**

#### **5. MINUTES OF THE MEETING OF ACADEMIC BOARD HELD ON 12 NOVEMBER 2014 (UNCONFIRMED)**

RECEIVED: Paper 5, Minutes of the Academic Board (for information)

NOTED:

- i. Following discussion with the Acting Chair an amended first page of the minutes was tabled as it now detailed the full list of attendees of the meeting.
- ii. Observations for Teaching and Learning (OTLs) have been planned for the academic year and an Observation Quality team has been formed which includes a representative from each School.

- iii. The Committee stated that this is good progress.
- iv. The evolution of a Self Assessment, Self Improvement (SASI) document produced by Business Support areas to mirror the Self Assessment Report process undertaken by Academic areas was first discussed at Managers and was supported by Academic Board.
- v. The Committee asked for clarification of the Single Equality Scheme (SES). The HR Director stated that this was previously 3 schemes and they had been made into a single scheme.
- vi. The areas now covered by the SES are:
  - Gender;
  - Age;
  - Race;
  - Religion;
  - Disability;
  - Sexual orientation;
  - Transgender;
  - Pregnancy;
  - Maternity.
- vii. That the College has been validated as a provider of Access to HE qualifications. The CAVA Access to HE Diploma has not recruited this academic year but the College views this as a long term partnership and it is expected to be recruited to in 2015/16.
- viii. The College is working with the Royal Agriculture University (RAU) (who were looking for a partner to develop their urban agriculture and related areas).
- ix. The delivery of the level 4 Foundation Degree would be shared (with at least one module per year delivered at RAU).
- x. This degree has a distinct difference in that there is a practical element which will produce designers with 'hands on' experience. It is uniquely based on industry input and will use blended learning and digital technologies.
- xi. The degree will be delivered at Enfield in the first instance with a possibility of moving to Regent's Park in the future.
- xii. That the delivery of the level 4 Foundation Degree will provide progression to students on level 3 courses.
- xiii. Minute 8. iii to be altered to read 'Actions which have been identified are in line with what is being done for the students'.
- xiv. The Careers Service now comprises of two members of staff (one full time and one part time). The Committee realised that the College's ambition is to have an equitable Careers Service across centres and sought reassurance that this would now be possible.

- xv. The Director of HR pointed out that the staffing provision has been increased (previously one post which was part time, term time only).
- xvi. The Staff Governor stated that Crystal Palace now has a Careers Service for two days a week.
- xvii. That the Careers Service will seek feedback from students to measure success in particular focussing on whether there is sufficient support for students.

## **6. LEARNER SATISFACTION SURVEYS**

RECEIVED: Paper 6 Learner Satisfaction Surveys (for Information)

NOTED:

- i. The Committee commented on the number of returns made by students – a total of 1,621 students targeted with a response from 1,102.
- ii. The Student Governor reported that all students in her class had responded with positive comments.
- iii. The concern over ensuring there were adequate toilets has been explored:
  - Crystal Palace has undergone rapid expansion and now has an additional toilet;
  - Gunnersbury Park issue has been dealt with.It is expected that the next survey will reflect the improvements which have been made.
- iv. The Committee felt that when action points in the QIP are related to the Learner Satisfaction Surveys there should be a reference in the QIP to acknowledge this.
- v. That VLE (which the Committee felt was an efficient method of teaching) had not been highlighted as a strength despite the emphasis on it at the Strategic Away Day in June.
- vi. The Staff Governor reported that Level 3 Animal Care students undertake assignments using the VLE and some tutors are recording their lectures and updating them to Moodle.
- vii. Arboriculture and Countryside students also undertake on line assignments.
- viii. The new VLE product has increased capability and is being introduced into the blended learning practices by tutors but it was hoped to increase its use in 2014/15.
- ix. The Committee was disappointed in the response from 16-19 year olds (37%) but were reassured that this amounted to a 66% response (407 responses from a possible 613).

- x. The challenges with interpreting data that relates to BME students when the sample sizes were not statistically significant.
- xi. The Committee commended the new format of the report and stated that it is clearer to pinpoint issues and monitor and discuss actions taken.

## **7. CAREERS SERVICE**

RECEIVED: Paper 7, Careers Service (for Information)

NOTED:

- i. The Careers Service had previously been discussed under item 5, Academic Board Minutes.
- ii. That Tutors will remain active in this area as they are up to date in their industries.
- iii. The Careers Service will update students' employability skills.
- iv. The Committee felt the new arrangements were an improvement to the Careers Service.

## **8. TRAINEESHIPS**

RECEIVED: Paper 8, Traineeships (for Information)

NOTED:

- i. That national figures for Traineeships are still low but with changes to the programme it is felt that take up for the Traineeship programmes are now beginning to improve.
- ii. The revised Traineeship Programme provides opportunities for students to develop their skills through work experience, have access to the Careers Service and to gain level 1 qualifications.
- iii. The Traineeship Programmes are being marketed as a pre-Apprenticeship opportunity.

## **9. SECTOR UPDATE**

RECEIVED: Paper 9, Sector Update (for information)

NOTED:

- i. That this paper contained key and relevant information for the College.
- ii. The Skills Funding Agency (SFA) is changing the way it monitors performance.

- iii. There will be measures of performance which will be clearer and widespread using **Minimum Standards** to monitor performance in line with changes to the funding methodologies and qualification success rates (QSR).
- iv. **Timely and Overall Success** will be introduced as measures for classroom activity.
- v. A key difference for all colleges will be **Outcome Based Success Measures**. Did the students go into employment in meaningful employment and did they do so at a higher salary. The College has focused on destinations and will need to track these measures as they will need to justify outcomes if these criteria are not met.
- vi. The Education Funding Agency (EFA) have agreed to a 1.75 programme weighting from August 2017 (currently 1.6). This means programmes of 700 hours (including work experience) at approved agricultural colleges will attract the higher rate of funding. Valid work experience and volunteering can be recognised as being within the framework.
- vii. Advanced Learning Loans are expected to be extended to 19+ students (previously 24+) and to level 2 programmes (previously level 3). This has not been confirmed so no detail is currently available.
- viii. Focus is now back on learner destinations and successful life stories are a strength which the College needs to focus on. The enhanced Alumni arrangements will support this.
- ix. Qualifications are being redeveloped with mandatory elements and optional units.
- x. All awarding bodies are progressing with the redevelopment of their qualifications and the College is involved with both the main interest groups (ie Pearsons and City and Guilds). This enables the College to have an insight to the qualifications and give a steer where appropriate.
- xi. Landex are now equidistant from all awarding bodies which may allow them to develop their own qualifications.
- xii. Ofsted have proposed changes to the Common Inspection Framework (CIF) whereby all routes of education will be subject to short inspections every three years. A consultation process is currently being undertaken. It was suggested that the Vice Principal deliver a short briefing to Governors when the full details are known.
- xiii. The Government have supported FELTAG's (Further Education Learning Technologies Advisory Group) recommendation for mandatory inclusion of wholly-online components of qualifications. The College is compliant with this by currently delivering 10% of each programme online.
- xiv. The increase to 50% online delivery by 2017/18 has not yet been defined. The College is mindful that landbased programmes have a practical

element within delivery.

- xv. Governors reiterated their commitment to ensuring that quality of learning experience was not compromised going forward.

## **10. QUALITY IMPROVEMENT PLAN 2013-14**

RECEIVED: Paper 10, Quality Improvement Plan 2013-14 (for Information)

NOTED:

- i. Academic Board formally reviewed the Quality Improvement Plan (QIP) for 2013-14. Actions remaining were moved forward to the QIP for 2014-15.
- ii. The College feels from the analysis undertaken that it has attracted a cohort of low achievers. Therefore better monitoring of new students is required.
- iii. Marketing have been asked to expand the attractiveness of destinations in College advertising by using role models of high achievers and BME.
- iv. The Equality and Diversity group have also discussed this issue and suggested focusing on the fact that students can go on to be their own boss and have their own business rather than work for a company.
- v. Academic Board focused on items which were complete and then reviewed outstanding items on the QIP. It was a productive meeting with strong debate by representatives from across the College.

## **11. SELF ASSESSMENT REPORT 2013-14**

RECEIVED: Paper 11, Self Assessment Report 2013-14 (for Decision)

NOTED:

- i. The Self Assessment Report (SAR) is not in its final format due to challenges in calling off appropriately formatted data to be inserted into the SAR.
- ii. The Vice Principal will go through the SAR and ensure that it is consistent so that the document put forward to the full Governing Body will have been moderated.
- iii. The School Grades were discussed and the Committee asked for clarification of strong or weak Grade 2s:
  - Horticulture – 2/1 borderline
  - Garden Design – 2/1, good results and excellent teaching but could not evidence this due to some teaching observations not being completed
  - Floristry – moved forward within Grade 2 (strong middle and improving)

- Arboriculture – it was acknowledged that this was a strong middle 2, possible Grade 1 last year but it was recognised that issues in mid year needed to be taken into account (which need to be addressed)
  - Animal Care – high level 2, slipped from a Grade 1 due to issues with retention which will be addressed next year and level 3 16-18 below national benchmark.
- iv. The College grades are steady and strong 2s.
- v. The Committee asked that the tables on page 4 of the SAR include a total column.
- vi. The Committee congratulated the College on producing a balanced and valid SAR.

**RECOMMENDED TO THE GOVERNING BODY that:**

- i. The SAR, Grade 2 for the College and Grades for each School and cross college area are adopted;**
- ii. The SAR is adopted and posted on the Provider Gateway.**

**12. QUALITY IMPROVEMENT PLAN 2014-15**

RECEIVED: Paper 12, Quality Improvement Plan 2014-15 (for Information)

NOTED:

- i. The format is embedded and effective making actions identifiable from all Schools.
- ii. Actions from 2013-14 which were going to be completed in 2014-15 have been carried forward to this year's QIP.
- iii. The Committee had requested improved referencing which has been addressed.
- iv. LSS actions are linked through the SAR to the QIP.
- v. An update will be taken to the next Governing Body meeting on 17 December 2014.

**13. QUALITY MANAGEMENT OF NON-ACADEMIC AREAS**

RECEIVED: Paper 13, Quality Management of Non-Academic Areas (for Information)

NOTED:

- i. At the recent Managers meeting it was identified that managers felt that a quality management process, along the lines of the academic SAR, would



- be beneficial for non-academic areas.
- ii. A pilot for SASI (Self-Assessment, Self-Improvement) was agreed and the areas to be focused on were those which have a tangible and direct impact on the student experience:
    - Student Admissions
    - Business Development
    - IT
    - Forty Hall Farm
    - Examinations
    - Crystal Palace
    - Gunnersbury Park
    - Regent's Park
    - Careers Service
    - eLearning
  - iii. Early indications are that the process is proving to be beneficial. However, this initial SASI is not rooted in evidence but if the process continues LSS results will be used to evidence actions. The SASI is operational rather than strategic.
  - iv. The Committee asked for comment regarding the College not being fully proofed against IT disaster. The Principal reported that the new IT Manager is looking to add resilience against catastrophe whilst looking in depth at more pressing issues which he is resolving.
  - v. Grades are those put forward by the Managers of the relevant areas. They have not been validated by Academic Board or managers. However, SMT have reviewed the Grades and are of the opinion that they are a balance of what is recognised within SMT. These Grades will form a benchmark for the future.
  - vi. The Committee felt that the SASI is an interesting step forward in the process of internal quality management.

#### **14. a SAFEGUARDING POLICY ANNUAL REVIEW**

RECEIVED: Paper 14 a, Safeguarding Policy Annual Review (for Decision)

NOTED:

- i. The Director of HR presented the Policy stating that following discussion with the Vice Chair of Governors changes have been incorporated and the opportunity has been taken to focus and slim down the policy and procedure.
- ii. The Designated Safeguarding Team is now led jointly by the Director of HR and the Assistant Principal for Student Services.
- iii. That the Safeguarding Team comprises of one woman and one man at each centre. This was not a deliberate consideration when appointing the team but it is recognised that should a student wish to speak to a staff member of a specific gender a member of the safeguarding team are the

- first point of contact.
- iv. Monthly Safeguarding Team meetings are being held across centres. The first meeting had taken place on 26 November 2014.
  - v. The Student Governor commented that she felt that the Level 1 Safeguarding qualification students undertake gives good advice on boundaries between students and tutors.
  - vi. The Vice Chair of Governors confirmed that she supported the changes made.

**AGREED:**

- i. To change the wording of 3.1 to read: The definition of the term safeguarding - which the College also applies to vulnerable adults.**
- ii. That the Safeguarding Policy be accepted as fit for purpose subject to the above change.**

**14. b CODE OF PROFESSIONAL BOUNDARIES/STANDARDS WITH STUDENTS**

RECEIVED: Paper 14b Code of Professional Boundaries/Standards with Students (for Decision)

NOTED:

- i. As part of the review of the Safeguarding Policy the Director of HR has created a clear code of Professional Boundaries/Standards with students for all staff (and volunteers) to follow.
- ii. The Code will supplement the Code of Conduct and Networking Policy.
- iii. The most significant change is that in the past the College treated students' interaction with staff differently according to age (ie staff could form social relationships with Adult students providing these were declared and managed whereas social relationships with students under the age of 19 were prohibited).
- iv. The Code will state that 'it is not acceptable for any Capel Manor College employee to strike up social relationships or regular social contact of any kind outside of the formal professional relationship with any student of the College'.
- v. The Code is subject to consultations for 2 weeks and that the Code will be live during the consultation period.

**AGREED:**

- i. That the Code of Professional Boundaries/Standards with students (Appendix I) be adopted subject to any changes arising following the consultation period.**

**14 c SAFEGUARDING ANNUAL UPDATE**

RECEIVED: Paper 14c, Safeguarding Annual Update (for Information)

NOTED:

- i. The Paper is the first of what will become an annual report to the Curriculum and Quality Committee.
- ii. The report contained the number of safeguarding cases managed by the College in 2013/14 (107) and will report year on year comparison and identify any safeguarding trends in next year's report.
- iii. The safeguarding provisions in place for students are comprehensive and reviewed regularly.
- iv. The number of staff in the safeguarding team were felt to be adequate for the safeguarding issues faced in 2013/14. It was recognised that there is not a static number of cases in any one year.
- v. The Committee will receive the next Safeguarding Update at the November 2015 meeting.

**15. ANY OTHER BUSINESS**

None discussed.

**16. DATE OF NEXT MEETING**

The date of the next meeting is Thursday 5 March 2015 at 1.30pm.

James Wisdom  
Chair