

Date: 16 October 2019
Venue: The Boardroom, TG04, City Campus, the Sheffield College
Present: Clerk to the Corporation
 Granville Road
 Sheffield, S2 2RL
 Tel: 0114 260 2620
 Email
alison.shillito@sheffcol.ac.uk
 Beri Hare (Chair)
 Gwyn Arnold
 Stephen Betts
 Peter Brooks (from 08.45 onwards)
 Angela Foulkes
 Saleem Rashid
 Seb Schmoller
 John Timms.

In attendance Mat Godber, Executive Office Manager (note taker)
 Andrew Hartley, Commercial Director
 Mark Pearson, Director of Strategy, Planning and Systems Improvement
 Alison Shillito, Governance Advisor and Clerk to the Governing Body
 Paul Simpson, Executive Director of HR and Organisation Development
 James Smythe, Assistant Principal, Student Experience (10.40 – 10.55)
 Elise Temple, Assistant Principal, Quality of Teaching, Learning and Assessment from 09.50 until end of meeting)
 Robin Webber-Jones, Vice Principal Higher Education and Academic Studies from 08.30 – 09.50).

Action by whom when

19/4/1 Welcomes and apologies for absence

- 1.1 Apologies for absence were received from Megan Farmer and Shelley Hemsley.
- 1.2 The Chair welcomed Peter Brooks to his first meeting as a member of Teaching, Learning, Quality and Student Experience Committee (TLQSE) and. The Chair also welcomed the following College staff who were attending TLQSE for the first time:
 - Mark Pearson, Director of Strategy, Planning and Systems Improvement, as an observer and
 - Elise Temple, Assistant Principal QLTA when she joined the meeting.
- 1.3 The Chair commented that the order of items had been changed to rationalise the input of different college staff presenting papers.

19/4/2 Declarations of interest

2.1 The Committee noted

- Angela Foulkes' standing declaration of interest as Chief Executive and Principal (CEP) and a company director of the College's subsidiary companies including Sheffield Teaching Services Ltd (STS).
- Stephen Betts' standing declarations as Chief Executive and a director of Learn Sheffield and a member and/or trustee of a number Academy Trusts whose provision included post 16 education.
- Saleem Rashid's standing declaration as a member of College staff and member of the Maths department.

The Committee agreed that no action was required in relation to any specific agenda items due to these declarations.

19/4/4 Minutes of the meeting held on 19 June 2019

4.1 The Committee approved the confidential and unclassified minutes of the meeting held on 19 June 2019 as an accurate record, subject to a change to the unclassified minutes:

Minute 19/3/11.4 Higher Education Portfolio, minute should reflect members' strong reservations about the growth targets in the report. The following change was agreed:

"The Committee noted the plan. Regarding the growth in the number of HE students forecast in the plan, the Committee expressed strong reservations that the target was not achievable in the context of the current HE market."

19/4/5 Matters Arising and Action Record

5.1 The Committee confirmed that all matters arising from the minutes of the last meeting were either included on the current agenda or reported on the Action Record except:

Minute 19/3/7.7 – Apprenticeship outcomes – the Chair of the Governing Body confirmed that he had been monitoring the impact of the action being taken to improve Apprenticeship outcomes in his one to one meetings with the Chief Executive and Principal (CEP).

5.2 The Committee approved the removal of actions reported as closed and noted that all actions set in 2018/19 had been completed in the year except the action to monitor late withdrawals which was an action set for 2019/20.

19/4/6 Admissions Policy – 2019/20

6.1 Andrew Hartley, Commercial Director, presented an update to the Admissions Policy for operation in 2019/20 (for applicants applying to enter in September 2020). The Policy had been substantially reviewed and revised in 2018/19. The Policy had been assessed as being effective in 2018/19 and the changes for 2019/20 were to reflect changes in role titles and other policies and strategies.

- 6.2 The Committee approved the policy subject to the following changes:
- **s.3 Scope and limitations** – for the avoidance of doubt, this section should make it clear that the policy does not apply to learners on bespoke training commissioned by employers, where selection of learners would be regulated by the contract.
 - **s.7 Procedure** – where the College is unable to offer a place to an applicant, it should be clear that the College would provide impartial Initial Advice and Guidance (IAG) to help them to find a suitable alternative.
- 6.3 The Commercial Director agreed to make the changes and publish the revised Policy on the College website. CD 30.10.19

19/4/7 Sheffield Sixth Form presentation

- 7.1 Robin Webber-Jones (VP HEAS) gave the presentation in which he highlighted the following:
- **TSC plan for A-level provision** - the Committee noted that this was the beginning of the second year of a three year plan to improve the College's A-level provision, make it academically successful, attractive to students and financially sustainable;
 - **Student feedback** and improving the student experience had been central to creating the new sixth form centre at City Campus. Students had said the provision at Hillsborough Campus had lacked a coherent identity and the study facilities had not been geared to A-level study. The new sixth form centre with dedicated common room and study areas addressed that feedback;
 - **Teaching quality** – as well as being included in cross-college teaching quality improvement, A-level teachers had participated in targeted staff development on value added; worked with the Grimsby Institute on TLA strategies for A-level including homework strategy; revision strategy; learning walks and best practice visits. Managers were developing an A-level community of practice, reducing the amount of service teaching and use agency staff on A-level courses.
 - **A-level portfolio** – the centre had developed a new education map that plotted A-level choices against future higher study and career pathways to help students choose the subjects that would best meet their aspirations. The education map also informed planning changes to the A-level portfolio to complement existing provision, such as the addition of A-level Law that had proved popular.
 - **Further improvements for 2019/20** – the A-level team was continuing to engage with students and student representatives to monitor what was working and identify new ways to improve the student experience (e.g. introduction of the Duke of Edinburgh scheme) and student success (earlier revision sessions and additional mock

exams for diagnostic and feedback on exam technique). For teaching quality, each subject area had its own quality improvement plan, against which managers would be monitoring progress. In addition, serviced teaching had been removed; use of agency staff reduced and the College had recruited new teachers.

7.2 Governors commented on the main issues arising as follows:

- **Group sizes** were important academically as well as for efficiency and members asked if the current A-level group sizes were sufficient to foster a high quality student experience. The VP HEAS said the group sizes enabled good learning and some first year cohorts had recruited multiple groups.
- **Growth plans** – what was the basis of the forecast growth of 270 students over the next three years and was this realistic? The VP HEAS said that the College had doubled the number of first year students in 2019/20 compared to 2018/19 and increased the proportion of students progressing to second year. In addition, the move to City Campus had attracted students from a broader range of feeder schools and postcodes. The College was analysing the data to identify target areas for this year's marketing and outreach activity.
- **Opportunities to collaborate** – with many schools reducing the range of subjects at sixth form, a member asked if there would be opportunities for the College to collaborate with other sixth forms to provide students with a broader choice of subjects and a richer student experience. The CEP said that the successful relocation of A-levels to City Campus opened up potential opportunities that the Executive would be continuing to consider;
- **Progress against A-level plan approved in summer 2018** – it was noted that the College had made good progress in implementing the plan including relocating A-level provision, launching new provision and increasing the number of new students. Members wanted to know at what point the College would be able to assess the impact of the changes on the experience and success of students. The CEP said that by Spring 2020, the Committee would be able to review (a) retention rates for first year students; (b) progress and forecast achievement for second year students and (c) application rates for Summer 2020 compared to this year's profile. Governors would be able to use these measures and the results of student feedback and teaching quality improvement activities, to assess performance against the second year of the plan.

7.3 The Committee noted the presentation.

19/4/8 A-level outcomes 2018/19

- 8.1 The VP HEAS, presented a report on A-level outcomes in 2018/19. The results included:
- a small improvement in the value added (VA) score overall although there was wide variation in the VA scores for individual subjects;
 - a small improvement in the pass rate of 16-18 year old students who sat the final exams (the metric used by schools);
 - a small decline in the pass rate of students who entered the exams (the metric used and published for FE providers);
 - evidence of students underperforming against their target grades where they had accepted an unconditional offer.
- 8.2 The Committee noted that there were some good results within the portfolio but the overall pass rate and high grades rate was not good enough. It was noted that four subjects were performing poorly and members wanted to know what the College was doing to address this. The VPHEAS said that as described in the presentation new teachers had been appointed in some areas; staff were completing or had completed support plans in some subjects and every subject had a quality improvement plan. Progress was being rigorously monitored, the observation scheme had started earlier this year and teacher on the page data had been expanded to ensure that it was an accurate indicator of the teachers' impact in the classroom.
- 8.3 The Committee noted the report and asked senior managers to present data to the next meeting showing the extent to which the subject level quality improvement plans were having a positive impact on the four subjects that had performed poorly in 2018/19.

DCE
CQA

26/11/19

19/4/9 HE Student Experience Report

- 9.1 The VP HEAS introduced the report that showed:
- In the National Student Survey (NSS) in 2018/19, the College moved up 33 places on overall satisfaction compared to 2017/18 and had improved on its previous score in every aspect of NSS survey;
 - The College was above benchmark for satisfaction with Assessment and Feedback but otherwise was below benchmarks for other aspects of the survey;
 - Because of reporting thresholds, the majority of TSC students' responses were not published by the NSS. The College had surveyed all students and satisfaction levels were generally higher than those reported in NSS.
- 9.2 The Committee noted the report and asked for the next HE update to include information on the specific actions being taken to improve lower scoring areas such as course organisation and management and aspects of student voice and the impact of the actions on student satisfaction.

VP
HEAS

26/11/19

19/4/10 HE Self Evaluation Document

10.1 The VP HEAS presented the annual self-evaluation, explaining that this was a public facing document for governors, regulators and other stakeholders. Its purpose was to evaluate the evidence to come to an opinion on the quality of its HE provision and the extent to which the College had met its regularity duties as a higher education provider. The VP HEAS said that the evidence for 2018/19 was that:

- student feedback was improving
- the College's teachers were developing into a community of practice;
- the College's policies and procedures for HE were effective and well-positioned to comply with the new Office for Students' monitoring and intervention framework; the Teaching Excellence Framework and the QAA HE quality regime.

10.2 Governors considered the report as follows:

- **Learning resources** – governors noted that student satisfaction with learning resources was markedly lower than benchmark and asked what the College was doing to address this? The VP HEAS said that the College had listened to what HE learners had asked for and responded by improving the equipment in the dedicated study spaces for all HE students and providing more specialist resources for some courses e.g. rehearsal spaces for music students.
- **Teaching and learning quality** – the inference from the outcomes of the learning walks was that a lot of teaching was still not meeting expectations. The VPHEAS said that there was good teaching identified and good practice was being shared via the new HE development days. Staff were drawn from different subject groups and their performance was managed via their subject faculty. The Committee said that it needed more specific information about the strengths and areas for improvement in the HE portfolio, including numerical data, where available.
- **College HE Strategy** – it was noted that the College Executive Leadership Team (ELT) would be bringing forward a Higher Education Strategy and a project plan for delivering the strategy including targets for activities and quality improvement. The improvements made in 2018/19 meant that the new HE team were in a better position to develop that strategy and the project plan.

VPHEAS 14.01.20

10.3 The Committee approved the Self-Evaluation.

19/4/11 HE Regulations update

11.1 The Committee noted the report. The Clerk clarified that Ofsted monitored colleges' implementation of the Prevent Duty and therefore TSC was not subject to Prevent monitoring by OfS.

19/4/12 Student voice and participation update

- 12.1 The VP HEAS presented the report which included the results of the QDP survey (operated by an independent survey provider) and FE Choices (the ESFA learner satisfaction survey).
- 12.2 Governors asked about the relatively low response rate to FE Choices and how far the College could rely on the results to understand student satisfaction and how to address dissatisfaction. The VP HEAS said that the College provided ESFA with a sample of students for the FE Choices survey; all students were included in the QDP survey. The ESFA survey results provided a snapshot against benchmarks for other providers and they were published. The QDP survey was for internal use and was benchmarked against other colleges using QDP.
- 12.3 The survey results indicated that satisfaction at the College was below the benchmark for all colleges. The surveys were less helpful in suggesting the improvements that students wanted to see to improve their satisfaction. Good practice shared by the College's Strategic College Improvement Fund (SCIF) partners was that short, more frequent surveys were better than long detailed surveys for promoting rapid quality improvement. The College was developing a new student voice strategy using this approach and the new infrastructure of course reps and campus forum meetings to generate useful improvements that would have a positive impact on student satisfaction.
- 12.4 The Committee noted the report and welcomed that the College was focusing on generating student feedback that led to specific measurable actions and embedding processes to ensure the actions were implemented and reported back to the learners who raised them. The Committee looked forward to receiving the new policies and strategies referred to in the paper.

Elise Temple joined the meeting and Robin Webber-Jones left the meeting at 09.50

19/4/13 Complaints Annual Report 2018-19

- 13.1 The Chair welcomed Elise Temple, Assistant Principal, Quality of Teaching, Learning and Assessment (AP QTLA).
- 13.2 The AP QTLA presented the report commenting that since the Quality Unit had taken responsibility for administering complaints, they had made the process more consistent and compliant with the policy approved by governors. They had also been working with faculties on handling and recording informal complaints appropriately as well as following up recommendations to correct failings identified in investigations.
- 13.3 Members asked how the College was mitigating a complaint re-occurring. The AP QTLA said that the Quality Unit received complaints, commissioned an investigation and then followed up the investigation with the complainant and faculty to check:
 - that the complainant had received a response;

- that the response had adequately addressed the complaint;
- that the relevant faculty or department had followed up any recommendations for changes in their area to prevent the issue reoccurring.

13.4 The Committee welcomed the improved clarity of the Complaints Annual Report and recommended approval by the Governing Body.

19/4/14 Committee Key Performance Indicators update 2018/19

14.1 The Chief Executive and Principal (CEP) introduced the indicators for Period 12, supported by AP QTLA on quality data and the Commercial Director commenting on apprenticeship data. The Committee considered the report as follows

14.2 **Retention** – as noted at the last meeting, the retention of 16-18 year old students on study programmes was on target but had declined late in the year; members asked if managers now understood the reasons for this. The CEP said there had been poor practice in reporting leavers promptly in some academies in FO1 and FO6. This had been addressed and she did not expect to see late withdrawals this year. The College had not experienced a steep decline in student numbers towards the end of the academic year, which had occurred in previous years.

14.3 **Priority groups** – it was notable that retention and attendance of students in some priority groups (e.g. high needs students, 16-18 students with English as a second or other language) was higher than average. The AP QTLA said that generally these were small cohorts and the College provided good support. Governors were keen to see the analysis of performance by sex and ethnicity. The AP QTLA said that this would be available once the final ILR for 2018/19 had been processed.

14.4 **FE Study Programme pass rates** –the Committee congratulated the College on the significant progress made including:

- a 5 percentage point increase in the success rate of 16-18 yrs students on study programmes
- overall a 3 percentage point improvement in the whole college pass rates, whilst maintaining retention at or above national rate.
- Significant improvements in the pass rates in some subjects in Health and Social Care and Motor Vehicle and
- The improvement in the proportion of young people completing functional skills qualifications.

14.5 **English GCSEs** – the Committee congratulated the English Department on the excellent progress it had made in student attendance, pass rates and high grades achieved, being above national benchmark. The CEP said that the department had implemented Assess for Success in 2018/19 they had also recruited an intake of new English teachers who quickly took up the challenge of teaching the programme in a different way. In

2019/20, they would be sharing this learning with Maths teachers.

- 14.6 **Performance of adults in English and Maths** – it was noted that a higher proportion of adult learners achieved high grades but there were lower pass rates overall in GCSEs and Functional Skills as compared to 16-18 learners. Governors asked if the College understood the reason for the disparity in the performance between adults and 16-18 students and what it was doing to address this. The CEP said that last year the College was strongly focused on FE study programmes - getting young people into the right English and Maths classes, fostering good attendance and success. This year, the College had been improving the IAG for adults to assess their level at entry and direct them to the right programme. The newly recruited Assistant Principal English, Maths & ESOL, who had been in post for two weeks, would be monitoring this carefully.
- 14.7 **Apprenticeship projected outcomes** – were very disappointing and the report detailed the underlying reasons for this. Members acknowledged that this was in the context of a legacy of apprentices who had been recruited prior to 2018/19, many of whom had already withdrawn before the current quality improvement programmes could have impact on them but the Committee needed a clear understanding of the performance of apprentices from September 2018 onwards and sought reassurance that the action being taken for those apprentices was having a rapid and positive impact on their retention and success.
- 14.8 The Commercial Director said that the College was seeing improved success on the new apprenticeship standards with a pass rate of 99% (44% at higher grades). The College had appointed a Vice Principal to provide cross-college leadership for all apprenticeship provision and the Executive had accelerated the plan to bring together all the apprenticeship provision into one business unit - F10 - rather than it being dispersed through the faculties. This would enable consistent management and support for apprenticeships across the College.
- 14.9 The Committee requested in-year progress data on how apprentices were doing against targets and their feedback on their satisfaction with their training. This data should be by Academy or subject level and highlight the hot spots of good and poor performance.
- 14.10 **Work with Apprentice employers** – the Commercial Director said that the College was working with employers and their staff to ensure that they understood the implications of using apprenticeship levy funds to provide workplace training that might previously have been less structured. The AP QTLA said that for each apprentice vacancy, the College IAG had been working with the apprentice, the employer and the faculty to do a skills match between the role and the new recruit to ensure there is a good fit between the requirements of the role, the prior attainment of the recruit and the apprentice training /standard.

Commerc 26.11.19
ial
Director

- 14.11 **Teaching Quality Observation results** – members were concerned that performance in the observation scheme appeared to be highest in some of the lowest performing areas of the College. The AP QTLA said that the final gradings were based on March observations when some staff had already had the opportunity to go through support to improve their practice in-year. The data excluded the results of staff who had left the College. The teaching quality improvement activities including observations would recommence earlier this year to check that the improvements were being sustained and also the data used in Teacher on a Page had been expanded and would include work scrutiny.
- 14.12 The Chair said that she welcomed that staff development and higher support were having a positive impact on the observed quality of teaching but she remained uncomfortable with relatively high scores in the context of relatively low outcomes and other reports such as the findings of learning walks in HE. The Committee requested further reassurance that the observation scheme was robust and improvements in performance achieved in 2018/19 were being sustained. DCE CQA 26.11.19
- 14.13 The CEP said that the College was adapting to the new Education Inspection Framework and introducing deep dives to focus on the how students experienced the intent, implementation and impact of their programme. The AP QTLA said that they had already identified areas for deep dive after half term, including A-levels and construction, and this would be a different way to triangulate the findings of observations.
- 14.14 The Committee noted the report and welcomed its transparency. The Committee thanked the AP QTLA and her colleagues in particular for the detailed analysis of the data. Governors welcomed the good news about the areas where the College had made progress on improving outcomes for students. They remained concerned about apprentices but were re-assured by the steps the Executive Leadership Team were taking to address this. Commercial Director 26.11.19

19/4/15 **KPIs and targets for 2019/20 (draft)**

- 15.1 The CEP introduced the proposed KPIs and targets for 2019/20, explaining that there was deliberate stretch in some targets to increase the rate of progress towards national rates, which were themselves improving. Members asked if the aspirational targets were achievable. The CEP said that in business planning, the ELT had worked with each faculty to agree academy level targets that were achievable for each academy. The targets were informed by the capacity of each academy to improve but they remained targets, not a forecast.
- 15.2 **Retention** – a member asked if retention was too high and if the College was retaining students that should be seeking alternatives to study. The CEP said that attrition rates at academy level would be reviewed at P3 Business Reviews and reported to the Committee in January 2020. Members would be able to review then if retention looked unreasonably high.

- 15.3 **Attendance** – a member commented that the attendance target seemed to be a stretch, in the context of previous levels. The CEP said that the target was informed by attendance at academy level and also by more accurate completion of registers. Additional resources for tutorial mentor support had been given to academies that had requested this to improve attendance.
- 15.4 **National benchmarks** – it was noted that the national rate used for comparison was all General FE Colleges. Members commented that at some point governors would want to see the College’s performance in the context of similar large urban GFE colleges and asked how easy it would be to make this change. The AP QTLA said that she was already investigating this with MIS colleagues and believed that it would be possible to cut the national statistical data to derive a closer comparator.
- 15.5 **Impact of staff turnover on progress** –it was noted that the College would be recruiting a new Head of Academy for Construction and there had been changes in the leadership of the SEND team, members asked how the ELT was handling these changes to minimise the negative impact on students. The CEP said the College was in the process of recruiting a permanent new Assistant Principal for Construction, Engineering and Digital Technologies and a subject specialist for the new Head of Academy. The ELT would be commissioning additional interim management if this was necessary to bridge a gap. The DCE CQA was directly managing SEND while the College recruited new senior staff and covered a long term absence.
- 15.6 The Committee approved the draft KPIs and targets.

19/4/16 Safeguarding Annual Report 2018/19

- 16.1 The Committee welcomed James Smythe, Assistant Principal for Student Experience (APSE) to the meeting to present the annual report on Safeguarding for 2018/19. The report built on the termly reports that had been presented to the Committee and the information in the Annual Head Teacher’s Report to the Sheffield Safeguarding Children’s Partnership.
- 16.2 The Safeguarding Lead Governor commented that she endorsed the findings of the report. Since taking up her role she had attended training and the College Safeguarding Board and had found
- That the College had an effective framework of policies and procedures;
 - There was good awareness among staff about their role in protecting children from harm and how to report concerns;
 - overall the College was effective in performing its safeguarding duties.
- 16.3 The Committee received the report and commented that it was a sound model, with a good level of detail on the data; analysis and the next steps including ‘smart’ improvement actions. The Committee recommended approval to Governing Body of the annual report.

19/4/17 FE Choices Satisfaction Survey Results 2018-19 – Apprentices and Employers

- 17.1 The Commercial Director presented the report, some aspects of which had been discussed in the Student voice report.
- 17.2 **Apprentice survey** – it was noted that both the response rate to the survey and the satisfaction rates had declined compared to previous years. The Commercial Director said the poor response rate was disappointing as the College needed a full picture of the apprentice experience as a basis for making improvements. A new task group would be working with colleagues on routes to securing apprentice feedback and participation in improving their training experience. Members said that some of the areas of dissatisfaction appeared to be relatively easy to fix and the task group should respond to these as quickly as possible.
- 17.3 **Employer Survey** – members noted that employer satisfaction had improved compared to 2017/18 although it was still below the national benchmark. As in 2017/18, the survey reported that large employers were more satisfied with the College’s services than smaller employers. It was noted that this information would be published and it was important that the College was responding appropriately to ensure that all employers, irrespective of the size of the organisation or number of apprentices, enjoyed a good experience of the College’s apprenticeship provision.
- 17.4 **Next steps** – the Committee said that it needed to be assured that the actions described in the paper would result in the improvement required and asked for more specific improvement actions; what would be done by whom and by when.

Commerc 26.11.19
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Director

19/4/18 Recruitment update

- 18.1 The Committee noted the report for information including that:
- FE 16-18 enrolments were currently above allocation, but the next six weeks would see changes as students adjusted;
 - The College had a higher proportion of students returning to second year and progressing from Level 2 to Level 3;
 - Adult Learner Loans - the number of ALL students was below target but the number of students on pre-access programmes had increased and these were funded via the adult skills budget, which showed healthy recruitment;
 - HE enrolments were on target for students progressing to the next level of the course but below target for new starts.
- 18.2 The Committee noted the report and commented that to help members assess the effectiveness of the strategies for target setting and recruitment to HE, they would like to see:
- the break down between new starts for 2019/20 compared to 2018/19; and
 - the number of new starters who had come through internal progression from College programmes in 2019/20 compared to 2018/19.

Dir F&P 26.11.19

19/4/19 Terms of Reference

- 19.1 The Clerk presented the proposals for minor changes to reflect members' comments at the June meeting and the Committee recommended approval to the Governing Body.

19/4/20 Committee Self-assessment 2018/19 and Improvement Plan

- 20.1 The Clerk presented a summary of actions for improvement in 2019/20 and the Committee approved these as additions to the self-assessment approved at the meeting on 19 June.

19/4/21 Review of meeting

- 21.1 The Committee commented that it wanted to recognise the progress that the College was making whilst posing supportive challenge to those areas of work that were proving resistant to improvement.
- 21.2 Post meeting note: Following the meeting it was suggested that governors did not always acknowledge the positive impact of the challenging work that the ELT are undertaking on a daily basis.

To address this, the summary sheet for board reports should include a section on 'key improvements' so that governors can all acknowledge the progress being made. The Clerk would monitor this being implemented and report on its effectiveness in the 2019/20 annual reports.

Clerk 13.11.19

19/4/22 Dates of next meetings

04 December 2019 08:30 – 11.00

22 January 2020 08:30 – 11.00

29 April 2020 08:30 – 11.00

17 June 2020 08:30 – 11.00