

Date: 29 April 2020
Venue: Zoom (Online Meeting)

Clerk to the Corporation
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Present: Beri Hare (Chair)
 Gwyn Arnold
 Peter Brooks
 Angela Foulkes
 Saleem Rashid, staff governor (from 08.55)
 Seb Schmoller
 John Timms

In attendance: John Mothersole, governor and Chair Designate (observing)
 Anita Klich, Governance and Projects Officer
 Alison Shillito, Governance Advisor and Clerk to the Governing Body
 Anita Straffon, Chief Executive Curriculum, Quality and Assessment.

The following staff attended to present certain items
 Andrew Hartley, Commercial Director (08.30 to 09.50)
 James Smythe, Assistant Principal Student Experience (09.45- 10.00)
 Elise Temple Assistant Principal Quality Teaching Learning and Assessment
 (08.30-09.40)
 Robin Webber Jones, Vice Principal Higher Education and Academic Studies
 (10.05 - 10.15).

Action
 by by
 whom when

20/2/1 Welcome, introduction and apologies

- 2.1 The Chair welcomed everyone to the first meeting of Teaching, Learning, Quality and Student Experience Committee (TLQSE) via video conference. Members noted that the order of the published agenda had been changed for ease of access to the meeting by report presenters.
- 2.2 The Chair welcomed John Mothersole, Chair Designate to his first meeting of TLQSE. John was attending the meeting in an observer capacity and was not part of the quorum.
- 2.3 Apologies for absence were received from Stephen Betts, Megan Farmer and Shelley Hemsley. The meeting was quorate.

20/2/2 Declaration of interest

- 2.1 The Committee noted the standing declarations of interest of Angela Foulkes and Saleem Rashid as College staff and agreed no action was required in relation agenda items.

20/2/3 Minutes of the meeting on 22 January 2020

- 3.1 The Committee approved the public and confidential minutes of the meeting held on 22 January 2020.

20/2/4 Matters Arising and Action Record

- 4.1 Committee agreed that all the actions arising in the minutes of the last meeting had been included in the action record and considered progress on the actions not on the agenda as follows:
- 4.2 Minute 19/4/7.3 refers: The Sheffield Sixth Form – the Committee noted that in view of other work priorities and the current restrictions on meetings, this would be re-scheduled to the autumn term 2020/21. The Committee approved the change to the deadline. DCECQA/VPHEAS 1/11/20
- 4.3 Minute 19/4/21.2 Review of board coversheets – members noted that changes to board templates would be taken together at the next annual review in May/June 2020. The Committee approved the change to the deadline. Clerk 10/7/20
- 4.4 Minute 19/5/1 GCSE Mathematics – members noted that mock examinations had been cancelled due to the closure of premises following government regulations. The Committee agreed to close this action. Clerk 30/4/20
- 4.5 The Committee approved removal of the completed items and the changes to the due date noted above.

20/2/5 KPI 2019/2020 & CIP update: Period 6

- 5.1 Elise Temple, Assistant Principal Quality of Learning, Teaching and Assessment (AP QTLA) presented the report highlighting:
- **Retention:** high level of retention (over national rate);
 - **Attendance** overall had improved compared to 2018/19 although not achieving the College's target. This included a consistent improvement in English and Maths attendance;
 - **Pass rate** at the end of March was higher than the same point 2018/19 and staff were working hard to support students to complete awards where possible and claim their qualifications;
 - **Work experience:** College was on target for arranging work experience (placements and tasters) at the end of March, but this had been halted by the impact of coronavirus on employers;
 - **Priority groups:** student attendance and retention for priority groups was higher than the same point last year and comparable to the overall student population.
- 5.2 Governors considered the main points of the report as follows:
- **Presentation of the data:** a member asked if faculties were RAG-rated as red if they were below the College average? The CEP confirmed that the Faculty RAG-rating was determined by performance against target and each faculty had its own target aggregated from subject level targets. The AP QTLA said she would make this clear in the notes on future KPI reports.

- **Predicted grades:** in response to a question, the DCE CQA said that curriculum teams were working on predicted grades for the Period 9 report. The forecast would include students who had fully completed their awards prior to campus closure, students who could still achieve their qualifications remotely and the teacher and centre assessed qualifications.
- **Covid implications:** members asked about the impact of changes to exams due to the Covid outbreak. The CEP said that the College had a substantial piece of work to do on teacher and centre assessed qualifications (GCSEs, A Levels some vocational awards and some apprenticeship standards). Ofqual's guidance indicates that centre assessments will be subject to a standardisation exercise to ensure that there is not inflation of achievements across qualifications; the College continues to work with Awarding Organisations to ensure that there is no disadvantage our students.
- **Impact of Deep Dive reviews:** TLQSE noted that most of the subjects included in 'Deep Dive' activity were showing improved student retention and attendance. Members welcomed the assurance that the process was having a positive impact on students and asked if there was any additional action for students in areas that were not showing these improvements. The DCE CQA said that the College's plan for remote learning included additional follow-up for any students who were not engaging and/or submitting work.

ELT 17/6/20

5.3 The Committee noted the report and agreed:

ACTION

Future reports to include a brief note on

- how RAG-ratings are determined; and
- specific issues related to Covid-19.

AP QTLA 17/6/20

ELT 17/6/20

20/2/6 National achievement rates analysis 2018/19

6.1 The AP QTLA introduced the report which showed the College's 2018/19 outcomes in relation to the recently published national achievement rates (NARTs). As previously requested by TLQSE, the report included comparison to a selection of local competitors and similar colleges.

6.2 Governors discussed the main points in the report as follows:

Rate of improvement: members welcomed that the rate of improvement for TSC from 2017/18 to 2018/19 was higher than that of the comparator group, recognising that TSC had more scope for improvement than some of the comparators. The AP QTLA said that TSC showed improvement across all its key subject areas, this consistency was a positive indicator and was not shared by any of the comparators.

Comparator colleges: members welcomed the comparative data with regional colleges and asked if there should be a high performing college included. The CEP said it would be useful to see TSC results in comparison with some other large city centre colleges outside the region.

Student retention: a member asked if above average retention

was having a negative impact on pass rates. The AP QTLA said that the achievement rate was calculated combining the retention rate and the pass rate so the high retention rate was a strength. The College Improvement Plan was correctly focusing on improving student attendance, experience and attainment to increase the pass rate and the overall achievement rate.

- 6.3 The Committee noted the report, commenting that it demonstrated a significant improvement in the College's management information and analysis compared to previous years and enabled governors to see clearly the College's strengths and weaknesses and the extent to which the current improvement plan was having an impact on students.

20/2/7 **Quality of Teaching, Learning and Assessment (QTLA) update including Higher Education teaching**

- 7.1 The Assistant Principal QTLA give a presentation on the outcomes of the observation scheme as at the end of February. In response to a request at the last meeting, the presentation included the number of staff who had not been observed (because they were not available when the faculty was observed or prior to campus closure). In discussing academies and faculties, the AP QTLA highlighted where numbers of absent staff would be likely to have an impact on the reliability of the findings. Members welcomed this transparency and the detailed analysis.

- 7.2 Highlights noted in the presentation were

Agency staff: the gap between the performance of College (TSC) staff and agency staff had improved since the last report. This was partly because of the impact of ESOL results where lots of STS Ltd staff were given good or better ratings for their teaching and also as a result of support interventions (completion of training and attendance at faculty meetings) leading to better 'teacher on a page' outcomes and re-observation grades.

Lower performing areas: - Engineering, Construction and Technology and Higher Education and Academic Studies were showing lower overall ratings than at the same point in 2018/19. It was noted that 2018/19 data included some re-observed ratings (i.e. where staff had improved their initial rating through a support plan). The 2019/20 data was based on initial grades only. Staff who had not achieved a good or better grade in their initial observation were participating in the support plan process and this was already improving individual and overall ratings. The AP QTLA said that there had also been a number of new staff in Construction and Higher Education (who had supportive rather than graded reviews) that contributed to this data. Both areas had been subject to Deep Dive reviews and were implementing the detailed action plans. The actions were detailed at course level to ensure that there was rapid improvement in staff skills and longer term development of curriculum content and sequencing to benefit current and future students.

- 7.3 Governors discussed the presentation as follows.

Validation of results: a member challenged the overall figure of 87.2% for good or better teaching and queried if this was realistic

in the context of the data in the NARTS report. The DCE CQA said that every observation was correlated with data on student attendance and performance (teacher on a page). There was a time lag between the NARTS data (2018/19) and the impact of the improvement work in this report on current year results. Even so, the 2018/19 NARTs reflected an improving trend for all the College's key subject areas. This was evidence that in its first year, the OTLA scheme did have a positive impact. With the scheme starting earlier and being more embedded in 2019/20, governors could triangulate the OTLA data with positive changes to in-year data in other reports on the agenda. These showed improvements in student retention, engagement and achievement in those areas scoring well in OTLA. Where other reports registered concerns, these tended to correlate with those subjects that were not doing well in OTLA.

Remote learning: a member asked how the College was assessing the quality of the remote learning offer that the College was currently providing to students. The AP QTLA said that there were no formal observations scheduled for remote learning – the initial focus had been on transition, continuity and support for students, particularly the most vulnerable. Quality team members and curriculum managers had access to the virtual learning environment (VLE) and were making visits to virtual classrooms to conduct the equivalent of learning walks. Such visits and staff and student feedback would also inform thinking on how a blended learning model would work in the medium and long term.

7.4 The Committee received the presentation.

20/2/8 Complaints Report (Term 2: 2019-20)

8.1 The Committee noted the report and thanked the AP QTLA on the detailed analysis of data, which continued a pattern established by the Term 1 report and gave governors much clearer information on the types of issues that were generating complaints and assurance that the College was considering complaints according to the agreed policy.

8.2 The APQTLA left the meeting at 09.40

20/2/9 Apprenticeships: National achievement rates analysis 2018-19

9.1 Andrew Hartley, Commercial Director, presented the report, which confirmed, as previously reported to governors, that TSC 2018/19 Apprenticeship performance was below national rates. Members considered the College's performance in relation to national rates, which had seen an overall decline in achievement, and also considered the College's position compared to some similar large colleges and regional competitors. It was noted that there were some subject areas, such as Health, where the College had performed strongly but overall, the report corroborated the data that governors had already considered.

9.2 The Committee noted the report and commented that it emphasised the importance of the steps already being taken to

improve apprentice retention and achievement rates.

20/2/10 Apprenticeships: In-Year Performance update 2019/20

- 10.1 The Commercial Director presented the update on apprenticeship retention and completion rates since the last meeting. He highlighted the progress already made on the improvement plan and where further action was required.
- 10.2 The Committee considered the main points as follows:

Performance on Apprenticeship Standards: TSC pass rates for apprentice standards was at 96%, i.e. above the 95% target. Governors wanted to know if the coronavirus outbreak would have a negative impact on this good progress. The Commercial Director said that some End Point Assessments would be delayed until the next academic year. Inevitably this would have a negative impact on apprentices' progressing into employment and higher level training. The ESFA had confirmed that it would not publish NARTs for 2019/20. Staff continued to provide learning for apprentices (including those on furlough) to try to retain and engage as many as possible during the delay.

Covid outbreak impact: the Commercial Director reported that over 200 apprentices had been furloughed, to date. The situation had forced the pace of development of remote learning for apprentices. The changes would benefit future apprentices by making training more flexible. The DCE CQA said that there was a lot of enthusiasm among staff for developing and maintaining high quality online content and learning support not just for apprentices but also for other adults who might need retraining to adapt to the economic changes caused by the outbreak. The CEP reminded members that the Governing Body had been due to receive the Digital Strategy in July anyway. The College's efforts to move rapidly to remote learning had informed and accelerated the development of the strategy and it would be presented as planned.

Legacy issues: 40% of apprentices in the current cohort had been recruited prior to 31/7/2018, this percentage had been due to drop to 4% in 2020/21 as apprentices completed two year programmes. The delay in End Point Assessments (noted above) would mean more of these apprentices continuing into 2020/21 than forecast possibly having an impact on 2020/21 data.
- 10.3 The Committee noted the report.

20/2/11 Safeguarding Report (Term 2: 2019-20)

- 11.1 James Smythe, Assistant Principal Student Experience (AP SE) presented the report, which including detailed analysis of on safeguarding activity and how the College continues to fulfil its Prevent Duty.
- 11.2 Governors considered the report as follows:

Supporting good mental health: it was noted that 55% of disclosures related to mental health issues. Governors asked how the College was adapting its support for students during remote working. The AP SE said that the communications plan for all

students was promoting good mental health habits and activities, For students who had disclosed issues and other vulnerable students, the College had put in place a daily contact plan and arrangements to escalate via the normal safeguarding structure where students were not contactable or their response made staff concerns. Safeguarding leads would follow-up and refer concerns to external agencies as necessary.

Students overseas during coronavirus outbreak: a governor asked if the College had any students trapped overseas by lockdown arrangements and cancellation of flights to the UK. The AP SE said he was aware of a student who had not been able to return to the UK and the College was maintaining regular contact with that student with regular learning activities, welfare checks as described for other students.

11.3 The Committee received the report.

20/2/12 Positive Engagement and Behaviour Report (Term 2: 2019-20)

12.1 The AP SE presented the report which summarised behaviour support and disciplinary interventions during Term 2. As previously requested by members, the data included an analysis of performance by faculty. The main issues highlighted were:

- That consistent application of the policy was having a positive impact on improving student attendance and Personal Development, Behaviour and Attitudes. Faculty level analysis indicated that those faculties that used the policy were showing the strongest impact in improved attendance.
- The AP SE said that although some students had multiple interventions, most interventions (91%) had been at Stage 1 of the policy with most students responding positively to the action taken and not requiring escalation. Serious misbehaviour could be taken directly to a higher level of the process but there were relatively few cases at a more serious level.
- The data showed that the reporting procedure was being consistently applied at all four campuses.

12.2 The Committee received the report, welcomed its clarity and the assurance that the data was likely to be more reliable than previously as reports were being returned by all four campuses.

20/2/13 Higher Education: Partnership Report

13.1 The Vice Principal Higher Education and Academic Studies (VP HEAS) introduced the report, updating members on current relationships with the main partners that the College works with to provide higher learning (levels 4 – 6).

13.2 The Committee noted the report and commented that it provided useful context for further consideration of the future strategy for Higher Education that was due to come to the Committee and Governing Body in June/July.

The Committee noted the report and commented

20/2/14 Access and Participation Plan (APP) 2020/21-2025/26

- 14.1 The VP HEAS introduced the report, explaining that the Access and Participation Plan (APP) was a condition of charging the higher fee level for HE provision. The APP was intended to widen access to HE provision but with changes to the regulations it was a complex picture. The College was currently
- reporting on past performance against the approved 2018/19 APP, approved by HEFCE;
 - implementing its 2019/20 APP for current HE students, approved under transitional arrangements and
 - preparing for implementation of its new 2020-2025 plan which had been approved for one year by the OfS under a new regulatory framework.
- 14.2 The Committee noted the report and in particular the impact of the work done on encouraging students with disabilities to disclose their disability and then providing students with additional support to help them overcome disadvantages caused by the disabilities.

20/2/15 Student voice update (Term 2: 2019-20)

- 15.1 The VP HEAS introduced the report highlighting that although this looked back to the feedback activities prior to campus closure, the College was maintaining and supporting student voice and team activities during the campus closure:
- online Student Reps meetings;
 - short satisfaction surveys above the move to online learning; and
 - specific engagements to gather feedback from students on any concerns about College re-opening. These views were being fed into the Reopening Planning Group.
- 15.2 Governors asked about engagement with and feedback from HE and A Level students, who would normally be revising for exams at this time. Members were concerned that campus closure and cancellation of exams would have an adverse impact on their development and progression. The VPHEAS said that continuing HE students had work set and regular contacts with tutors every 7 to 10 days. First year A level students were following their normal timetable (classes provided remotely). Staff had set work for second year A level students but engagement varied, as all teacher assessed grades had to be based on work completed prior to the lockdown. Staff contacted students who were not engaging to encourage them to continue to develop their skills for progression to higher learning or employment. This was in addition to welfare checks for any HE or A Level students identified as vulnerable.
- 15.3 The Committee noted the report and commented that survey data presented should include, as standard, the number and percentage of the cohort included in the survey and the percentage of those surveyed who responded.

VP HEAS 17/6/20

20/2/16 Review of meeting

- 16.1 The Chair asked members to send her or the Clerk their feedback on the meeting and the Clerk circulated a link to a feedback form following the meeting.

20/2/17 Date and time of next meeting

17 June 2020 8:30 – 11:00