TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE COMMITTEE
CONFIRMED MINUTES

Date:	**22 January 2020**	Clerk to the Corporation Granville Road Sheffield, S2 2RL
Venue:	**A112. Hillsborough Campus,** **The Sheffield College**	Tel: 0114 260 2620 Email alison.shillito@sheffcol.ac.uk

Present: Gwyn Arnold
Peter Brooks
Angela Foulkes
Seb Schmoller
John Timms (Chair)

In attendance: Kelly English, Assistant Principal Creative and Design (08.30-09.30)
Andrew Hartley, Commercial Director (from 09.45)
Anita Klich, Governance and Projects Officer
Mathew Godber, Executive Assistant to the Chief Executive & Principal and Executive Office Manager
Mark Pearson, Director of Strategy Planning & Systems Improvement (from 09.15)
Alison Shillito, Governance Advisor and Clerk to the Governing Body
Anita Straffon, Deputy Chief Executive, Curriculum, Quality and assessment
Elise Temple, Assistant Principal, Quality of Teaching, Learning and Assessment
Robin Webber-Jones, Vice Principal Higher Education and Academic Studies

Action by whom   by when

20/1/1   Welcome, Introduction and apologies

1.1   Apologies for absence were received from Stephen Betts, Megan Farmer, Beri Hare and Shelley Hemsley.

1.2   In the absence of the Chair and the Vice Chair, John Timms agreed to chair the meeting.

20/1/2   Curriculum area presentation: Creative and Design

2.1   Kelly English, Assistant Principal Creative and Design, gave a presentation covering the following main points:

- **2018/19** – had seen improvement in achievement rates across the faculty, particularly improved student attendance and achievement in English and Maths functional skills. There was outstanding performance in journalism, with all NCTJ apprentices passing with distinction.

- **Faculty restructure** – the range of subject academies covered by the faculty had increased, with Hair and Beauty and Hospitality, Catering, Travel & Tourism joining the faculty

and there had been a restructure in design disciplines to reflect changes in student numbers, curriculum and the introduction of a curriculum team leader (CTL) role. The faculty was already starting to see a positive impact of the CTL role on team work within the faculty and cross-college communication with other services.

- **Student experience** – the faculty actively seeks out external opportunities for partnerships and enrichment for students to get real world work experience including performance development for a City drama festival; overseas college partnerships; Horrorfest for film students; engagement with the Halle Orchestra; competitions and mentoring by leading practitioners.

- **Employer Skills Academy** – the five academies within the faculty have been actively engaging with staff and supporting students; including demonstrations and gourmet evenings where students can cook alongside world class chefs; representatives participating in the assessment and giving feedback to students; providing site visits and experience.

- **Priorities for 2019/20** – include ensuring improvement in attendance and achievement are sustained; maximising the benefit of the CLT role on implementing positive change and improvements; improving how staff use data to inform planning.

2.2 Governors discussed the main issues as follows:

- **Funding for enrichment activities** – governors wished to be reassured that all students were able to benefit from external activities, competitions and visits. The Deputy Chief Executive Curriculum, Quality and Assessment (DCE CQA) said that the College funded essential activities; students fundraised for some costs, such as competing in national competitions and some activities are self-funded. The College would also use Learner Support Funds, where appropriate.

- **Achievement rates** – governors welcomed the improvement in achievement rates noting that the faculty had achieved a 6 percentage point (pp) overall improvement in achievement for 16-18 year olds, including a 12pp improvement in English and maths. The Committee noted the contribution of the Faculty Head of English and maths in improving the achievement rates in functional skills.

- **Staff morale** – governors supported the efforts to maintain and increase the morale of staff who are already high performing and may have been demotivated by the overall Ofsted result. It was commented that the College relied on these staff to lead and transfer their success to other areas. Governors were also pleased to hear how new subject teams were collaborating across subject areas to share learning.

2.3 The Committee agreed to receive and note the presentation.

20/1/3   Declarations of Interest

3.1 The Committee noted the standing declaration of interest of Angela Foulkes and agreed no action was required in relation to these disclosures for this meeting.

20/1/4   Minutes of the last meeting

4.1 The Committee approved the minutes of the meeting held on 4 December 2020 subject to some typographic corrections, including addition of Gwyn Arnold to the attendance list.

20/1/5   Matters Arising and Action Record

5.1 Committee agreed that all the actions arising in the minutes of the last meeting had been captured in the action record and considered progress on the actions not on the agenda as follows:

5.2 Minute 19/4/7.3 refers: The Sheffield Sixth Form – the Committee agreed to amend the deadline for this action to 17 June and noted that the next update on the A Level Plan would be presented to the meeting on 29 April; this report would include student progress data informed by the results of mock A Levels.

Clerk

5.3 Minute 19/5/1.3 refers: GCSE Maths update – the DCE - CQA reported that in the recent early resit (November 2019) Maths GCSE exams, 29% of students who took the early resit achieved a high grade (grades 4-9) compared to 21% for the national high grade rate. This meant that maths performance for 16-18 year olds in GCSE went up by 7 percentage points (pps) and now stands at 2pps above the national average.

The College high grade achievement rate in the November resit for GCSE English was also above national rate for high grades (TSC 32% compared to 30% nationally and 22% for that particular AQA paper). Analysis of the performance of 16 -18 year olds showed that those students who had previously studied with the College achieved more high grades than those who had not, particularly in English, where 37% of students who had studied at the College previously achieved high grades compared to 26% of students who had not previously studied at the College. It was noted that some adult students who had registered for resits on an exam-only basis had not fared well, although there were too few students (4) to have a significant impact.

The Committee noted the update, welcomed the improvement in achievement and supported management actions to review the policy of allowing exam-only external adult registrations for GCSE exams.

5.4 The Committee approved removal of the completed items and the change to the due date noted above.

20/1/6   Curriculum heat maps including progress and value added (Presentation)

6.1 Director of Strategy, Planning and Systems Improvement (DSPSI) and the Assistant Principal Quality of Teaching, Learning and Assessment (AP QTLA) presented work in progress on new College curriculum dashboards. It was noted that the numbers presented were for demonstration purposes at this stage. Once fully developed, the dashboard would draw live data from existing

systems into a dashboard for staff, managers and governors to use.

6.2 Governors discussed the demonstration of the proposed new dashboards

- **Granularity** – governors supported the leadership's intent to put into a single dashboard, annual targets and performance against that target, at academy level as well as whole College level.

- **National rates/benchmarks** – it was confirmed that, where they exist, national benchmarks as shown on the current KPI sheets, would be incorporated into the dashboard.

- **Colour coding** – governors suggested careful use of colour on the data dashboard so that BRAG ratings were clearly differentiated from other coloured sections.

- **Governor access to the dashboard** – it was noted that the dashboard would be an online app, with data being refreshed at particular census dates. Senior managers would continue to present their analysis of the data to TLQSE and the Governing Body commenting on progress; areas of over or under-performance and action being taken to address under-performance. Governors would be able to access the app and interrogate the data at faculty and academy level. It was commented that govenors might need means to access the dashboards in meetings, as paper reports could not reproduce the richness of data within the dashboard.

- **Data interactivity** – governors asked if the developers had managed to solve the issues of drawing data from different systems. The DSPSI said that the College had made a lot progress on data cleansing and defining data governance rules to ensure that data was reliable and data sets would map to sets from other systems. The development was at 'proof of concept' stage and would require further technical capacity to deliver the final product.

- **Project management** – governors were re-assured that the dashboard development was underpinned by a formal change board approach and stressed the importance of documenting the system specification during the development stage so that the neither the project nor the end product would be adversely affected by staff turnover.

- **Impact on quality** – it was noted that governors were one stakeholder group but the dashboard was primarily aimed at staff needs. The AP QTLA said she looked forward to using the dashboard to help determine effective interventions; CTLs would use it to inform curriculum review and development; staff would determine student and class interventions.

6.3 The Committee welcomed the presentation and <u>agreed</u> actions as follows.

ACTIONS

i)	Ask Search, Remuneration and Governance Committee (SRG) to consider the impact of the move to online data dashboards on governors' access to	SRG	17/6/20

committee data – should governors be provided with college devices in meetings to access the dashboard?

    ii)   Ask Audit and Risk Assurance Committee (ARAC) to consider how governors can be assured that the new dashboard system is documented and maintained in a manner that mitigates the risk of key people being absent or leaving. This risk should be built into the risk register and should be auditable.   **ARAC**   10/6/20

20/1/7   **Quality of Teaching, Learning and Assessment (QTLA) update including Higher Education teaching**

7.1   The AP QTLA made a presentation on progress on the 2019/20 observation scheme and its findings so far. It was noted that the observation scheme included all teaching staff and their managers having access to 'teacher on a page' data as well as observation feedback.

7.2   Governors considered the main findings, noting:

- overall performance was judged to be higher in 2019/20 compared to the same point last year,

- there remained a gap between the ratings for TSC teachers and STS Ltd associates (staff teaching on an agency basis).

Governors noted that they had expressed concern about this gap previously and asked what further steps were being taken to eliminate the gap. The AP QTLA said that TSC managers were ensuring that relevant STS associates had a support plan to address areas of under-performance. Attendance at required training and team meetings was being closely monitored as was its impact on their performance in the classroom.

7.3   Governors commented that there was a significant investment in the scheme and they needed to be assured that it was having the planned impact on fostering excellent teaching and addressing under-performance. The AP QTLA said that the scheme's effectiveness was demonstrated by:

-    An improving trend in student results that the College had seen in 2018/19, particularly among 16-18 year olds;

-    Clearly communicating to all staff the College's expectations for good and outstanding teaching, this has had a positive impact on staff attitudes towards professionalism in the classroom.

-    The number of teachers who had improved their performance, through support plans. The Quality team was assuring that the improvements were long term via regular learning walks, and picking up issues raised through student feedback and complaints.

7.4   **Higher Education (HE) teaching quality**

It was noted that most HE teachers also teach some FE students and therefore the results for HE teaching quality were being generated as the scheme rolled out. At the time of the presentation, there have been six observations of HE teaching. All observations would be completed by the end of February 2020, at which point, it would be possible to draw general conclusions. The

results were being categorised using the Quality Assurance Agency for HE (QAA) teaching quality grades. Most of the results had been that staff were not providing sufficient evidence to demonstrate that they have met the QAA expectations of good TLA during the observation. This was followed up with further observations to give staff the opportunity to provide the evidence.

7.5 As well as the results of observation, governors noted that the College was improving HE teaching quality by

- investing in HE-specific staff development; supporting eight staff to work towards Advanced HE Fellowship and four towards senior HE Fellowships.

- implementing peer observation of HE class teaching and learning walks

- improving HE assessment practice - standardising assignment briefs and the use of google classroom.

7.6 Governors welcomed the discussion of HE teaching quality, that the scheme was adapted to the demands of HE teaching and was using the judgements and approaches that external reviewers would use. The Committee and the Governing Body was highly aware of the risks of failing to meet the expectations of HE students and regulators and would be exploring this further at the Governor Strategy Event in considering the new higher level skills strategy.

7.7 The Committee noted the presentation and agreed the following

ACTION: in the next and future updates, report/slides to show how many staff are in scope for observation and what proportion have been observed to date and are still to be observed.

AP QTLA   29/4/20

20/1/8   Student voice update

8.1 The Vice Principal Higher Education and Academic Studies (VP HEAS) presented the report, commenting that there was good engagement by student representatives.

8.2 It was noted that at the last meeting there had been a query about the apprentice induction survey. Members requested an update on the survey results and any follow-up action. The VP HEAS said that induction feedback had been conducted via a focus group of apprentices. This was because the standard induction survey had been issued to new students early in the standard college year whereas apprentices were recruited all year round. The results of the focus group were in the Student Voice action tracker and the plan for increasing apprentices' engagement in student voice activities was in progress.

ACTION: TLQSE asked to see the Student Voice tracker to learn more about the things students are seeking from the College and monitor the timeliness in the College's response.

VP HEAS   29/4/20

8.3 Governors commented that the quality of the reports to TLQSE on student voice activity had significantly improved in 2019/20 compared to previous years. This gave them assurance that the College had a framework in place for asking students their opinions. It was further commented that governors should not be complacent about such reports and should be challenging, as

necessary, to ensure that the framework was being rigorously applied; issues were being followed up promptly and governors could champion learner voice issues where actions were not securing sufficient improvement at pace.

8.4   The Committee <u>noted</u> the report and <u>agreed</u> that:

ACTION

VP HEAS   29/4/20

As the student governor had been unable to attend the meeting, the Chair should contact her to see if she had any comments she would wish to add, particularly around student voice and representation.

20/1/9   Apprentices 2019 -20 In-year performance update

9.1   The Commercial Director presented the report noting that the report was based on end of November data. Since then the achievement rate had moved up to 52% (improved) and forecast timely achievement had improved from 36% to 47%. Some of the discussion of the report is recorded in a confidential minute for reasons of commercial sensitivity.

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

20/1/10   Apprenticeships Improvement Plan

10.1   The Committee received the improvement plan that had been developed following the Ofsted inspection, reported in October 2020. Governors welcomed the detailed actions and that these were being tracked and reported fortnightly. Governors asked how the College was communicating with and maintaining the engagement of employers in the actions. The Commercial Director said that the College's employers had been supportive of the College's position and some of the larger employers had been disappointed not to have an opportunity to talk about their experience of the College during the inspection. This feedback had been passed to Ofsted.

10.2   The Committee <u>noted</u> the report and <u>endorsed</u> the plan

20/1/11   Policy and procedure monitoring (OfS compliance with conditions of registration monitoring)

11.1   The VP HE&AS introduced the report summarising what the Office for Students' (OfS) had published so far on its regulatory and intervention framework. This was summarised in a table with a self-assessment of the College's current compliance against each requirement. Governors commented that this was a good piece of work, the table was useful and clear and should be up dated as further elements were published and the College completed actions to ensure or maintain compliance.

11.2   It was further noted that the Open University (OU) would be visiting the College in March 2020 to review the quality of the College's HE provision, validated by the OU. The self-assessment would contribute towards preparation for the visit and the Committee looked forward to receiving feedback from the review.

11.3   The Committee <u>noted</u> the report and <u>agreed</u> the following

	ACTION TLQSE to report on compliance with OfS regulatory requirements to the Governing Body at its March meeting.	Clerk	11/3/20

20/1/12 Review of meeting and closing remarks

The Chair thanked the Committee and asked them to send any comments on the meeting to Beri Hare for further action.

20/1/13 Date of next meeting

Wednesday 29 April 2020 08.30-11.00
Wednesday 17 June 2020 08.30-11.00

20/1/14 [Post-meeting note] Engagement visit to the Teaching & Learning Innovation Centre

Following the meeting Peter Brooks, Angela Foulkes, Seb Schmoller, John Timms and Gwyn Arnold made a visit to the Teaching & Learning Innovation Centre where they observed the facility in use and spoke to staff and students including:

- a sport science class using FLIPPED learning techniques;
- student digital ambassadors being trained in use of 3D photography equipment for use in their subject classes and so they could train other students and staff.
- staff using spaces for lesson planning and scholarly activities;
- staff observing teaching for professional development and knowledge transfer.

ACTION: send out Engagement Feedback form to participating governors to feedback on their learning from the visit and this approach to promoting engagement		Clerk	31/1/20