Date:	**19 June 2019**	Clerk to the Corporation
		Granville Road
Venue:	**The Boardroom, City Campus, the Sheffield College**	Sheffield, S2 2RL
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Present: Beri Hare (Chair)
Gwyn Arnold
Stephen Betts
Angela Foulkes
Chris Linacre
Seb Schmoller

In attendance   Simon Hannett, Director of Funding and Performance
Alison Shillito, Governance Advisor and Clerk to the Governing Body
Paul Simpson, Executive Director of HR and Organisation Development
Anita Straffon, Deputy Chief Executive, Quality and Assessment

	Action by by whom	by when

19/3/1   **Employee Engagement Survey presentation**

1.1   Paul Simpson, Executive Director of HR and Organisation Development (EDHROD) presented the results of the 2019 survey and the proposed actions for the Committee to receive and comment.

1.2   In the presentation, the EDHROD highlighted the following:

-    **High response rate**: there had been a high response rate of 77%, generating a good survey size, which it more likely that the findings were reliable. The response rate of SMS Ltd staff had significantly improved, reflecting the work done to ensure that all staff had access to the survey.

-    **teaching staff less satisfied than business support staff**: as noted in previous years, this disparity in satisfaction between the groups remained marked in 2019.

-    **Hillsborough campus responses** - two of the three academic departments recording the lowest levels of satisfaction were from departments based at Hillsborough. Action plans would consider the campus dimension.

-    **Lower satisfaction for reward and recognition** - the survey provider's suggested 'engagement index' saw an overal increase in 2019 compared to 2017. Within the questions used for that index, reward and recognition declined in 2019. The College has been working on improving benefits for College and company staff but there

had been a national campaign highlighting disparities between staff in FE and other parts of the education sector.

1.3 Governors commented as follows:

- **Benchmarking** – governors asked if there were any sector benchmarks for comparison with TSC results? The EDHROD said that York College had been leading a benchmark group using similar staff questionnaires but generally each college devised its own questions so there were no reliable national comparators.

- **Questions used** – governors said there should be work done before the next survey to make the questions more closely related to the impact of interventions and things within the College's control. They acknowledged the value in having some continuity between surveys but wanted to see the survey researching staff views on the improvement activity in the College.

- **Responses to key questions** – Governors asked searching questions about the low satisfaction rates for questions such as 'I feel proud to be a member of staff of the College' and 'I understand how I contribute to the success of the College'. Governors commented that the approval rating for the latter question by teaching staff was disappointingly low.

- **Next steps** - the Committee welcomed that each team/subject department would be discussing the responses and improvement actions for their area. The Chief Executive and Principal (CEP) said there would also be a workshop for all managers to understand their teams' results and cross-college actions. Members warned that compiling and tracking an action list at all levels could become a highly bureaucratic process. The EDHROD said that discussing the data and actions and implementing those actions were valuable activities in the context of the Management Development Programme and supporting people to improve, as well as making progress on satisfaction. The monitoring would be proportionate.

1.4 The Committee noted the presentation and welcomed the thorough approach being taken to analysing the data and engaging managers and their teams in identifying positive actions at team/dept and faculty level.

19/3/2   Apologies for absence

2.1 Apologies for absence were received from Scott Ellis, Saleem Rashid and John Timms.

19/3/3   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.

- 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.

- Anita Straffon and Paul Simpson's standing declarations as directors of College wholly owned subsidiary companies.

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

19/3/4 Minutes of the meeting held on 13 March 2019

4.1 The Committee approved the minutes of the meeting helf on 13 March 2019 as an accurate record.

19/3/5 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.

5.2 The Clerk presented the Action Record. It was noted that there was one ongoing item which was to keep under review the time available for presentations and balance between presentations and reports (2019/2/13.1). The Committee considered this further at the end of the meeting.

5.3 Minute 19/2/8.8 refers: Teaching Observation update

The DCE:CQA reported that the information requested by members at the March meeting had been included in the teaching and learning update.

5.4 The Committee approved the removal of actions reported as closed.

19/3/6 Quality KPI & CIP Update

6.1 The DCE:CQA presented the KPIs highlighting:

Tracking progress - 100% of students for whom Markbook is appropriate are now tracked on Markbook and the College is developing a systems solution for tracking the progress of students on programmes graded Pass/Fail, for whom Markbook is not appropriate.

Attendance – unchanged since P.6, i.e. below target but above 2017/18 rates. GCSE English and maths attendance at 7 percentage points above 2017/18 should have a positive impact on achievement.

Retention – there had been a decline in retention from P.6. It was particularly marked for apprentices (discussed below). The DCE CQA said that this was as a result of the College withdrawing students whose attendance was not acceptable in spite of the College making every effort to re-engage them.

Condition of funding - increased focus on ensuring compliance with the condition has resulted in the College being well within is its target tolerance range and has meant that a

most students within the ambit of the condition will have an opportunity to improve their numeracy and literacy and achieve a level 2 qualification.

6.2 The Committee received the report and challenged managers on the decline in Retention. Governors expressed concern at the decline in retention relatively late in the year, although they acknowledged that the overall retention rate was above the national average. The DCE CQA said that no student had been withdrawn due to a poor forecast of achievement. Staff monitored student attendance carefully, intervened where engagement and attendance declined. Withdrawal was a last resort after all interventions had been exhausted.

6.3 The Chair said that in her view, P.9 was too late to be withdrawing students for poor attendance. It was important that the College identified students who were not studying effectively as early as possible and gave them support to improve, but if students did not respond to this, then they should be withdrawn in a timely manner so they could move on and do other things. The Committee agreed that it would expect to see a lower rate of late withdrawals in 2019/20 and would be monitoring this in April and June 2020.

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6.4 A governor asked how the Teacher on a Page dashboard used the data on student attendance and retention and if this led to disincentives for withdrawing students. The DCE CQA said that the data informed the conversation about the teacher's performance but teacher on a page did not drive decisions about students. The College was working on its processes for ensuring that once interventions were exhausted, withdrawals were actioned promptly including directing students to sources of advice and guidance about other options.

6.5 The Committee noted the report.

19/3/7 Teaching and Learning presentation – Apprenticeship outcomes

7.1 In response to the Committee's request, the DCE CQA presented an analysis of apprenticeship retention and achievement comparing the data for apprentices who had started before January 2018 with those who had started after January 2018. Some of the discussion is recorded in a confidential minute for reasons of commercial sensitivity.

7.7 The Committee noted the presentation The Chair commented that it would continue to keep a close watching brief on the achievement rates of apprentices in 2018/19 through committee meetings and asked the Chair of Governors to monitor this in his one to one meetings with the CEP.

19/3/8 Predicted outcomes 2018/19 (presentation)

8.1 Before giving a presentation on predicted outcome for 2018/19, the DCE CQA updated the Committee on the outcomes of the process for assessing teaching quality. Members were please that over 80% of TSC teachers we found to be good or better teachers but expressed concern about the results for STS Ltd

associates. Members asked what action the College was taking on this finding. The DCE CQA said that as a Director of STS Ltd she was ensuring that associates assessed as amber had the same access to a support plan as TSC staff and performance would be managed. The company would be tightening up its processes for recruitment and training. Heads of Department would be monitoring progress of associates on support and rapid improvement plans in determining suitability for requisitioning temporary staff via the agency in 2019/20.

8.2 The presentation on forecast outcomes said that the College was predicting a 5 percentage point (pp) improvement on overall outcomes compared to 2017/18. Governors considered the presentation as follows:

i) **Confidence** - governors asked what level of confidence senior managers had in the forecast. The DCE CQA said that vocational and HE outcomes were already known and the forecast of English and maths completions was based on attendance at GCSE and Functional Skills examinations.

ii) **HE pass rate** - It was commented that HE outcomes looked low because it had been calculated on the same basis as FE achievement (retention rate x pass rate). To be comparable with other HE providers, it was recommended that the College show the retention rate and the pass rate separately. The Director of Funding and Performance said that in future the pass rate for HE would be used.   *Dir F&P   On going*

iii) **Disparity between teaching quality and outcomes** – governors queried areas with a high score for teaching performance but a low score for results (e.g. in Business and Management) or vice versa (Engineering, Construction and Computing). The DCE CQA said there had been staffing issues for law programmes in 2018/19 and this had significantly affected the predicted pass rates for these courses. The College was changing the mode of teaching its law provision to supported distanced learning to ensure that students had access to high quality learning and provide resilience in the College's staffing arrangements.

iv) **Weaker areas** – governors noted that Creative and Design was an area where teaching quality and student outcomes needed significant improvement. The DCE CQA said that this area was a significant challenge as it had seen low recruitment and poor staff satisfaction. Senior managers were in the process of looking at the structural and staff development issues to address these issues.

v) **A level provision and access** – following approval of the plan for improving A Level provision in October 2018, governors were pleased to see that academic studies including A Levels was starting to improve significantly with a good proportion of students now making progress.

8.3 The Committee <u>noted</u> the presentation and thanked senior managers (and asked them to thank their teams) for the hard work in producing a positive improvement in the forecase outcomes for learners.

19/3/9   Progression and destination data 2017/18 (presentation)

9.1   The Director of Funding and Performance gave a presentation to the Committee on the progression and destination of students who had left the College in 2017/18.

9.2   The Committee noted that the College had tracked the destination of 83% of leavers and for this group there was a good picture of destinations and outcomes. The College was still pursuing the 17% who had not responded so far but it was noted that this survey related to all students enrolled at the College at any point in the year not just successful completers.

9.3   The Committee noted the presentation and commented that good progression into employment or further/higher studies remained a strength of the College.

19/3/10   Learner Survey and Engagement

10.1   The DCE CQA introduced the report a follow-up to the March report on student voice activity which detailed actions in response to the College induction survey, the work of the Student Union with student representatives and other engagement activity.

10.2   A governor asked how the College addressed negative responses about feeling safe at College. The DCE CQA said that the Head of Safeguarding met with every learner who reported that they felt unsafe, whether within or outside the College to follow-up issues and refer if necessary. Depending on the survey it was not always possible to identify individual respondents but the Head of Safeguarding also met with groups to make them aware of how to raise concerns with her team.

10.3   The Committee noted the report and that it would be included, for information on the agenda for the Governing Body meeting so that all governors were aware of and could monitor how the College was responding to issues raised by students.

19/3/11   Higher Education Portfolio

11.1   The Vice Principal HE and Academic Studies presented the report, explaining the approach the College was taking to reviewing and developing its HE portfolio. 2018/19 had been a period of consolidation ensuring that new programmes introduced in 2016/17 and 2017/18 were running effectively and meeting the quality measures expected.

11.2   The Committee considered the report as follows:

Growth – members challenged the extent to which growth of 25% in HE student numbers was achievable in the context of below-target HE recruitment for the last two year and the declining demographic. The VP HEAS said that continuation rates had been poor but were improving this year. The expansion was based on improving pass and continuation rates; offering attractive progression options to the College's Level 3 students and some new provision matched to the College's 'careers not courses' career ladders.

Competition – governors asked what analysis the College had done on student demand and local competing provision in

deciding where and how to develop its HE portfolio. The VP HEAS said that he had been working with Marketing on mapping the provision in the City Region and looking for gaps in provision. Growth plans were largely based on better retention and progression of existing students, ensuring that the College's vocational Level 3 students had strong progression options in the College and were well informed about these options.

11.3 The CEP said that the paper was an outline of how the College intended HE to contribute to the College achieving its three year plan. A full HE Strategic Plan for the next five years was being iterated by the Executive and would be taken through the HE Academic Board and brought to Governors in October 2019.

11.4 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.

19/3/12 HE Access and Participation Plan 2020/21 -2024/25

12.1 The Vice Principal HE and Academic Studies presented the draft HE Access and Participation Plan for consideration and approval by the Committee, on behalf of the Governing Body (as per the Committee's Terms of Reference) prior to submission to the Office for Students.

12.2 The VP HEAS said that the proposed APP was based on an honest review of a broader spectrum of metric than previously used. The outcome of the review was that the College needed additional investment in HE to support :

- a more targeted bursary scheme aimed at the most disadvantaged students

- increased provision of HE academic study skills for widening participation students to support their transition into HE and address retention issues.

It was proposed that the investment would need to be generated by a fee increase in 2020/21 up to £7500.

12.3 In considering the draft Plan, members concluded that more work was needed to improve the draft prior to submission to Office for Students. As regards the proposed fee increase for 2020/21, members noted that it was not within the TLQSE Committee's power to approve changes to tuition fees. Raising the HE fee would be something for FEGP Committee to consider and possibly a policy matter for the Governing Body, once the government had issued regulations on the fee cap for 2020/21.

12.4 The Committee approved the draft subject to the issues identified being resolved. It was agreed that the Chair and another governor would work with the Deputy Chief Executive and the VP HEAS to improve and finalise the draft so that it could be submitted to the OfS by 1 July. The Committee made it clear that in future it would expect earlier engagement about external submissions requiring board approval.

BH, GA, DCE, VPHEAS   1 July 2019

19/3/13 Complaints update period 9

13.1 The Committee noted the update for information.

19/3/14   Positive Engagement and Behaviour Policy 2019/20

14.1 The Committee received a monitoring report on the operation of the Positive Engagement and Behaviour Policy in 2018/19 and approved some small amendments to the Policy for 2019/20 proposed by staff and students including:

- An explicit statement of the rights of the College to prohibit entry to its premises or to take disciplinary action for a suspected breach of the College's Equality Scheme.

- A clear link to the College's safeguarding guidelines for young or vulnerable students.

- Clarifying the College's right to withdraw a student where poor attendance was having a negative impact on academic progress.

- The introduction of a Congratulations postcard to be sent home to recognise high standards of student engagement and behaviour and/or significant improvement.

The Committee noted that the report and approved the changes to the policy, which all supported the College's commitment to improving student outcomes, supporting diversity and inclusion and celebrating success.

19/3/15   Safeguarding update including Prevent

15.1 The DCE CQA introduced the report which highlighted a significant rise in the number of disclosures in 2018/19 to date, with a 52% increase in the number of disclosures to date compared to the number for the entire of 2017/18. To cope with this increase there had been additional training for staff in Mental First Aid – as 47% of disclosures had been related to mental and emotional health – and training in Child Sexual Exploitation. In addition, new improved mandatory training modules were being implemented for all staff.

15.2 The Committee welcomed that the College was capturing disclosures and following them up comprehensively. There was positive feedback from the new Safeguarding Lead Governor on the quality of information and training provided to her and members of Safeguarding Board. This gave the Committee assurance that the data reflected a high awareness of safeguarding issues in the College and how to respond to concerns.

15.3 The Committee noted the report and asked that in future reports, comparisions and changes in absolute values should be shown proportionately, i.e. as percentages.

APSE   16/10/19

19/3/16   Cycle of business for the Committee 2019/20

16.1 The Committee considered the draft Cycle of Business for 2019/20 and requested the following changes

16 October - Recruitment report should be in the 'General section' of the agenda and should include targets and actual recruitment for all provision nd the FE Choices Survey should

be covered in General as this was not just about Apprentices and Employers.

4 December 2019 – the SAR for 2018/19 should be accompanied by a position statement of where the College is against its College Improvement Plan September – November 2019.

16.2 Subject to the above changes, the Committee <u>approved</u> the proposed Cycle of Business.

19/3/17   Committee Self-assessment 2018/19 and Terms of Reference

17.1 The Committee considered the intial draft self-assessment and endorsed the opinion that it was being successful in fulfilling its remit and in particular had made a positive impact on:

- Championing the importance of governors focusing on teaching and learning quality as the College's top strategic priority

- Fostering a culture of critical self-reflection and continuous improvement to agenda, reports and ways of working

- Monitoring and challenging Committee KPIs – the Committee has pressed for and secured improved KPIs and continued to challenge these and other reports where data was unclear or inconsistently expressed.

- Supporting senior managers to focus on teaching and learning quality by resisting requests for additional information that might distract attention from the agreed priorities.

- Raising the profile of the College's Higher Education provision and insisting that the HE portfolio and learning experience are given due attention by the Committee and by the board.

17.2 In reviewing the Terms of Reference, members commented that the references to SEND in the Committee's duties should be made consistent with the Committee's responsibilities to other groups sharing protected characteristics. It was agreed that this should be clarified in the wording of the Terms of Reference ie references to SEND students is an example of a priority group and there are others.   Clerk   16/10/19

19/3/18   Review of meeting

18.1 The Committee <u>noted</u> the improved quality of reporting during 2018/19. Members commented that evidence-based reports on student performance, behaviour and feedback were now regularly appearing on the agenda. Authors had responded positively to the Committee's feedback on how the information could be presented more usefully and cover sheet summaries were enabling members to focus on important issues.

18.2 Improved reports and regular updates meant that the Committee was starting to build a clearer picture of how the College was performing against its plans and members could monitor the impact of its quality improvement strategies.

18.3 In approving the Cycle of Business, the Committee <u>noted</u> that the agenda for meetings would remain busy next year. Members <u>agreed</u> that the duration of meetings be extended to 2.5 hours to ensure all issues were given appropriate attention. The Clerk agreed to extend the room booking and information on the Governance Calendar.

Clerk

July 2019

19/3/19   Dates of next meetings

16 October 2019 08:30 – 11.00

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

End