



**TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE
COMMITTEE
CONFIRMED MINUTES**

Date: 1 December 2021

Venue: New Boardroom City Campus

Clerk to the Corporation
Granville Road
Sheffield, S2 2RL
Tel: 0114 260 2620
Email alison.shillito@sheffcol.ac.uk

Present: Beri Hare (Chair)
Gwyn Arnold, governor (Safeguarding Link Governor)
Novaya Bedward-Makanjuola, student governor (SU President)
Peter Brooks, governor (Apprenticeships Link Governor)
Angela Foulkes, Chief Executive and Principal and governor
Sol Miah, governor (via videoconference)
John Mothersole, Chair of Governors
Steven Spence, Staff Governor

In attendance: Shaun Cook, Vice Principal Technical and Educational Skills (VP TES - 16-19)
Helen Molton, Vice Principal Higher Technical Skills and Academic Studies (VP HTSAS)
Nick Rudkin, Vice Principal Apprenticeships (VP Apps)
Alison Shillito, Clerk and Governance Advisor (Clerk)
James Smythe, Vice Principal Student Experience (VP SE)
Anita Traffon, Deputy Chief Executive and Deputy Principal (DCE/DP)
Elise Temple, Vice Principal Quality of Teaching, Learning and Assessment (VP QTLA)

by whom by when

21/5/1 Welcome, introduction and apologies

- 1.1 The Chair welcomed members to the meeting.
- 1.3 The committee received apologies from Stephen Betts (Vice Chair) and John Timms (governor).

21/5/2 Declaration of interest

- 2.1 The committee noted the standing interests declared at the start of the college year by staff and student governors and agreed that no action was required in relation to the agenda.

21/5/3 Minutes of the last meeting

- 3.1 The committee approved the minutes of the meeting on 29 September 2021 as an accurate record.

21/5/4 Matters Arising and Action Record

- 4.1 The Clerk reported that all actions from the last meeting had been completed. The committee approved removal of completed actions from the action record.

21/5/5 Student Experience

- 5.1 James Smythe, Vice Principal Student Experience (VP SE) provided the Student Experience in-year update. The report highlighted:

Safeguarding, faculties had participated in training on spotting and reporting sexual harassment on campus. This was supported by a campaign for students on appropriate and unacceptable behaviours and how to report concerns.

Behaviour, completion of a comprehensive induction programme with 96% of behaviour issues being addressed through behaviour support interventions.

Student voice, the participation rate for the induction survey was below (a deliberately stretching) target. The participation rate for apprentices and higher education (HE) students exceeded target. The overall college satisfaction rate was on target with three faculties identified for action to address issues.

Equality, Diversity and Inclusion, the induction survey indicated very high rates of student satisfaction for feeling safe in college and questions about Fairness, Respect, Equality, Diversity Inclusion and Engagement – the National Centre for Diversity's FREDIE values that the college has adopted.

- 5.2 Members considered the report and the main issues discussed were the following.

Keeping Children Safe in Education, all governors had confirmed reading the latest guidance and a member asked how they could be assured of full compliance with parts 1 and 2. The VP SE said that assurance was provided through the Student Experience termly and annual reports. In addition, the VP SE worked with the Safeguarding Link Governor to complete a detailed checklist of compliance against the requirements. The college's safeguarding focus was to help learners to stay at college, complete their education and achieve their potential.

Behaviour, members noted that this was Amber rated because attendance is below target. Members considered the action being taken to improve attendance, particularly in English and maths, and were reassured that this is being addressed.

Self-harm or suicide, it was noted that there had been an increase in students disclosing self-harm and a member asked if and how the college was identifying and supporting students at risk of hurting themselves. The SE VP said that numbers were small. Most of the cases were identified via self-disclosure and staff referred students to local services. To support students

who did not self-disclose, the college used an online tool to pick up online searches for information on self-harm or suicide and direct the searcher to local crisis support services.

Beacon awards, members congratulated the team on being a finalist in the National Centre for Diversity award for Inclusive Learning Leadership and the RCU Award for Support for Students. This recognition supported the self-assessment that the college is exceeding its duties for EDI and providing outstanding support for learners particularly in careers advice and guidance.

- 5.3 The committee welcomed the report, endorsed the detailed next steps and looked forward to receiving an update at the next meeting on completion and impact of the action being taken.

ACTION: circulate to governors the college presentation on Preventing and Reporting Sexual Harassment on Campus

Clerk 7.1.22

21/5/6 Quality of Teaching, Learning and Assessment

- 6.1 Elise Temple, Vice Principal Quality of Teaching, Learning and Assessment (VP QTLA) presented final college outcomes for 2020-21 and an in-year update. The final ILR confirmed that overall student achievement for 2020-21 was 88%, which was above the most recently published national rate. The VP QTLA also confirmed that there were no gaps in outcome by protected characteristic or the priority groups monitored by the college.
- 6.2 Members considered the report and welcomed that the final outcomes were in line or slightly above forecast. The discussion focused on those areas that were below target and the action being taken to make improvements.

Access to HE, the VP QTLA said that the decrease in the achievement rate was due to declining retention rather than the pass rate. Following up student leavers, it seemed that some adult students had not been able to combine study with the external challenges of lockdown. As a result, the team were considering changes to programme delivery and student support to enable access students to stay at college and achieve.

English and maths GCSE high grades, members asked what action was being taken to address the decrease in the rate of high grades. The VP QTLA said that a reduction in the proportion of high grades was consistent with the college's diagnostic assessment of students at the start of 2020-21, where staff were finding that students awarded Centre Assessed Grade (CAG) 3 were performing significantly below what they would normally expect at that grade. Adults taking GCSEs were not affected by this issue and they had done well in high grades. Using the learning from what went well, the English and maths team were reinvigorating the focus of the cross-college English and maths strategy working with curriculum staff to provide an engaging curriculum and providing staff training to deliver the strategy. Student attendance was also being tackled as this remained below target and staff could not stretch and challenge

students if they did not attend class. Progress Tutors were also in place from the start of this year to focus on small group and individual tutoring of students who had missed learning.

Teaching quality 2021-22, it was noted that the initial observations had rated around 80% of observed lessons as good or outstanding, which was below target. The VP QTLA said that in the first term the team had concentrated on areas with lower scores from last year. Encouragingly, the data included a higher proportion of outstanding lessons than observed in these areas previously. Interventions via support and rapid improvement plans would start to show their impact early next term. The roll out of observations had been delayed by staff absence and this might continue to be a factor in Spring 2022 because of the pandemic.

- 6.3 The committee received the report and welcomed the improvement in final outcomes for 2020-21. Members looked forward to receiving an update on progress against the improvement actions, particularly the impact of actions to improve attendance and progress in English and maths and agreed

ACTIONS

Ensure the college can show its analysis of GCSE high grade attainment compared to its own diagnostic assessment on entry for 2020-21 students;

VP Jan
QTLA 2022

Provide a progress report on GCSE attendance and attainment for review at Period 6 business reviews and the next meeting.

VP 23.2.22
QTLA

21/5/7 Technical Education and Skills (16-19)

- 7.1 Shaun Cook, Vice Principal Technical and Educational Skills (VP TES - 16-19) presented the report highlighting the following.

Final outcomes 2020-21 for 16-19 students were Green RAG rated except pass rate for GCSE English and maths and retention rate at Level 3, which included withdrawals from two year programmes in 2019-20 and 2020-21. Many Level 2 qualifications had been assessed via standard assessment protocols and therefore were comparable to previous data.

Term 1 update, the KPI report was rated Amber because attendance was below target. The college was forecasting that it would meet the condition of funding for English and maths and, as previously reported, interventions were in place. Where students were absent, staff were engaging with students and parents to support attendance via a suite of interventions and support. Progress tutors were focusing on attendance and students requiring intensive catch-up.

- 7.2 The committee considered the report and the main points of the discussion were as follows.

Improvement, longer serving members commented on the sustained improvement they had seen in achievement rates

such as in Animal Care (from 70% to 93%) and Health and Social Care (from 57% to 94%). It was also noted that a Health and Social Care student had achieved a Bronze award in the World Skills competition. This was an outstanding achievement and the committee agreed it should show its appreciation to the head of Health and Social Care.

Attendance, members asked what interventions were being effective in boosting attendance of young people where the issue seemed most severe. The VP TES said that the main steps to improve attendance were ensuring effective, engaging teaching and learning and following up every missed session. Areas with attendance below 80% tended to be those with a higher proportion of students from disadvantaged postcodes and lower level courses. Many such students were eligible for support via the small group tuition scheme. Progress tutors were working with individual students to improve attendance. An internal secondment was managing the team to ensure that tutors were deployed effectively and using best practice techniques to engage students in class. Attendance was also considered at weekly curriculum team meetings and this was generating further ideas. Curriculum leaders were sharing strategies with colleagues at other colleges, relentlessly trying to find interventions that work with different groups.

Closing gaps in achievement, members noted that, for young people, there remained small gaps in achievement based on disability and ethnicity. Members emphasised the importance of supporting all students to achieve their potential. The VP QTLA said that this was a focus for improvement actions particularly for areas in deep dive, where gaps tended to be most evident.

Withdrawals from two year programmes, a member asked if this caused viability issues for second year group sizes. The VP TES said that the college provided the whole programme for continuing students, even if class sizes fell below optimum level.

- 7.3 The committee received the report and commended its clear analysis and strong focus on next steps. It was agreed

ACTION Congratulate Dawn Aston, Head of Health and Social Care Faculty on the improvement in achievement and the college's first World Skills award winner.

Chair Jan 2022

Shaun Cooke left the meeting at 09.55

21/5/8 Technical Education and Skills (Adults)

- 8.1 Anita Straffon, Deputy Chief Executive and Deputy Principal (DCE/DP) presented the final outcomes for Adult FE in 2020-21 and the in-year update.
- 8.2 Members considered the reported and commented,

Final outcomes 2020-21, as previously discussed this showed a small decrease in level 3 achievement for Adults due to a fall in retention for Access courses. Members asked if retention was

an issue so far in 2021-22. The DCE/DP said that retention was not an issue currently. The college had been fully open to students for study and student support and the team had implemented changes to the programmes to help adult students combine study with external commitments.

Recruitment 2021-22, it was noted that enrolment on Adult Learner Loans provision was significantly below target. The DCE/DP said that ALL provision was unlikely to meet the target but overall adult enrolments were in line with expectations although enrolments were via different funding streams.

Strategic risks for education quality, a member asked if, considering the significant improvement in achievement, the current strategic risk “failing to improve education quality quickly enough” remained appropriate. The CEP said that the college self-assessed that it had made sustained and rapid improvement and this had been confirmed in a recent FE Commissioner visit. It was crucial that the college maintained this momentum, which was a focus of the 2021-25 College Strategy. The Executive Leadership Team (ELT) would reflect on how this risk had changed at the next regular review of the strategic risk register and report back to Governing Body.

- 8.3 The committee received the report, looked forward to receiving an update on progress against the improvement actions and agreed

ACTION review Strategic Risk Register number 1 to ensure it accurately reflects current risks for teaching and learning quality and aligns with the new College Strategy.

DCE/D
P ELT

8.2.22

21/5/9 Higher Education

- 9.1 Helen Molton, Vice Principal, Higher Technical Skills and Academic Studies (VP HTSAS) presented an in-year update and the final version of the Self Evaluation Document (SED) 2020-21.

- 9.2 The committee discussed the report and SED and the main points discussed were as follows.

Retention, members welcomed the improvement in retention compared to 2019-20 and asked how the college’s rate compared to similar provision elsewhere. The VP HTSAS said non-continuation rates for HE vary widely by student characteristics and course types. Compared to universities, HE in FE had different characteristics with smaller cohorts and a higher proportion of students from disadvantaged backgrounds. There was no published benchmark data for HE in FE to use as a comparator. The Office for Students (OfS) recognised these differences in agreeing Access and Participation (APP) targets. The rate for college HE students from under-represented groups studying and succeeding at college met its APP targets for 2020-21.

Student voice, the induction survey had generated high participation and satisfaction responses and had suggested improvement actions, which the team were implementing. Members commented that the action log looked like a big agenda for 2021-22 and asked if this would be manageable. The VP HTSAS said that much of the work was ensuring that all areas of the provision were implementing best practice on supporting student induction and transition. The HE Student Mentor had been very active in the first term supporting students to develop effective study skills and habits that enabled new HE students to stay on track and gain confidence in studying at a higher level.

Regulation, the college had met the deadlines for awarding body submissions and OfS requirements. The Link Governor for HE commented that nationally, the new Director of Fair Access and Participation was expected to announce changes to the APP target setting and monitoring. The committee would need to keep under review these and anticipated changes to Registration Condition B3 (*the provider must deliver successful outcomes for all its students ...*) and the Teaching Excellence Framework.

HE Academic Board, the HE Link Governor also reported on her attendance at a recent meeting. She commented on some of the emerging risks and new developments that the board was considering. Members agreed that future reports to TLQSE should include a section on progress against the Higher Level Skills Strategy, including the impact of changes in the external market and regulatory requirements. It was noted that the HE Academic Board, like the Apprenticeship and similar boards, reported to ELT. The CEP said that TLQSE termly reports on HE provision should include the main issues from the HE Academic Board. It would be timely to review the governance for HE once the college had completed work on unifying the provision in an HE business unit.

- 9.3 The committee received the in-year update for assurance and agreed

ACTION

ensure that future HE reports include an update on progress against the Higher Level Skills Strategy and relevant data from the HE Academic Board.

VP
HTSAS 2.3.22

- 9.4 **Higher Education Self-Evaluation Document 2020-21**

The committee welcomed the changes that had been made in response to members' comments at the previous meeting and agreed to recommend approval to the Governing Body of the HE Self Evaluation Document for 2020-21.

21/5/10 **Apprenticeships**

- 10.1 Nick Rudkin, Vice Principal Apprenticeships (VP Apps) introduced the update, including:
- Final outcomes 2020/21 and
 - In year update 2021/22.
- 10.2 The committee considered the report and the main points of the discussion were,
- Outcomes**, members welcomed the 4pp improvement in the achievement rate for 2020-21, which put it above the most recently published national rate, and the in-year rate which was 5pp higher than at the same point last year.
- Apprentice voice**, at 94% participation, the induction survey had exceeded target. Members welcomed that 100% of respondents had been satisfied with the college learning environment and feeling safe at college. Members asked what the college was doing to address the three areas where satisfaction rates were below target (enrolment, induction and understanding the virtual learning environment). The VP Apps said that a new requirement for employers to register their apprentices through their employer levy account had caused delays in enrolment. A working group was streamlining the process to make this easier for employers and apprentices. The delays to enrolment had also had a knock on effect on induction. The college had introduced a new “TM Passport” for apprentices to log completion of induction and tutorial modules and this was increasing timely completion of induction, which covered using and understanding the VLE and smart assessor. The survey would be run with the next intake of apprentices in January 2022 and the results would enable staff and committee members to judge the impact of the changes.
- Employers’ survey**, members noted the high satisfaction rates from employers including a high proportion of small and micro employers (SMEs). Previously, larger companies tended to be more satisfied with the college than SMEs. It was welcomed that action taken to address this was having a positive impact.
- 10.3 The committee received the report and welcomed the assurance that the improvement in apprenticeship outcomes was being sustained and that the challenge the committee had made in previous years to strengthen learner voice arrangements for apprentices appeared to be embedded and having a positive impact.

21/5/11 Review of meeting and closing remarks

- 11.1 The committee discussed the impact of the meeting as follows:
- Areas of strong assurance** included confirmation that final outcomes were at or above forecast. The in-year data showed that the managers and staff were continuing to make improvements and that these are having a positive impact on student and apprentice retention and success. The detailed information on next steps was most welcome and members now

had updates on the impact of these. It was clear that there was an embedded process for apprentices and their employers to provide feedback and the college did respond.

Areas for further reassurance, improving attendance, particularly that of young people attending maths and English classes, was not easy and even with on campus classes the attendance rate was not yet good enough. Members welcomed the attention this was being given and reiterated the statement that students cannot be stretched if they do not attend. Members would be looking for the impact of reinvigorating the cross-college English and maths strategy at future meetings. In addition, members would be seeking assurance on progress on the Higher Level Skills Strategy, which was one of the risk areas in its remit.

Impact on students, the student governor commented that the reports to the committee reflected her experience of college life and that the improvement actions were relevant to the feedback being received via the Students' Union. In addition, members commented that the changes to the report structure had enabled more effective governor challenge of those areas where improving outcomes is most challenging. It was hoped that the thorough discussion of the challenges and interventions to improve English and maths attendance would encourage managers to continue to be relentless in developing and trying new ways of engaging students.

Hybrid meeting, one member had joined the meeting via videoconference and he confirmed that the experience had been satisfactory.

21/5/12 Date and time of next meeting

2 March 2022 08.30 - 11.30 in the New Boardroom, City Campus.