

**Date:** 28 November 2018  
**Venue:** The Boardroom, City Campus, the Sheffield College  
 Clerk to the Corporation  
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**Present:** Beri Hare (Chair)  
 Gwyn Arnold (from item 6 onwards)  
 Angela Foulkes  
 Chris Linacre  
 Saleem Rashid  
 Seb Schmoller

**In attendance** Simon Hannett (for items 7 onwards)  
 Alison Shillito, Clerk to Governing Body  
 Anita Straffon, Deputy Chief Executive: Curriculum, Quality and Assessment  
 Robin Webber-Jones (for Item 12)

**Action by whom**      **by when**

**18/2/1      Welcome, introduction and apologies**

Apologies were received from John Timms. The Chair noted that Kyle Hogan, student governor, resigned on 12/11/2018. It was noted that the meeting would be welcoming Robin Webber-Jones, Vice Principal for Higher Education and Academic Studies to his first meeting of the Committee at 09.00 to present item 12 Higher Education Self Evaluation Report as a timed item.

**18/2/2      Declarations of interest**

The Committee noted Angela Foulkes' standing declaration of interest as Chief Executive and Principal (CE&P) in all matters discussed. There was no action required for any of the agenda items in respect of this declaration.

Saleem Rashid declared his standing interest as a maths lecturer in item 6 when the Committee discussed attendance and conditions of funding for English and maths.

**18/2/3      Confidentiality**

The Committee noted that two items had been marked as confidential in the board pack because they had been produced for internal purposes. Governors said that the interests of transparency, the Committee's reports should normally be open unless there were strong over-riding reasons for confidentiality.

## 18/2/4 Minutes of the meeting held on 19 October 2018

The minutes were approved as an accurate record.

## 18/2/5 Matters Arising and Action Record

- 5.1 The Committee considered matters arising that were not on the agenda as follows.
- 5.2 (P&P) Minute 18/3/5.6 refers: Students First business processes the Committee noted that this was an ongoing approach that would be reported through the College Improvement Plan and cycle of business reports. Governors would also monitor via the Governor Engagement Plan. The Committee agreed that a progress report should be scheduled within the next cycle of business due to be presented to SRG Committee early in 2019.
- 5.3 Minute 18/1/18.3 refers: Outcomes report 2018/19 – it was noted this item would be addressed by SRG Committee in proposing the overall cycle of business for 2019/20 cycle of business on which committees would be consulted. The action for the committee was closed.
- 5.4 Minute 18/1/10 refers: Positive Engagement and Behaviour – it was noted that an update on the Positive Engagement and Behaviour Policy was included as a routine report in the agreed cycle of business for March 2019, therefore this item was closed.
- 5.5 Minute 18/1/17 refers: Office for Students (OfS) registration regulatory requirements – Clerk confirmed that proposals had been circulated to the Audit and Risk Assurance Committee for its meeting on 3 December to commission assurance.
- 5.6 Minute 18/1/18 refers: Single Central Record – the Chief Executive and Principal reported that two outstanding queries were due to be resolved by the completion date and the Committee agreed this could be closed.
- 5.7 The Committee agreed that the closed actions could be moved off the action tracker, noting that there had been good progress made in the short time since the last meeting.

## 18/2/6 Quality KPI Update

- 6.1 The Deputy Chief Executive, Curriculum, Quality and Assessment (DCE CQA) introduced the KPIs which had been revised since the October meeting in consultation with the Chair and the Director of Funding and Performance. The Committee considered the indicators as below
- 6.2 **RAG ratings:** the DCE CQA commented that period 3 data was very early to be predicting that an indicator was at and would remain 'green', these ratings could fluctuate during the year but it would be unhelpful to mark all indicators as amber or red until outturn. The rating (against profile where available) was intended to assist the Committee in highlighting and prioritising areas of concern. Underneath the overall ratings there would be specific curriculum areas with an amber or red rating where action was being taken.

Members said they would be interested in those exceptions being included in the covering report. The Chief Executive said that work was commencing on automating the dashboard data next week, prioritising the data dashboard for this Committee. This would release senior staff time from collating/checking the data to concentrate on using the analysis to drive improvements, which was their key focus. It would also inform exception reporting to the Committee.

- 6.3 **Attendance:** this area had been rag-rated as red in 2017/18 and although there had been small improvements it remained so at the start of 2018/19. The Committee challenged senior managers about the action being taken to address this. The DCE (CQA) said
- i) In Period 3, there had still been students moving between classes. The work done on getting students into the right groups (e.g. GCSEs/functional skills) and for 'teacher on a page' had given curriculum leaders a good platform to identify students 'at risk' of under-achieving or dropping out due to poor attendance. In the business reviews, curriculum leaders were currently reporting on individual action plans to support 'at risk' students. This was a significant improvement on the same point in 2017/18.
  - ii) Senior managers could now monitor daily attendance figures (they had been at target on 27 November) and further action would be taken should current actions not be having the impact required.
  - iii) There were still areas using paper registers and action was in progress to implement electronic registers.
- 6.4 **Apprenticeships:** it was reported that apprentice absence due to workplace commitments had been inaccurately reported previously and the appropriate code was now being implemented. Staff would follow-up with employers to confirm that apprentices were in the workplace i.e. 'learning in another environment'. They would have further discussions with an employer should frequent work emergencies interrupt college learning.
- 6.5 **English and maths** – the DCE (CQA) reported that the new Academy Heads of English and maths were having a positive impact on ensuring that students were enrolled on the appropriate route to meet conditions of funding and on improving attendance. The KPI for conditions of funding was RAG-rated red but with 68% already meeting the condition at P3 the position was better than last year.
- 6.6 The Committee received the report and asked that
- i) the information in the glossary be included in data governance together with other relevant data that makes it clear how each measure is calculated and what it means
  - ii) future reports go into more depth on the actions being taken to address the issues.

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| Dir F&P    | Jan<br>2019 |
| DCE<br>CQA | Jan<br>2019 |

**18/2/7 Higher Education Self-Evaluation Document 2017/18 and College Improvement Plan for HE 2018/19**

- 7.1 The Chair welcomed Robin Webber-Jones, Vice Principal Higher Education and Academic Studies (VPHEAS), to his first meeting of the Committee. The VPHEAS introduced the self-evaluation report that summarised the evidence base for the Annual Provider Review for 2017/18 and the College Improvement Plan for improving HE quality in 2018/19.
- 7.2 The Committee welcomed the report as being clear and supported by the actions in the College Improvement Plan, although members did request the acronyms be expressed in full when introduced. The report was considered as follows.
- 7.3 Members asked about the role of a governor on the proposed HE Academic Board. The VPHEAS said that this had worked well in a previous setting where a governor had brought additional expertise to the board. The Committee suggested that a link governor role would be useful to support the College in implementing effective governance arrangements for the HE Academic Board and its links with Governing Body. Consideration should also be given to parity for the College's FE and whether or not this should have a link role or be addressed through the wider Governor Engagement Plan in general. The Committee referred this matter for further consideration to SRG Committee.
- 7.4 The Committee asked if the target of generating £3.5m turnover for HE by 2020 was realistic in the regional context of a declining demographic of 18-21 year olds and fierce competition from other providers. The VPHEAS said that the actions to achieve this target were:
- Review of all the College's opportunities to articulate HE provision to its career pathways
  - Ensure all Level 3 students had an offer and pathway to progress to HE at the College
  - Aligning and rationalizing provision with university partners.
  - Investing in dedicated HE study areas and facilities that meet the students' needs.
- The Chief Executive and Principal said that this issue was explicitly addressed on the Corporate Risk Register which, like the CIP and financial plans, included actions to manage that risk. This demonstrated that while the College was ambitious in its approach to HE, it was also prudent.
- 7.5 The Committee asked the VPHEAS about the Scholarship Policy for HE, with many College staff teaching both HE and FE. The VPHEAS said there might be benefits in focusing scholarship on a smaller group of HE teachers but there were also benefits in a more inclusive policy. This was something the HE Academic Board would need to debate to develop proposals that were balanced to suit the College.
- 7.6 On the basis of detailed consideration, members were satisfied that the report provided adequate assurance that, in 2017/18,

the College had:

- met its responsibilities to HE validating partners,
- had effective arrangements in place for assuring and improving the quality of HE provision and
- that the College was compliant with the UK Quality Code for Higher Education in the 2017/18 Academic Year.

The Committee approved the report and authorised the Chief Executive and Principal to sign the Annual Provider Return and submit it to the Office for Students on behalf of the College.

CE&P

30 Nov  
2018

**18/2/8 Achievement rates including analysis by diversity indicators**

- 8.1 The paper was introduced by the Director of Funding and Performance who explained that there were slight differences between the data in the report and item 6 (KPIs) as the reports had been compiled at slightly different times and achievements for 2017/18 resubmissions were still being submitted up to the final ILR deadline of 6 December 2018.
- 8.2 Governors considered the report commenting that there was some frustration as the report lacked detail on the actions being taken in response to its findings. Of particular concern was what action was being taken in response to the significant decline in apprentices' performance. The Committee had already been aware that strategic decisions in 2016 had led to a decline in apprentice retention and that this would continue to depress 2017/18 data but this report seemed to indicate that the decline in achievement had continued with 2017/18 new starts.
- 8.3 The DCE CQA said that the main issues in 2017/18 had been with a particular cohort of Construction apprentices and the reduction in subcontracting, agreed in 2015/16, was also still having a negative impact on the data. The positive steps being taken to improve timely achievement and achievement for all apprentices included:
- investment in additional Training and Assessment Facilitators (TAFs) to increase intensity of visits and support for apprentices.
  - Investment in the Smart Assessor system that gives TAFs and managers immediate access to data on apprentice progress, visits and assessment. This would be particularly important for tracking progress across the new apprenticeship standards.
  - Actively targeting additional support at or near apprentices' end date so that they complete in a timely manner.
  - A new post in the quality team to engage with employers on the quality of apprenticeship learning.
  - Ensuring that apprentices and adults who qualify for Additional Learner Support are supported to access to this so they have the learning support aids to overcome obstacles caused by a disability or learning difficulty.

- Academy Heads of English and maths creating materials and flexible programmes for apprentices to enable them to maintain or catch-up on functional skills outside the classroom.

8.4 The Committee said that withdrawal from subcontracting had been the right strategic decision and recent revelations about some private providers had reinforced this. However, the College had to ensure it could mobilise its own resources quickly to meet employer demand and the complexity of the new standards. The Chief Executive and Principal said that the investment in TAFs and systems was enabling managers to know exactly which apprentices were engaged and their progress. This would support an improvement in achievement in 2018/19 but it was not yet clear by how much, as apprentices start and complete throughout the year.

8.5 The Committee received the report and requested that:

- i) The cover of the KPI report routinely should include analysis by the Commercial Director on the impact of the actions to improve apprentice achievement and
- ii) the next update on Apprenticeships, scheduled for the January meeting, to have a particular focus on the impact that the College Improvement Plan for apprenticeships was having on training quality and outcomes. It was also suggested that the report should be presented to the March meeting of Governing Body so that all governors would be able to review what was being done to respond to the self-assessed grading of '3' for apprenticeships in 2017/18.

Comm- Jan  
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Director

## 18/2/9 Update on progress and value added

9.1 The DCE CQA presented the report commenting that different measures of student progress were increasingly important for external accountability. For 17/18 the College has improved its distance travelled in terms of the DfE 16-18 performance measure for:

- A level learners
- Academic learners
- Level 2 Vocational Learners
- English GCSE learners
- Maths GCSE learners

9.2 The Committee welcomed that there was some progress but members challenged the RAG-rating of green for some elements as being over-optimistic for relatively modest or marginal improvements, the difference between a D- and a D grade for A levels.

9.3 The Chief Executive and Principal said that the improvement in the College's A Level progress should be seen in the context of the City's top performing school sixth forms averaging a B grade at A level with selective entry requirements. The improvement in the progress scores for English and maths GCSEs was important as the College had so many students engaged on

these courses with more students doing GCSE English than the whole of Y11 cohort in schools across Sheffield. This was not a cohort with a 'normal distribution' of learners as all of them had previously failed to achieve qualification at a pass grade. The performance measure indicated that this large number of students had made progress even though the negative score indicated it was slightly below average progress as compared to the national average. More importantly, this data, replicated in-year within the College, would be used for target setting, monitoring and interventions so would drive improvement.

9.4 The Committee noted the report and requested the following actions.

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| i)  | Further training for governors on understanding these measures be included in the Governor Training Plan and  | Clerk/<br>Dir F&P   | Dec<br>2018 |
| ii) | The Committee asked the Executive Leadership Team to consider and propose how it could provide the Committee with greater assurance that the issues arising in the 2017/18 data were being effectively addressed by the College Improvement Plan. | CE&P/<br>DCE<br>CQA | Jan<br>2019 |

**18/2/10 Student surveys and engagement update**

10.1 The Committee noted the report. The Committee looked forward to receiving the results of the various feedback activities, the College's proposed actions in response to the feedback and the Student Voice Action Plan. It was also noted that Kyle Hogan had resigned as Student Union President. Elections were in progress to elect a new Student Union Executive Committee and which would nominate the elected student governors for 2018/19.

**18/2/11 Quality Assurance and Quality Improvement strategy and approach 2018/19**

11.1 The DCE CQA briefly introduced the diagram that had been circulated, highlighting the value of the activities in the Strategic College Improvement Fund bid in building capacity for quality improvement by supporting:

- Licensed observer programme
- Performance management training
- Development of new data dashboards
- Curriculum performance audit
- Intensive support programme
- Professional TLA development training and CPD space
- Senior staff training and
- visits to outstanding colleges for teaching staff.

11.2 The Chief Executive and Principal highlighted the importance of the information, summarising the extensive work senior managers were doing to ensure that the College provides good or outstanding teaching and learning. The activities were evidence-led and based on best practice for FE quality

improvement activity. This information provided evidence for the assurance that the Committee was requesting.

- 11.3 The Committee noted the report and commended the progress that had been made, in a short space of time, to put in place an effective quality assurance and improvement framework. Members looked forward to receiving assurance and evidence of the impact of these activities in the Quality KPIs and reports.

#### 18/2/12 **Complaints Annual Report 2017/18**

- 12.1 The DCE CQA presented the report explaining that the data on complaints for last year was not robust but this had been addressed in the revised Complaints Policy, commented on by the Committee at its October meeting. The Quality Department had taken responsibility for complaints and would be collecting data across all sites, types of programme and subjects and would be processing complaints from other stakeholders. This would build more accurate data but could not provide data retrospectively for comparison.

- 12.2 The Committee welcomed the assurance that there were significant improvements to data collection for complaints in progress. Members commented on the lack of detail in the report about the actions taken to address the complaints. The committee asked that as well as improved quantitative data, future reports should include a summary of the complaints and action taken to address issues that had been upheld.

DCE  
CQA June  
2019

- 12.3 Members noted the report and, given the reservations about the reliability of the data, recommended that senior managers review with the Clerk whether to present this to Governing Body. If it were to be presented then it was recommended that the presentation of the data be revised to make it more meaningful for governors (e.g. by ensuring proportionate expression of the data).

CE&P/  
Clerk Dec  
2018

#### 18/2/13 **Self-Assessment Report 2017/18**

- 13.1 The DCE CQA presented the Self-Assessment Report and the Committee considered the report as follows
- i) **Period under review** – the pace of change made it difficult to remember that the self-assessment referred to the activities and outcomes for 2017/18. As had been discussed earlier in the meeting, the outcomes at the end of 2017/18 had been mixed, with a significant fall in apprenticeship outcomes. On the basis of this data, all self-assessment grades, other than for high needs provision, were rightly graded as requires improvement.
  - ii) **Gap between requires improvement and good:** a governor asked about the extent of the gap between the College's 2017/18 position and what was needed to support a self-assessment of good for Leadership and Management. The DCE CQA said that evidence from elsewhere in the sector was that the processes and tools that have implemented were moving us to Good but it was too early to see impact. The Ofsted Monitoring Visit had given some assurance that the College was making reasonable progress but the self-

assessment would depend on the impact and outcomes for 2018/19.

iii) **Quality Improvement Plan** - the Chair commented that she would have expected to see the self-assessment supported by a detailed QIP. The Committee needed more assurance on progress on teaching quality and the action plans that underpinned the SAR. The DCE CQA said that each faculty had its own SAR and action plan, these were being reviewed and updated in the current round of business review meetings. It was agreed that it would be useful for the Committee to scrutinize the detailed CIP and Quality Improvement Plan for apprenticeships, as part of its next update.

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Director

iv) **Degree of self-reflection** - a member asked if the SAR was sufficiently self-critical; adequately reflected the leadership difficulties and turbulence that had affected the College in 2017/18 and the circumstances that had contributed to the decline in apprenticeship outcomes. The DCE CQA said that each faculty had its own SAR, analysing the outcomes for that area and actions to remedy the quality issues identified and improve student experience or outcomes. The top level SAR had to be representative of the whole; it would be misleading to base the critique on programmes that had experienced particular quality difficulties just as it would be unacceptable to over-emphasise examples of good practice. The Committee agreed that the report had struck the right balance.

13.2 The Committee thanked the DCE CQA for the report, which was a significant improvement on the drafts considered at the same time last year. The Committee approved the Self-Assessment and commended the report for consideration by the Governing Body.

**18/2/14 Committee Self-assessment 2017/18**

14.1 The Committee noted the updates to the report and approved its submission to Audit and Risk Assurance Committee as a fair account of the activities of the Planning and Performance Committee in 2017/18.

**18/2/15 Review of meeting**

15.1 It was noted that the changes to the meeting schedule had been to make the meetings shorter, more focused but more frequent. The meetings should be scheduled for two hours but aim to be completed in 90 minutes. The Clerk agreed to check and revised the diary invitations as necessary.

Clerk Nov  
2018

**18/2/16 Date of next meeting**

30 January 2019 at 08.30 – 10.30 venue to be confirmed.