TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE COMMITTEE
UNCONFIRMED MINUTES

Date:	**06 December 2023**	Clerk to the Corporation
		Granville Road
Venue:	**Boardroom, City Campus**	Sheffield, S2 2RL
		Tel: 0114 260 2620
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Present:
Gill Alton (Chair), governor
Peter Brooks (Apprenticeships Link Governor) – arrived 08.38
Angela Foulkes (Chief Executive and Principal)
Sam Giove (HE Link Governor) – arrived 08.44
Kam Grewal-Joy, governor
Sol Miah, governor (via video conference)
John Mothersole, governor
Paul Senior (Health & Safety Link Governor) – arrived 08.43
Phil Wymer (Staff Governor)

In attendance:
Shaun Cook (Vice Principal of Technical Education and Skills)
Andrew Hartley, Deputy Chief Executive/Executive Director Commercial and Operations (DCE)
Anne-Marie Holdsworth, Director of Governance (Clerk)
Emma Lake, Executive Services Administrator (Note Taker)
Daniele Palacios (Vice Principal of Apprenticeships), from 09.43 to 10.23
Mark Pearson, Executive Director Strategy and Systems Improvement (EDSSI)
Alison Shillito, Governance Advisor and Clerk to the Governing Body (Clerk)
Paul Simpson, Executive Director People (EDP)
James Smythe (Vice Principal of Student Experience)
Dave Trounce (Deputy Principal)
Petra Williams (Vice Principal of Quality and Standards), left at 09.48

	Action by whom	by when

23/4/1 Welcome, introduction and apologies

1.1 The meeting started at 08.31 and was quorate. Apologies were received from Leo Wilcox, student governor, who was unable to attend due to public transport problems in the city. Sol Miah joined by video conference.

1.2 The Chair welcomed Anne-Marie Holdsworth, as the new Director of Governance, to the meeting.

23/4/2 Declaration of interest

2.1 The committee noted the standing interests of staff and student governors, the Chief Executive and Principal (CEP), and Sam Giove as Director of Sheffield Business School (SHU). There were no new declarations of interest. It was agreed that there were no conflicts requiring action by members.

23/4/3 Minutes of the last meeting

3.1 The committee confirmed the minutes of the meeting on 11 October 2023 subject to two amendments:
- add Kam Grewal-Joy to the list of attendees
- Change minute 23/2/7.3, to clarify that the 2023-24 HE targets had been approved but the committee requested a review of the long-term targets for the Higher Level Skills Strategy.

23/4/4 Matters Arising and Action Record

4.1 It was agreed that all matters arising from the previous meeting had been added to the action tracker. All actions had been completed, except the following.

Minute 23/2/4.2 English and maths strategy: it was noted that this was embedded in the committee workplan and the action should be **closed** on the action record.

Minute 23/2/7.3: HE Targets and benchmark data: as above, this action be amended to a review of the longer-term targets in the Higher Level Skills Strategy.

EDSSI	Feb 2024

4.2 The committee approved the removal of completed actions from the action tracker.

23/4/5 Accountability Statement 2023-24

5.1 The Executive Director of Strategy and Systems Improvement (EDSSI) introduced the new monitoring report, reminding members that the Accountability Statement was new for 2023-24, it formed part of the college's funding agreement with the Department for Education (DfE) and included commitments to expanding provision in areas identified as skills priorities in the review of skills needs commissioned by Governing Body (GB) in 2022-23.

5.2 The committee considered the progress made on implementing the Accountability Statement and information presented. They commented that T Level recruitment, except for Science and Maths, appeared to be in a stronger than the position reported in October. The EDSSI confirmed that T Level recruitment had improved since the early learner recruitment data showing that there was an appetite for the new qualification in the city.

5.3 The committee received the termly update on progress towards completing the Accountability Agreement commitments and confirmed

that they liked the new report format and were reassured by the progress being made against the commitments.

23/4/6   Student Experience update

6.1   Student Experience:

The Vice Principal Student Experience (VPSE) presented the Student Experience Term 1 report. The committee noted the new format for the report, a descriptive report by exception with a score card of data.

It was noted that in Term 1 there had been an increase in disclosures compared to the same period last year and the most common underlying reasons for this were the cost-of-living crisis; new student mentor roles ensuring systematic reporting and the rising trend in mental health issues being reported in the community post-covid.

The VPSE said that they were seeing the positive impact of work in relation to disclosure rates for priority groups that had previously been less likely to seek help. These gaps were being reduced or closed.

The VPSE said that they were pleased with work towards the Gatsby benchmarks in careers. The college had recently been reaccredited and the feedback from the reaccreditation visit had been positive.

The committee considered the report and discussed whether the rising trend in referrals was specific to The Sheffield College or part of a local or national trend. The VPSE said that they had spoken to staff in other college and education settings and the college's picture was representative of data across the city.

6.2   **Strategic Priorities**

The VPSE presented the Key Strategic Priorities in 2023-24, commenting that there had been progress in all areas, and especially in the development of a new High Needs Provision at Peaks Campus, which had moved rapidly to a joint public announcement with Sheffield City Council.

6.3   **Equality, Diversity and Inclusion (EDI) priorities for learning**

The committee received the priorities and targets commenting that they were commendably aspirational. Members asked for more detail on the plans to close gaps in the more challenging areas. The VPSE said that each academy had its own EDI plan targeting the issues for that academy. Groups in Higher Education tended to be smaller than for FE study programmes so a few students could have a disproportionate impact on the data, but the student mentor programme was providing individual targeted support for students at higher risk of withdrawal or under-performance. For Apprenticeships, the college plans to narrow the gaps, through working with and influencing employers.

6.4 The committee received the report and welcomed the new reporting format, commenting that the report provided a clearer view, more focused on the board's priorities.

23/4/7 Quality of Teaching, Learning and Assessment

7.1 The Vice Principal Quality & Standards (VPQS) presented the Quality of Teaching, Learning and Assessment (QTLA) Term 1 Update to the committee. The committee noted that the College Self-Assessment Report (SAR) had been updated as requested at the last meeting. Members welcomed the new overall effectiveness statement and the academy gradings from the SAR validation exercise. The committee were assured that the Quality Team were prioritising their Spotlight and improvement activities appropriately.

7.2 The VPQS provided an update on the remaining sections of the QTLA report and highlighted the following points:

- E&M attendance at November resit exams had increased by 10pp (percentage points)
- The new English & Maths Strategy Group had been established, headed by the Deputy Principal. This group would be driving improvement in teaching learning and assessment for English and maths across the college
- Spotlight activities had been completed in nine spotlights to date all in areas prioritised for improvement. The BRAG rating of observations had been removed and all staff received developmental feedback and improvement targets based on their observations
- progress was being made in all areas of the Quality Development Plan (QDP), five areas had moved to Green and only one remained assessed as Red, student progress in English and maths, which was being tackled with a number of new actions.
- there had been fewer complaints compared to the same point, last year. The college had responded to them all in a timely manner, and all had been resolved at the first formal stage.

7.3 The committee received the report and discussed the assurance therein. The main points discussed were as follows.

Effectiveness of the Spotlight process, the staff governor said that the spotlights and the coaching provided were being well received by staff. The VPQS said that the initial spotlight of each area would triangulate the academy's self-assessment and provide a baseline for a further spotlight in spring 2024 to assess progress.

Student attendance particularly in English and maths still needed to improve and a member asked what the college was doing differently this year to tackle the issue. The VPSE said that the college was using the same interventions (calling students and carers) but streamlining administrative systems so that student mentors could find students who were in college but not in class and get them into class or would contact carers and students immediately about unauthorised absence.

English and maths strategy group, the committee welcomed the new initiative to engage staff in developing actions to tackle the challenges in a timely fashion.

Employer liaison: a member commented that they had attended an employer event for local construction employers and had been impressed by the college's participation in the event. This had provided further real-life evidence of the work the college was doing to secure placements and work experience for students.

7.4   The committee was assured by the systems in place to identify and address areas for quality improvement and progress being made. The committee approved the SAR 2022-23 and commended it to Governing Body as important reading for all members.

ACTION
Report on the impact of the English and maths strategy group at the next TLQSE meeting with a specific focus on the impact of using real time data.

DP   28/2/24

23/4/8   Technical Education & Skills (TES)

8.1   The Vice Principal for Technical Education and Skills (VPTES) presented the report highlighting the following:

- **updated final outcomes for 2022-23** compared to last year and published National Rates (NR). Overall, college FE achievement improved; young people achievement had improved, and adult achievement had improved. which were in line with or above NR
- **a scorecard update for P3 2023/24** against the KPIs approved at the last meeting, was reported on by exception
- **progress against the curriculum strategic priorities**, which focused on replanning the curriculum in response to national curriculum reforms; implementing new T Levels; and developing a responsive adult curriculum that more closely meets local/regional skills needs.

8.2   The committee considered the report and the main points of the discussion were as follows

Impactful improvement actions: a member asked if managers were able to assess which improvement actions had most impact on student achievement. The VPTES said that it was the academy managers and teams having a clear and detailed knowledge of their students and their progress and a sense of ownership of the outcomes. Academy teams were being more successful in intervening when a student was at risk of withdrawal or underperformance

Impact of sixth form outcomes: a member asked if the overall strength of achievement was being impacted by A Level grades. The Chief Executive and Principal commented that some experiences at subject level in A Level had been great but the college was heavily focused on those subjects that still had to improve. There was a clear focus in performance review and the quality spotlight process on what and how things needed to improve.

Adult English and maths were also an area for improvement and the committee were assured that the college was focusing on this area through the English and Maths Strategy Group.

Curriculum Reform a member asked about the risk of government priorities changing. The DP assured committee that managers were keeping in touch with national policy developments. The evidence so far is that early planning and taking a thorough approach involving teaching teams would put the college in a strong position to develop and launch new provision in a timely fashion.

8.3   The committee noted the report for assurance. It was also noted that this was the VPTES' last meeting of the committee and members thanked them for their service to the committee.

23/4/9   Higher Education (HE)

9.1   The Executive Director of Strategy and Systems Improvement (EDSSI) presented the Higher Education update which covered the following areas for assurance and comment:

- **Final Outcomes 2022-23** overall the pass rate was higher than 2021 -22, but continuation and in-year retention were lower. Regarding the Access and Participation Plan, the drop-in continuation rates had impacted more on Asian, Black, Mixed and Other ethnic backgrounds compared to white students and therefore the APP gap had increased. The gap between male students from Polar Q3,4,5 and female students from Polar Q1-2 had also increased, and the student mentors were focused on targeting support to "at risk" students to address this going forward. Other APP gaps had reduced.
- **Scorecard Update 2023/24,** retention currently stood at 100% but the January return with end of semester assessments, was known to be a time when some students decided to withdraw. For Student Voice, participation in the Induction Survey had declined by 7 percentage points (pp), the overall satisfaction rate for students on HE programmes had increased by 3pp compared to last year.
- **Progress against the HE QDP,** the report self-assessed that the team were making good progress against the three priority areas.

- **Self-Evaluation Document (SED)** had been reviewed by the college's Quality Team. The main change was the inclusion of comments from external examiners.

9.2   The committee considered the Higher Education report and Self Evaluation Document 2022 -23. The main issues discussed were as follows.

Score card, this showed improvements in retention and student voice compared to last year. The committee asked about improving participation rates in student surveys and the National Student Survey in Term 2. The EDSSI said that the team had put steps in place to

ensure students understood the importance of their feedback and participation in the NSS in order to improve participation in the On-Programme survey in Term 2.

Social Mobility Working Group and the work they were doing. It was explained that the group met termly and were considering the effectiveness of the steps being taken to close the gaps in access and participation targets and the performance for priority group.

9.3   The Committee recommended approval of the SED to the GB.

23/4/10   Apprenticeships

10.1   The Vice Principal Apprenticeships (VP Apps) and the Deputy Chief Executive (DCE) introduced the Apprenticeship update and highlighted the following.

- **Outcomes 2022-23**, the final achievement rate was as forecast in October 5pp above NR. There were 221 apprentices who were past their planned end date and still in active learning, there were others are in the Gateway. awaiting End Point Assessment (EPA)
- **Performance against the 2023-24 Scorecard,** overall achievement was higher than the recently published NR and on track to achieve the 2023-24 performance indicator
- **Quality Development Plan 2023-24**: the team were actively reviewing the quality of provision and enhancing the apprentice journey from pre-engagement to EPA in line with the Good to Great priority.

10.2   The Committee considered the report and the main points of the discussion were as follows.
- **number of apprentices in Past Planned End Date (PPED)**, this had not reduced as forecast. The VP Apps said that more Apprentices had gone into Gateway than forecast, with 90 learners coming to the end of the programme but until those outcomes had been confirmed they would be PPED so it made forecasting difficult.
- **number of apprentices in the Gateway** and what more the college could do to reduce the delays in EPA. The VP Apps said that the shortage of EPA assessors in some areas was a national issue and providers were lobbying Ofqual about the issues and increasing the ratios for assessment so that more apprentices could be assessed at one time.
- **EDI gaps for apprenticeships** the committee would like to see action being taken to close the gaps. The VP Apps said one approach being taken was to promote progression of full-time students into apprenticeships as the college student profile was more diverse than apprenticeships.

10.3   The Committee noted the report and agreed action as follows.

VP Apps   28/2/24

ACTION: in next report focus on the action being taken to reduce EDI gaps in Apprenticeships

23/4/11 **Review of meeting and closing remarks**

11.1 A variety of matters were raised which covered the following:

- A member commented that the spelling of 'Walk Thru' was unhelpful given the college was an education establishment. The VPQS said that this was a brand name for materials supporting quality improvement and was widely used in education.
- A member commented on the changing demographic of learners aged 16+ and a higher number than previously of young people not in employment, education or training (NEET). There also seemed to be fewer opportunities for Level 1 and entry level courses with the closure of some providers. The VPSE said that the college had responded to the shortage of entry level places by placing an additional 80 learners, a 3pp increase in its allocation of high needs students.
- Regarding young people who were NEET, the CEP said that the college had been working with the local authority to support where possible. The process had worked best where schools had liaised with the college about specific students and their profile enabling the college to contact the individual and identify potential pathways for them. There were still opportunities for in-year starts.
- The committee congratulated the college on the recent graduation ceremony at the cathedral, commenting that it was an excellent celebration of students' achievements. They also remarked that recent bite size training on safeguarding provided by the Head of Safeguarding had been informative and well-delivered. They recommended that a similar bite-size session for EDI would be useful to governors.

10.2 The meeting closed at 10.30 with members offering their appreciation for the quality of reports provided.

23/4/12 **Date and time of next meeting**

12.1 28/2/2024 at 8.30 – 11.00 in the New Boardroom, City Campus

12/6/2024 at 8.30 – 11.00 in the New Boardroom, City Campus