TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE COMMITTEE
CONFIRMED MINUTES

Date:	**4 December 2019**	Clerk to the Corporation
		Granville Road
Venue:	**The Boardroom, TG04, City Campus,**	Sheffield, S2 2RL
	the Sheffield College	Tel: 0114 260 2620
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		alison.shillito@sheffcol.ac.uk

Present: Gwyn Arnold
Beri Hare (Chair)
Peter Brooks
Angela Foulkes
Megan Farmer
Saleem Rashid (delayed 16:05)
Seb Schmoller
John Timms.

In attendance   Andrew Hartley, Commercial Director
Alison Shillito, Governance Advisor and Clerk to the Governing Body
Paul Simpson, Executive Director of HR and Organisation Development
Anita Straffon, Deputy chief executive of Curriculum, Quality and assessment

Action

By   By when
whom

19/5/1   GCSE Mathematics Challenge - Presentation

1.1   The Chair welcomed Trevor Hewlett, Assistant Principal English, Mathematics and ESOL to his first meeting of the Committee. Trevor, who had taken up appointment as Assistant Principal in September 2019 and had come from outside the The Sheffield College (TSC), gave a presentation on the challenge facing TSC and all schools and college due to the changes to the GCSE maths curriculum and assessment and the improvements that TSC is making to improve the outcomes for its students.

1.2   The presentation covered the following main points:

1. The Challenge

-     The GCSE curriculum has been expanded to 90 discrete topics assessed over three examinations;

-     the grade boundary for a grade 4 has increased from around 40% to over 50%

-     national and regional achievement rates for grades 4-9 at GCSE maths declined in 2018/19 compared to 2017/18;

- Schools have moved to delivering the GCSE over a three year period in order to cover the additional material. TSC students are behind this curve and the College has been trying to recap the entire GCSE curriculum in one year.

2. The strategy to tackle the challenge

- Maths targeted curriculum – a detailed analysis of results has enabled the department to target 15 fundamental skills that make the difference between students achieving a grade 3 and a grade 4.

- Individual diagnostic and progress assessments analysed at skill level. MIS team has enabled staff and students to track and report progress at question level not just by overall test scores.

- Assess for Success – which was implemented by the English Department last year will be used for GCSE Maths to ensure students have clear information on the structure of their programme and the skills and progress they have achieved;

- HegartyMaths – the College has subscribed to this highly regarded resource that provides quizzes, exercises and practice exams for each different topic.

- Collaborative working to share good practice between colleagues – sharing what is working and changing what is not.

- Guest speakers and bespoke professional development with leading practitioners to provide CPD for Maths staff based on evidence based improvements and innovation.

- Implementation of full-blown mock exams at two points during the year so students have practiced in full exam conditions.

1.3 The Committee <u>agreed</u> to receive the presentation and the following

ACTIONS

- That the presentation slides be circulated to all members of TLQSE and	Clerk	11.12.19

- There should be a follow-up presentation on progress to the Committee following the first mock exam period.

19/5/2   Welcome, introduction and apologies

2.1 Apologies for absence were received from and Shelley Hemsley and Stephen Betts.

2.2 The Chair welcomed Megan Farmer, student governor, to her first meeting as a member of Teaching, Learning, Quality and Student Experience Committee (TLQSE).

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2.3 It was noted that the deliberations of the TLQSE Committee were particularly important since the recent Ofsted inspection stressed the importance of governors fully understanding the strengths and weaknesses of provision. In fulfilling its remit, the Committee also had to recognise how hard staff, particularly senior managers, were working to achieve a positive impact on student experience and outcomes.

Given the constraints of a two hour meeting, the focus of the meeting was on the Quality Improvement Plan for 2019/20 and progress against the plan.

19/5/3   Declarations of interest

3.1 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).

- Megan Farmer's standing declaration as a College student and Deputy President of the Students' Union, funded by the College.

- 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.

19/5/4   Minutes of the last meeting

4.1 The Committee approved the confidential and unclassified minutes of the meeting held on 16 October 2019 as an accurate record

19/5/5   Matters arising and action record

5.1 Minute ref 19/4/17.4 - FE Choices Satisfaction Survey Results 2018-19 (Apprentices and Employers)

The Commercial Director introduced a report on actions being taken to increase apprentice satisfaction and their participation in Student Voice activities.

The Committee noted the update provided and that analysis of feedback from the first survey was awaited. Members stressed the importance of prompt analysis and feedback to students on action taken on their survey responses.

The Committee noted the report and approved that the action was complete.

5.2 The Committee was satisfied that all the actions from the minutes of the previous meeting had been recorded in the Action Tracker. The Committee noted progress reported in the tracker and approved removal of completed items.

19/5/6   Observation of Teaching, Learning and Assessment (QTLA) update (Presentation)

6.1 Elise Temple, Assistant Principal QTLA presented to the committee on the implementation of the observation and teacher on a page schemes in 2019/20. The main points covered in the presentation were:

- **Dual observations** - increased in number in 2019/20 to provide quality assurance on consistency of judgements and give feedback to observers on their practice;

- **Planning for learning (PfL)** - it is clear that this has a positive impact on students and it is a priority for 2019/20. HQTLAs are challenging staff to improve planning and observations judged around 79% of PfL as good;

- **Specific Teacher CPD** - sessions delivered and being requested; the Innovation Centre is having a positive impact as are supportive observations for all new staff and coaching;

- **Teacher on a page data** has been expanded and improved - the indicators and overall picture are discussed in one to one meetings between managers and staff;

- **Observation Schedule** - a slightly delayed start due to observation refresh training being delayed by Ofsted visit. The QTLA team plan to complete all observations by 27/1/2020.

- Based on the observations completed, 85% of staff observed were rated Green/Blue; 10 staff are on support plans and 17 new staff benefited from supportive observations. No sessions were RAG rated red.

6.2 Members considered the presentation as follows:

Staff views on changes to observation scheme – the Assistant Principal (AP) said that senior managers had engaged with trade unions about the changes and some further changes had been made in response to union feedback, for example extending the length of time for providing feedback to part-time and fractional staff.

Quality assurance of judgements – members asked if the findings so far reflected the whole college. The AP said that they had still to complete observations in three faculties so it was not a representative sample. The process included detailed moderation and oversight by the faculty Heads of Quality. In addition, Heads of Academy, Heads of Quality and members of the QTLA team were continuing to undertake learning walks to monitor quality on a day to day basis.

Deep dives members asked how these would be used within the improvement strategy. The AP said that the deep dives, as modelled by Ofsted during its recent inspection, would be used in areas that have been identified as most vulnerable.

The Committee noted the report, welcoming its clarity and the thoughtful analysis of the supporting data. The Committee

<u>agreed</u>:

ACTION

Hold the TLQSE meeting on 22 January at the Hillsborough Campus and arrange for it to be followed by a tour of the Teaching Innovation Centre, if possible

Clerk   16.12.19

19/5/7   2018-19 Achievement rates including diversity indicators

7.1   Elise Temple, Assistant Principal QTLA presented to the committee on the achievement rates analyzed for different groups, and the actions being taken in 2019/20 to identify and address any gaps in the achievement of different groups.

7.2   The Committee considered the main points of the presentation as follows:

- **Closing gaps** – the College had been successful in closing gaps between achievement at different levels and different types of provision ;

- **Priority groups** – the pass rates for all the College's priority groups had improved and the College had successfully closed all the gaps identified last year – The Committee welcomed this impact in particular.

- **Disability** – the College had eliminated the gap for young people;

- **Ethnicity** – there was more work to do identifying and addressing the reasons for different retention rates for adult students BAME vs Non-BAME

7.3   The Committee noted the report and <u>agreed</u>

ACTION:

Circulate the slides after the meeting so members can look at the detail and query via email as necessary.

19/5/8   Committee KPI 2019/20 P3 and College Improvement Plan (CIP)

8.1   The Deputy Chief Executive Curriculum Quality and Assessment (DCE CQA) and the AP QTLA presented the report, highlighting the following main points:

- As previously requested by members, the written report included analyses for each KPI to show variances by Faculty so that members were fully aware of the strengths and weaknesses in provision as well as the overall educational performance;

- Student voice - the report included the headline figures from the 2019 Induction survey; these showed a small improvement on the 2018 survey.

- A separate report was presented with the analysis of in-year data for apprenticeships.

8.2   Members received the report and asked what the College was doing to improve feedback from students who had withdrawn on their reasons for withdrawal. The DCE CQA said that the

College did make several attempts to contact exiting students by telephone and was also implementing an online withdrawal form to make the process quicker.

8.3 The Committee noted the report.

19/5/9   Self-Assessment Report 2018/19 (Final)

9.1 The DCE CQA and the AP QTLA introduced the report which comprised:

- The Self-assessment Report for 2018/19;
- The Quality Improvement Plan for 2019/20 – whole college;
- The Quality Improvement Plan for A Levels in 2019/20 so that the Committee could monitor progress over the three year plan for A Levels.

9.2 **FE Self-Assessment Report 2018/19 (Final)**

It was noted that the SAR reflected on the College's performance in 2018/19. The self-assessment judgements in the SAR had taken account of the feedback from the Ofsted inspection published in October 2019. The SAR was written against the Common Inspection Framework and therefore governors should focus on the Quality Improvement Plan i.e. be forward-looking at the next steps for quality improvement.

9.3 **Quality Improvement Plan 2019/20 (whole college)**

The Committee considered the main points in the report as follows:

- **RAG-rating** - the draft did not show RAG rating even though some deadline dates had already passed. This was because it was an initial report, and these would be added following endorsement of the plan by the Committee.

- **Feedback from Ofsted** – members sought assurance on how the plan addressed the feedback from the Ofsted. The DCE CQA confirmed that the whole college and academy level plans incorporated the specific feedback and that the QTLA team had reviewed the extent to which feedback to one area via a deep dive, also applied to different areas to ensure complete Academy and Faculty action plan levels.

9.4 **A Level Quality Improvement Plan for 2019/20**

This had been included given the Committee's request at the October meeting for more information on the detailed actions (deadlines and staff responsible) being taken to improve quality of education and student outcomes at A Level.

The Committee commended that there was good evidence of progress and the format of the plan made it easy to identify the actions that required further attention. The Committee welcomed the plan.

9.5 The Committee approved the Self-Assessment Report 2018/19 on behalf of the Governing Body and supported the view of senior managers that there was no requirement to upload it to the Ofsted portal as there was a recent Ofsted inspection report on line for the College.

The Committee also endorsed the adoption of the Quality

Improvement Plan for 2019/20 and the progress that had been made on the continuing A Level Quality Improvement Plan.

19/5/10   **Apprenticeship 2018-19 Achievement rates including diversity indicators**

10.1   Members received the report and considered the following main issues:

Specific employer issues – a few employers had initially used levy funds to support training that had previously been offered on an elective basis as CPD. This had contributed to relatively high adult withdrawal rates. The Commercial Director said that the College had improved its processes to ensure that employers and employees understood the rigour required for an apprenticeship. A member asked if there was any link between incentive bonuses for employer/apprentice recruitment and higher withdrawal rates. The Commercial Director said this had been reviewed and there was no evidence that staff on bonus schemes had a higher withdrawal rate. There was strong commitment from learner and development coaches to promote understanding before sign-up.

Off the job training – members asked how the College enforced the 20% requirement and if this was leading some employers to withdraw from apprenticeships. The Commercial Director said that there were legally binding contracts underpinning the scheme but the most effective approach to resolving this was by offering flexible off-the-job training, with training being available partially or fully online at a time when the apprentice could access it. The College was actively investing in developing flexible approaches.

10.2   The Committee noted the report on 2018/19 achievement rates for apprentices.

19/5/11   **Apprenticeship Minimum levels of performance**

11.1   The Commercial Director presented a report on the breach of minimum standards in 2018/19 and the discussion is recorded in a separate confidential minute.

11.3   The Committee noted the report, welcoming the assurance that it provided.

19/5/12   **Apprenticeship In-year performance update 2019/20**

12.1   The Committee received the report on the current performance data, highlighting those faculties and programmes where achievement was at most risk and an analysis of the progress of the apprentices who were still enrolled even though their programme end date had passed. It was noted that this report had been produced in response to the Committee's request for data on the subjects and programmes where apprentice withdrawals and outcomes were causing most concern.

12.2   The Committee noted the report.

19/5/13   **HE update**

13.1 The Vice Principal Higher Education and Academic Studies (VP HEAS) joined the meeting to present the report, further details on the development of the regulatory regime and commenting that there had been some delays in publication due to the general election. The Committee noted that it was likely that the changes would duplicate or increase the reporting burden on FE providers of HE. The Clerk and committee chairs would need to be aware of the changes (once fully published) in planning the cycle of business for 2020/21.

13.2 The Committee <u>noted</u> the report.

19/5/14 Sheffield College Students' Union annual report

14.1 The President of the Students' Union joined the meeting to co-present the report with the VP HEAS.

14.2 The Committee received the report, noting that there had been a delayed start to activities due to the early resignation of the SU President for 2018/19. Following appointment of a new SU Executive, there had been progress on campaigns, student voice activities and launching of new clubs and societies at Hillsborough and City campuses.

Governors asked about the work the SU had been doing to encourage students to register to vote in local and national elections. The VPHEAS said that there had been a campaign in May 2019 around the local council elections and there would be activity in the run-up to the general election.

14.3 The Committee noted the SU Annual Report for 2018/19.

19/5/15 Quality Improvement and Quality Assurance

15.1 The Committee received a schematic showing the key elements of the College's approach to improving and assuring quality, as detailed in the earlier presentation. The Committee <u>noted</u> the report for information.

19/5/16 Student survey and engagement update (to follow)

16.1 The DCE CQA tabled a report on the analysis of the first short survey of students at induction. Members noted that senior managers intended to bring a short report to each meeting on progress and latest data.

16.2 The Committee considered the report as follows

Sampling –the number of responses seemed relatively small in terms of the overall number of students. The VPHEAS said that the induction survey feedback and response rate related only to new students. The findings would be triangulated with qualitative feedback from Faculty Parliaments and focus groups. It was suggested that a sampling policy would enable the College to set up a more robust survey process that would make the data returned more useful and reliable.

Benchmarking with other colleges – it was commented that the previous QDP induction survey allowed some comparison to other users and whether there was any opportunity to benchmark the new surveys. The VPHEAS said that the

questions were designed to find out what TSC wanted to know and therefore there were no benchmarks.

16.3 The Committee <u>noted</u> the report and welcomed the progress being made on implementing the new strategy for student voice.

19/5/17 Positive engagement and behaviour 2019/20 Term 1 update

17.1 The Committee received the report on the implementation of the positive engagement and behaviour policy in Term 1 2019/20. The report included how the college had dealt with cases that have been dealt with under the process and the outcomes including cases considered at final stage.

17.2 The Committee <u>noted</u> the report, commenting that it was a good report, containing useful information on implementation and significant next steps.

19/5/18 Safeguarding update (Term 1 2019/20)

18.1 The Committee received the report on the implementation of the College's Safeguarding arrangements in Term1 2019/20. It was noted that there had been a decrease in the number of safeguarding disclosures compared to the same period last year.

18.2 The Committee <u>noted</u> the report, welcoming the assurance it provided on the continued effectiveness of safeguarding and commended the Assistant Principal Student Experience on the clarity of the report.

19/5/19 Complaints update (Term 1 2019/10)

19.1 The Committee received the report on the implementation of the College's Complaints procedure in Term 1 2019/20. The report noted an increase in the number of complaints compared to same period last year. It was further noted that the complaints procedure had been substantially revised in 2018/19 so as to capture and respond to any formal complaints not just student complaints.

19.2 Members considered the report as follows.

Communicating the policy – members asked how students were made aware of the complaints procedure. The DCE CQA said that complaints were covered in induction. Students were encouraged to raise issues of dissatisfaction as quickly as possible and tutors and student support were also on hand to give advice. In addition to the formal complaints route, it was noted that the CEP and the Chair of Governors sometimes received complaints addressed to them via the Governance web pages. These would also normally be referred directly to the formal complaints process.

Consistency - members were reassured to hear that the complaints process was now identical at all campuses and for those coming from other external stakeholders

19.3 The Committee <u>noted</u> the report for information and welcomed the assurance that all but one complaint had been completed

within the deadlines set by the policy.

19/5/20   Review of meeting and closing remarks

It was commented that the Committee had moved quickly through the agenda in order to fit what was normally a two and a half hour meeting into two hours. This had been successful with adequate attention being given to the most important matters.

Members thanked the Executive for their reports, commenting that the Committee could see positive progress on the quality improvement plan.

19/5/21   Date and time of next meetings

22 January 2020 08:30 – 11.00

29 April 2020 08:30 – 11.00

17 June 2020 08:30 – 11.00