

Date: 19 September 2016
Venue: Board Room, City Campus

Present: Chris Linacre - Chair
Paul Corcoran
Pete Norton
Amy Smith
Seb Schmoller
John Timms

**Clerk to the
Corporation**
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In attendance: Peter Harrison, Assistant Principal Planning and Curriculum Enhancement, for agenda item 9.1
Caroline Morrison, Assistant Principal Student Support, Inclusion and Progression - for agenda items 5.1 and 5.2
Alison Shillito - Clerk to the Governing Body designate
Heather Smith, Executive Director and College Principal
Sharon Smith, Vice Principal - for agenda items 6.4 and 6.5
James Smythe - Deputy College Principal
Val Struggles - Clerk to the Governing Body

Action

16/4/1 Apologies for absence

Apologies were received from Jay Bhayani, Edward Highfield, Michael Maloney, Darren Tidmarsh and Anne Wilson

16/4/2 Chair's opening remarks

On behalf of the Committee the Chair thanked the Clerk for her support and wished her well in her retirement. Alison Shillito, who will be commencing her appointment as Clerk with effect from 1 November, was introduced to members.

16/4/3 Minutes of the meeting held on 20 June and updated action record

1) Minutes

The minutes were approved as an accurate record.

2) Matters Arising

i) Minute 16/3/5.2: Quarterly Quality Report

The Chair reported that following the last meeting he met with the Head of Quality Audit and Standards as suggested to discuss the format and content of the proposed termly quality report, the first of which

Head,

will be presented to the Committee at the end of the autumn term. Where actual data varies from forecast, this will be highlighted and reasons for the variance and the corrective actions will be provided in the report.

QA&S

ii) Minute 16/3/10: OU accreditation

The Committee was informed that OU accreditation has been confirmed thus enabling the College to provide HE programmes which are discrete from those offered locally by other HE providers.

3) Action Plan

The action plan was noted and an updated version will be circulated for the next meeting.

Clerk

16/4/4 Declarations of Interest

Seb Schmoller declared an interest in agenda item 6.5 due to his involvement in the 'Citizen Maths' project.

Safeguarding and Prevent - Caroline Morrison attended for the following items

16/4/5 Safeguarding Annual Report

Members received, for endorsement, the College's policy, recently updated to take account both of new statutory guidance and the advice of the Sheffield Safeguarding Children Board to adopt its suite of policies and procedures. In relation to the latter, whilst some of these could be applied to the FE sector, others did not relate so readily.

The report included also a summary of internal safeguarding cases, concerns and trends during 2015/16. During the presentation and discussion the following issues were highlighted:

- i) During the last academic year, across the College there were 1105 active safeguarding cases, an increase of 184 compared with 2014/15. Currently there are 172 active cases involving progressing students and approx. 600 new cases identified through school referrals. In response to a request consideration will be given to providing Governors with key indicators showing year-on-year comparisons and trends together with details of how the impact of action taken by the College can be evidenced.
- ii) The nature of cases and the level of support which the College is able to provide was summarised. It was noted that College staff work closely with outside agencies, including the Police, Prevent partners, the Local Authority Child Sexual Exploitation (CSE) team and continues to be represented at the CSE Strategic Board meetings. The absence of a BIS regional Prevent co-ordinator has been raised nationally and with the Home Office.
- iii) Areas of concern include the number of students with mental health issues (and the limited external support available due to the lack of funding for referral services); gang activity (which is sometimes associated with child sexual exploitation); the increasing number of known young offenders; the radicalisation of young students; the impact of Brexit in terms of hate related crimes. As appropriate, robust risk assessments

AP SS,I&P

are undertaken and staff awareness is on a need to know basis to enable individual students to be closely monitored

- iv) Overall safeguarding and Prevent related issues are not diminishing and these will remain key strategic priorities for the College, which is widely publicising the message 'be safe, be respectful, be ready'.
- v) The visual representation of roles and responsibilities for safeguarding within the College will be amended in the policy document to clarify the Chief Executive's accountability and the lines of reporting.
- vi) The Committee noted that the following Local Authority policies/ procedures relating to safeguarding are not entirely appropriate or not applicable to the College / FE sector -
 - Alternative Provision;
 - Children missing in Education;
 - Private Fostering;
 - Showers and Changing Rooms;
 - Uncollected Children;
 - Under 5's in Schools;
 - Visiting Professionals.

In relation to the Local Authority's Annual Safeguarding report, the Committee noted the challenge facing the College in terms of achieving total compliance with the 'framework'. Members advised that judgement is exercised when indicating the extent to which the College is compliant taking account of what is appropriate in terms of its scale and the level of resources which the Safeguarding Children Board provide (i.e. for training). Members considered the College's approach, including its management of risk and were satisfied that there are robust policies and procedures in place to ensure staff are aware of their responsibilities in respect of safeguarding. It was noted that the College's lead Safeguarding Officer will continue to meet and discuss with the local authority ways in which the College complies with the requirements.

The Committee, on behalf of the Governing Body, endorsed the revisions to the Safeguarding Policy, subject to making the necessary amendments to reflect comments raised in discussion and noted that the next review will be undertaken in August 2017.

AP SS,I&P

16/4/6 Positive Engagement Policy and (Student) Disciplinary Procedure

The Committee received for endorsement the updated Policy and Procedure, noting that the former has been revised to strengthen the high expectations and aspirations of learners and the latter to take account of staff comments relating to their involvement in student disciplinary hearings and a commitment to the re-integration of and restorative action by students. The recent staff 'Values Day' was an opportunity to launch the full scope of positive engagement strategies and initiatives which were implemented at the start of this academic year.

Arising from discussion it was reported that

- i) the on-line 'Expectations programme' provided staff with guidance and advice, (including examples) of action which can be taken to address unacceptable student behaviour. However, the view was expressed that further clarification could be beneficial as part of the Positive Engagement Policy.
- ii) Students are notified that they can be supported by the Student Union at a disciplinary hearing although most choose to be accompanied by their

Tutor Mentor or parent.

- iii) The reference in the document to restorative action could be strengthened to include examples which have been used previously
- iv) In addition to the College's expectation of students ('Be ready; be respectful; be safe') what students can expect of the College (as set out in the Student Charter) should be included in the Positive Engagement Policy.

Prior to endorsing the revised policy and procedures on behalf of the Governing Body [in accordance with Instrument 18(3)] the Committee requested, for its next meeting, an amended version incorporating the comments made.

**APSS, I&P
21.11.16**

Teaching, Learning and Assessment Quality Report

16/4/7 Post inspection action plan (PIAP) and narrative

The Committee received the latest PIAP, updated since the last meeting. Members' attention was drawn to the progress reported in the accompanying commentary which was structured according to the categories of Ofsted's inspection framework.

At the end of the first week of the new academic year, action taken has identified a number of emerging themes which will be used to inform staff development activities. The longer term impact of the action plan will be measured in terms of student outcomes and progression. A number of 'leading' indicators have been identified which will enable in-year monitoring and these will be reported in the termly Quality Report to Governors. Members were assured that where there is evidence that actions / interventions are not having the required impact they will be reviewed.

16/4/8 Achievement Update 2015/16

The report was based on achievements recorded as at 9 September 2016, and provided a breakdown by department, both the current position and best case position, compared with 2014/15 actual achievements. The 'best case' position was RAG rated according to the variance when compared with 2014/15 performance. Since the report was circulated the number of results still to be recorded had reduced to 3095 including 136 Basic Skills Maths and English.

The following issues were highlighted for members' attention

- i) Although most departments show an improving position, those considered to be a cause for concern (i.e. they are not expected to meet last year's achievement rates) will be subject to additional support and intervention. Achievement data will be used during the departmental reviews and a new process is in place to address areas where qualifications fall below minimum standards. In particular the decline in the achievement rates for Health, Education and Early Years; Sport, Public Services and Land Based; Media and Performing Arts; Foundation Learning and Employability were noted
- ii) Whilst the achievement rates for sub-contracted apprenticeship provision continues to be strong, performance varied across departments in relation to direct provision.

Given the importance of student achievements, the Committee requested an updated report for the next meeting for consideration as a substantive item. The College Principal was asked to consider inviting HoLs for curriculum areas showing a decline in achievement rates to attend the meeting to provide an explanation of

**Deputy
Principal
21.11.16
College
Principal**

the action being taken.

16/4/9 Report on the Quality Assurance Arrangements for Sparks Teaching Services (STS)

As requested the Committee received a report on the above noting the following:

- i) STS Associates are involved in a number of formal processes which are intended to evaluate the quality of provision; generate improvements; develop and enhance good practice all of which are designed to impact positively on the student experience. The processes include
 - the on-line 'expectations programme'
 - curriculum 'walkthroughs'
 - developmental observations
 - quality development reviews
- ii) In addition to the above, STS Associates are provided with the same opportunities to engage as College employees, through induction, IT, internal staff development etc. However it was acknowledged that there was some inconsistency in terms of whether Associates receive payment to participate.
- iii) A number of recommendations to improve support for STS Associates have been identified and reflected in the Learn Together Review and HR business plan change initiative to ensure effective management of the resource.
- iv) Members expressed concern that across the College 35% of programme hours were delivered by STS Associates and, given the variations across departments, this presents a management challenge. Some of the 'spike' was attributed to the shift from subcontracted to direct delivery of programmes by STS Associates. A report was requested on how the Executive plan to engage STS Associates in future based on past practice together with the scale of utilisation envisaged. Members were assured that the issues raised will be co-ordinated within the Sustainable Resourcing Initiative to be presented at the next meeting.

**ED
HR&SRIS
21.11.16**

Sharon Smith, Vice Principal, attended for the following item

16/4/10 Condition of funding

The report outlined the position regarding the number of students who did not meet the EFA's condition of funding (CoF) criteria in 2015/16; action taken and new strategies to avoid a repetition of the situation in the current academic year. The final number of students not meeting the CoF is expected to be 333, i.e. 6% of the overall 16-18 enrolments in 2015/16. This is despite ongoing activity during the year aimed at positively engaging students with Maths and English. A report was considered by the Finance, Employment and General Purposes Committee on 12 September 2016 which focussed on the potential financial impact which, due to the lagged funding methodology, will reduce the College's EFA funding allocation in 2017/18. Clarification was awaited regarding any tolerance rate which the EFA might apply (as in previous years).

During the presentation and discussion the following points were raised:

- i) In response to Members' request for details of the three key strategies implemented for the current year, the following were reported -
 - The implementation of a more robust enrolment process to ensure

students are appropriately enrolled for Maths and English qualifications.

- The purchase of the Personal Learning Record database to provide details of incoming students GCSE results and thus remove reliance on them providing details of their own qualifications.
- Improvements to the reporting systems to ensure earlier identification of students who do not meet CoF.

However, notwithstanding more robust processes, closer monitoring and earlier intervention, it was acknowledged that the significant challenge will continue to be engaging students in English and Maths, particularly given the reluctance of many to attend the required sessions. Furthermore, it was recognised that any increase in the number of students who meet CoF will not necessarily lead to improved results. A question was asked about whether or not it would be prudent to introduce a College 'condition of study' approach to match the CoF policy which would require students to accept attendance and commitment to English and / or Maths as a condition of pursuing their chosen course. This would be controversial and need more consideration.

- ii) Although the CoF related to EFA funding for 16-18 students, ways of improving the attainment of Maths and English qualifications by 19+ students was being reviewed also. When querying whether a change in government policy and the funding methodology would have any impact on the College's approach, the Committee was assured that the attainment of English and Maths would still be promoted, but the approach would focus on individual study plans based on an appropriate qualification in terms of what the student can realistically achieve.

Members noted the position and the action being taken based on lessons learnt to avoid a repetition, requesting further reports particularly on the impact of the new approaches.

**Vice
Principal**

16/4/12 Report on Maths and English GCSE results 2015/16 - confidential paper

Details of the College's GCSE A*-C achievement rates for 2015/16 were reported together with a comparison with national rates and those obtained direct from a small number of colleges. A commentary was provided on changes introduced for the current year including the greater focus on teaching, learning and assessment; improved support for students; more effective monitoring, exam preparation and management together with an investment in additional staffing resources. The following issues were highlighted in the presentation and discussion:

- i) The number of College students studying GCSE Maths and English has increased over the past 4 years (1371 and 1487 respectively in 2015/16 from 914 and 769 in 2012/13), mainly as a result of government policy and the EFA's Condition of Funding criteria.
- ii) The College's 2015/16 GCSE A*-C results (those who took the exam) fell for both Maths (-3.9%) and English (-19.9%), mirroring the position across the FE sector which has led to a call for a change to government policy.
- iii) It was acknowledged that the in-year focus on student engagement/re-engagement to meet the CoF requirements (referred to in Minute 16/4/11 above) probably had a detrimental effect on the success rates. An analysis of the results had not identified any trends or patterns other than the approx. 11% achievement gap in respect of students with and without special exam arrangements. There was also a correlation between the decrease in A*-C achievement rates the more hours a

student was studying on their 'core' programme.

- iv) Research into other colleges' results and approaches together with published case studies had been taken into account in reviewing the College's arrangements for 2016/17. The view was expressed that in relation to students resitting examinations, (particularly in Maths) the focus needs to be on helping them to improve their understanding of those elements of the subject which they are weakest at and that this can be better achieved if the practice of assigning multiple teachers to classes is addressed also.
- v) In relation to students not engaging, a strong message will be given to returning students about the consequences of not meeting the Maths and English qualification requirement.

16/4/12 Teaching and Learning Quality Data Report

This item which will be a standing agenda item for future meetings.

16/4/13 Steering Group initiatives

The Chief Executive informed the Committee that aligned to the Business Plan 2016/17 - 2017/18 the revised internal executive reporting structure has been implemented and at future meetings the Committee will receive reports on initiatives from relevant Steering Groups.

1 Reconciliation with Learning Together Review

The Chair informed members that the next meeting of the LTR Steering Group was scheduled for week commencing 26 September. At this meeting, consideration will be given to reconciling the outcomes of Focus Groups which will be meeting during the first week of October to consider questions raised by the process so far. It is vital that the outcomes are supportive of the work of the Strategic Steering Groups established to implement the Business Plan. This process of reconciliation will be raised at future meetings of the Planning and Performance Committee.

**Chair /
Chief
Executive**

Planning

Peter Harrison attended for the following item

16/4/14 Early indications of 2016/17 enrolments

The report circulated summarised the enrolment position as at 12 September. A verbal update was provided at the meeting during which the following issues were highlighted:

- i) 16-18 EFA funded -actual enrolments are 5368 compared with the budgeted target of 5477. Seventy students enrolled following agreement of the partnership with SUFC. Most departments have achieved enrolments within acceptable tolerance levels and some have exceeded their target. The exception is Sport which is currently around 100 down for reasons given in the report. As recruitment continues the overall funding target is expected to be achieved, subject to students being retained beyond 'day 42'.
- ii) 19+ enrolments are expected to achieve or exceed planned numbers for ESOL, English and Maths, Level 3 and some Access courses.

iii) Enrolments for HE programmes continues to be an area of concern with a shortfall of approx. 100 (equivalent to around £500k in income). Members were informed that the HE growth strategy will be presented for discussion at a future meeting.

HE Q&O
Manager

iv) To mitigate the impact of under-recruitment, classes will be merged/closed where feasible. Some concern was expressed that large classes resulting from mergers could have a potential adverse impact on the quality of the student experience and staff utilisation. The Chief Executive clarified that in relation to the latter no restructuring was intended in response to fluctuations in enrolments but staff utilisation will be carefully managed and available resources directed to areas of need.

v) 'A' levels have recruited to plan with most of the students affected by the transfer of provision from Peaks campus to Hillsborough campus enrolling for 'A' levels as originally intended or on vocational courses within the College.

vi) In relation to 16-18 enrolments by individual campus, Hillsborough and Peaks are currently below target whilst numbers at City were above target with a consequent impact on the utilisation of accommodation.

vii) Members were informed that based on enrolments at the end of September, the first forecast of actual income compared with budget will be prepared together with an analysis of any implications for the full-year budget.

AP P&CE

A preference was expressed for future reports to include a comparison with the previous year's enrolment, to show trends in relation to market demand. Arising from the discussion the Committee requested a report from the Marketing Director analysing the impact of the marketing strategy (previously presented to Governors) on 2016/17 enrolments and the outcome of the review which is being undertaken on the learner recruitment process.

MD
Autumn
2016

16/4/15 Remit of the Committee in relation to planning

The Chair commented that the agendas were becoming dominated by performance related items of business and with fewer reports relating to planning issues. This did not adequately fulfil the Committee's role in respect of monitoring, on behalf of the Governing Body, the overall mission and strategic objectives to identify any implications for the College's educational character. In response the Chief Executive clarified that under the revised reporting structure (as set out in the business plan) in future the Committee will receive reports on relevant steering group initiatives (minute 16/4/13 refers).

16/4/16 Committee's Annual report to the Audit and Risk Assurance Committee

The Committee noted the Joint Audit Code of Practice requirement for the Audit and Risk Assurance Committee to provide within its annual report an opinion on "*the adequacy and effectiveness of the College's audit arrangements, its framework of governance, risk management and control and its process for securing economy, efficiency and effectiveness*" and its request that each Committee provides a report on its approach to considering and monitoring the College's key risks.

Members considered the report, which sought to provide to the Audit and Risk Assurance Committee with a level of assurance taking account of issues considered during 2015/16, as evidenced in the minutes of meetings, in the context of its terms of reference. The Committee agreed to submit the Annual Report to the Audit and Risk Assurance Committee for its consideration, subject to including a statement on the reports requested for future meetings which align with its remit in relation to planning.

Clerk

16/4/17 Review of the meeting

Comments were expressed by members regarding the number of reports presented at the meeting, most of which required detailed consideration as reflected in the discussion. It was suggested that draft policies and procedures brought to the Committee for consideration should first have been discussed and approved by the Executive Team which will have filtered out their comments and any proof reading points. Inclusion of non-executive members in preliminary discussion may be appropriate in some circumstances. The Chief Executive and College Principal were requested to consider this as one way of expediting business.

**CEO /
College
Principal**

16/4/18 Any other business

Changes to the assurance arrangements for HE provision

The Committee was informed that from 2017/18 HEFCE's current Quality Assurance Agency (QAA) HE Review will be replaced by an Annual Provider Review (APR) process and a 5 yearly Assurance Review visit. Transitional arrangements are in place for the current academic year and the changes will require an Annual Quality Assurance Return to be signed on behalf of the Governing Body. As the first return must be received by HEFCE no later than 1 December 2016, it was proposed and agreed that this is submitted to the Committee's meeting in November and that the Chair is authorised to sign on behalf of the Governing Body.

**Bf 21
November**

In addition to the changes being implemented by HEFCE, the College's internal HE Strategy Group will be renamed the HE Academic Board, reporting to both the Executive Board and the Committee thus enabling the Chair to sign off the Annual Quality Assurance Return.

16/4/19 Schedule of meetings for 2016/17

Monday 21 November 2016 at 8.00 am in the Boardroom, City Campus

Monday 23 January 2017 at 8.00 am in the Boardroom, City Campus

Monday 27 March 2017 at 8.00 am in the Boardroom, City Campus

Monday 19 June 2017 at 8.00 am in the Boardroom, City Campus