TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE COMMITTEE
CONFIRMED MINUTES

Date:	**15 June 2022**	Clerk to the Corporation
		Granville Road
Venue:	**Innovation Centre, Pennine 5**	Sheffield, S2 2RL
		Tel: 0114 260 2620
		Email
		alison.shillito@sheffcol.ac.uk

Present: Beri Hare (Chair), governor
Peter Brooks, governor
Angela Foulkes, Chief Executive and Principal and governor
Bee Gan, co-opted member
Sol Miah, governor
John Mothersole, Chair of Governing Body and governor
Steven Spence, staff governor
John Timms, governor (by Teams videoconference until 09.30)

In attendance: Francesca Cliffe, note taker
Shaun Cook, Vice Principal, Technical Education and Skills
Sam Giove, college governor (from 09.05)
Jean Harris-Evans, Vice Principal Higher Technical Education and Academic Studies
Andrew Hartley, Executive Director Commercial and Operations, attended via videoconference 10.20 – 10.30)
Alison Shillito, Governance Advisor and Clerk to the Governing Body.
Paul Simpson, Executive Director People
James Smythe, Vice Principal Student Experience (attended via videoconference 08.30 – 09.10)
Anita Straffon, Deputy Chief Executive and Deputy Principal

Action by whom   by when

22/2/1   Welcome, introduction and apologies

1.1   The meeting received apologies for absence from Gwyn Arnold, and Novaya Bedward-Makanjuola. It was noted that Stephen Betts had indicated his intention to resign as a governor as of 23 May 2022 and the committee thanked him for his service.

1.2   The Chair reminded members that they had agreed that this meeting would focus on those aspects of provision where progress was not as fast or having as much impact as members wanted to see.

22/2/2   Declaration of interest

2.1   The committee noted the standing declarations of the Chief
       Executive and Principal (CEP) and staff governor. It was agreed
       that there were no conflicts requiring action by members.

22/2/3   Minutes of the last meeting

3.1   The committee confirmed the public and confidential minutes of
       the meeting on 2 March 2022.

22/2/4   Matters Arising & Action Record

4.1   The Clerk presented the action record. It was agreed that all
       matters arising from the previous meeting had been included on
       the action record and on the agenda except for the following.

4.2   Minute 22/1/6.2 - how college supports staff who are on a
       support plan: this was included in a report to the Finance,
       Employment and General Purposes Committee (FEGP) which
       was due to be considered on 22 June 2022.

       GB minute 22/1/5.3 - inspection of Hillsborough Nursery, the
       college was awaiting confirmation of the final report.

4.3   The committee received the update and agreed that the actions
       marked as complete, or agreed as such in the meeting, should
       be removed from the tracker.

22/2/5   Student Experience update

5.1   James Smythe, Vice Principal Student Experience (VPSE)
       introduced the termly update focusing on the results and actions
       arising from the student on-programme survey in March 2022
       and the impact of behaviour interventions. Regarding behaviour
       interventions, the VPSE reported that the college was using the
       behaviour policy more frequently with more cases escalating to
       formal warnings and two students being excluded. This had led
       to improved behaviour in the social areas of campus and
       improved attendance. This was the first time in three years that
       the college had excluded students and it had been done after
       exhausting other routes to encourage appropriate behaviour.

5.2   As regards the on-programme survey, although participation
       rates were below the committee's stretch target, the 2022
       survey had been completed by the largest number of students to
       date, which meant that the college could have confidence in its
       findings. The overall college satisfaction target of 91% was
       achieved overall. The results for Academic Studies (F07) had
       triggered intervention and the faculty was required to devise and
       implement a Student Satisfaction Improvement Plan to address
       the issues raised in the survey. The implementation and impact
       of the actions would be monitored via quarterly Business
       Reviews

5.3 The committee considered the report and the main issue discussed was how managers would ensure appropriate action was taken by different faculties and how they would improve participation rates for adults and apprentices, which were lower than for young people. The VPSE said that he met fortnightly with faculty Student Experience Managers to coordinate cross-college actions and follow-up local actions. In addition, the Head of Student Participation and Careers regularly visited faculty team meetings to ensure teams were picking up actions from surveys and other student voice activities including the class representative system and Students' Union.

5.4 The VPSE also made the committee aware of the recent death of an apprentice and of a child who attended the college nursery. The college was following its policy to liaise with the families and was keeping the Safeguarding Governor informed.

5.5 The committee <u>received</u> the report and was assured that the Behaviour Policy was being implemented effectively and the college had a robust system for obtaining the views of students and using student feedback to improve the quality of teaching, learning and the student experience. The committee looked forward to hearing about the impact of the action plans on student satisfaction and success, particularly for F07.

22/2/6 Student Experience Policy Reviews

6.1 The VPSE presented three updated policies that had been reviewed and updated for 2022-23 for the committee to consider and approve on behalf of the Governing Body,
- Safeguarding Policy 2022-23
- Student Engagement and Behaviour Policy 2022-23 and
- Learner Support Fund Policy.

6.2 **Safeguarding Policy**

The VPSE outlined the changes, most of which were to reflect updates to *Keeping Children Safe in Education 2022*.

6.3 Members considered the revised Safeguarding Policy and the main issues discussed were:

Training, it was suggested that it would be useful for the policy to explain how the college embedded effective training and tested the effectiveness of the policy

Relevant legislation: for certainty as a general rule reference to legislation should include the year of the legislation. It would be useful if the Policy referred to the UK Marriage and Civil Partnerships Act 2022 in relation to forced marriages

"**Grooming**", did not seem to be a term used in the policy. As a commonly known term, policy users might search for that terms so it would be useful to include it. The VP SE said that the type of behaviours covered by the term "grooming" were addressed in the policy and they would check that common key words, such as grooming, were used to help users find information.

Escalating issues to Safeguarding Executive Board (SEB) the committee agreed that *significant* concerns should *always* be reported to SEB even if, for good reason, SEB decided that reporting externally was not justified.

6.4   The committee <u>approved</u> the updates to the Safeguarding Policy subject to the following.

ACTION: consider the following recommendations to strengthen the Safeguarding Policy further:

- include reference to how safeguarding training is embedded through team meetings and regular reinforcement,
- explain how you test the policy for effectiveness,
- ensure that references to legislation include the relevant year,
- include reference to the new UK Marriage and Civil Partnerships Act in relation to forced marriage,
- check that the term "grooming" is specifically included so that people seeking college guidance can find it easily
- review the wording on when the Executive Director People (EDP) will refer significant allegations of abuse to the SEB and ensure that reporting to external authorities, including the Barring Service, reflect statutory guidance.

6.5   **Student Engagement and Behaviour Policy 2022-23**

Members received the review, quality impact assessment and draft revised policy which had been updated to provide more detail on the arrangements for students to continue learning whilst on a "time out" and also where a managed move (within the college or to another provider) was being proposed. The committee welcomed the additional clarity and <u>approved</u> the updates to the Student Engagement and Behaviour Policy 2022-23.

6.6   **Learner Support Fund Policy**

Previously, FEGP Committee had oversight of this policy but it had moved to TLQSE Committee to focus on the impact of the policy on the students who benefitted from support funding.

6.7   The committee <u>approved</u> the updated Learner Support Fund Policy and welcomed the uplift to the meals allowance and the raising of the family income limit so that more students from low income families would be able to benefit.

22/3/7   Quality, Teaching, Learning & Assessment

7.1   The Chair reminded the committee that this report had been asked to focus on the impact of deep dives and People support plans on raising achievement and forecast outcomes for 2021-22.

7.2   The Deputy Chief Executive/Deputy Principal (DCE/DP) introduced the report on the implementation of the college's teaching quality improvement and observation programme and forecast student results for 2021-22. The main points highlighted were:

- For FE observations, the percentage of staff rated Blue or Green had increased from 83% in P6 to 91% in P9. For staff rated Amber or Red, more than 50% had already successfully completed their support plan and had demonstrated good or outstanding teaching.
- Areas involved in deep dives were showing a higher than average improvement in pass rates.
- The student pass rate was predicted to continue to improve by 3 percentage points (pp) in 2021-22 compared to 2020-21
- the retention rate had dropped compared to last year and this would have an impact on the achievement rate. The reasons for the drop in retention and action being taken to address this in future are reported in minute 22/2/8.

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

Use of graded observations, in response to a question, the DCE/DP said that the observation scheme included more data than just observations. Practise varied across the sector on grading observations or not. Irrespective of grading, most schemes used improvement plans or similar when teaching did not meet expectations and this signalled that a teacher's practice had to improve. License to Observe and Teacher on a Page had resulted in a positive impact on teacher performance. They had been implemented in a way that promoted a quality culture where staff talked openly about their performance and development to take their practice forward.

Confidence level of forecast results, the DCE/DP said that teams had high confidence in the forecast for vocational and technical assessments. Staff did not know what adjustments awarding bodies would make to the grade boundaries for GCSEs, A Levels and the external assessments for BTEC qualifications but had made their forecast on the information available.

Adults studying at level 1 was commented on as being higher than expected. The CEP said that this was in the context of regional data where the percentage of adults with Level 2 qualifications was 12pp below the national average. The college was raising awareness of this with the South Yorkshire Mayoral Combined Authority as the region needed a long term plan to support more adults to achieve levels 1 and 2 so they could progress to technical training at levels 3, 4 and 5, the SYMCA's ultimate goal.

7.4 The committee <u>received</u> the report and also noted the Term 3 update on complaints. The following action was agreed.

ACTION arrange an induction session for new members explaining how the quality improvement and observation schemes operate.

Clerk/ DCE/DP   31/7/22

22/2/8   Further Education (FE) Key Performance Indictors (KPI) and forecast achievement 2021-22

8.1 The Vice Principal Technical Education and Skills (VP TES) presented the update on FE performance against the KPI set by the committee and further detail on the forecast achievement for FE results for 2021-22, analysed by faculty and different groups.

8.2 The Committee considered the report and the main issues discussed were as follows.

A Level retention as reported previously, issues with retention included students on two-year programmes who had not returned for the second year due to various issues including mental health, family and financial issues. The DCE/DP said that this year the college was talking to first year students earlier about to check their course choice so that, if necessary, transfers could be completed before the end of June.

Level 1 retention of young people in vocational areas including construction, engineering and childcare had also experienced higher withdrawal rates than previously. The DCE/DP said that Heads of Student Experience and Tutorial Mentors would be identifying "at risk" students for additional induction support from the start of the course. Some courses had high recruitment last year which had resulted in space and timetabling issues. This year timetabling and rooming was being completed earlier. In addition, the Learner Support Funding allowance for food and travel had been increased.

Celebrating staff success, a member commented that it had been a difficult year for staff and students and the college must celebrate its staff particular the teaching staff who had motivated and supported students to continue and succeed. The CEP said that it had been a tough year with additional challenges from getting students back on campus to providing exam conditions for the highest number of students the college had ever had to accommodate in a single examination. The staff celebration awards event was on Friday 8 July and would celebrate not only the outstanding achievement of award winners but everything that staff had achieved in 2021-22 of which she was immensely proud. All staff and governors were invited to the event.

8.3 The committee received the KPI report and update on forecast achievement. Members congratulated the DCE/DP and staff on the continuing steady improvement in pass rates that was being forecast. Retention was an issue this year, when it had not been previously and it looked like this would limit the upward movement in achievement rates. The committee looked forward to receiving a further update in October 2022 with the results of the summer exam series and the college had claimed students' technical qualifications.

22/2/9   Higher Education update

9.1 The Chair welcomed the Vice Principal Higher Education and (VP HE) to her first meeting of the committee. The VP HE presented a report that combined termly reporting on progress

against KPI, implementation of the Higher-Level Skills Strategy (HLSS), and forecast achievement.

9.2 Members considered the report and the main issues discussed were.

Forecast pass rate, members commented that performance looked to be strong including in areas that had previously had lower success rates.

Access and Participation Plan (APP) the college had the opportunity to submit a request to the Office for Students for changes to APP and would be reviewing in HE Academic Board. gaps in performance of students from different groups and any additional support the college could offer.

HLSS progress managers were continuing to progress the structuring of a new higher education faculty and the results of the HE partner review. Work on adding new Higher Technical Qualifications (HTQ) to the portfolio had been delayed due to new qualifications not being available.

HLSS growth target to achieve 1000 HE students by 2025 had been predicated on new HTQs to generate internal progression from level 3 technical qualifications. The VP HE said that in reviewing the target, the board had to consider awarding body timescales for approving new programmes which tended to have a lead time of 12-18 months. The provision also had some quite small cohorts running through level 4 and would need to build these numbers on existing and new provision. The DCE/DP said that the Executive Leadership Team was reviewing with HE staff what the growth targets should be in the remaining timeframe of the strategy and would bring proposals back to governors.

9.3 The committee <u>received</u> report and agreed action as follows.

ACTIONS

review the higher education curriculum development and recruitment targets for the remainder of the period of the Higher Level Learning Strategy in the context of the lead times for offering new HTQ provision.	VPTHE	30/8/22
review the Access and Participation Plan (APP) in the context of the Office for Students' refreshed priories and submit a request for variations, if any, to the Office for Students by the deadline	VPTHE	31/7/22

22/2/10   Apprenticeship update

10.1 Andrew Hartley, Executive Director of Commercial and Operations (EDCO) presented the report. The main points highlighted were

- **New Accountability Framework** published by the ESFA. The college was due to have an update on how this would be implemented at its next meeting with the ESFA regional team. The framework set a threshold for the number of apprentices continuing after their end date. The college was just above that threshold but the number was reducing as

apprentices who had been delayed by Covid-19 were able to complete their training and end point assessment.

- **Student Voice** participation was better than last year but staff had been somewhat disappointed by the lower agreement rate for the question on careers guidance. There had been a lot of work on improving careers guidance in 2021-22 but it did not seem to have had the impact needed for some students. Faculty and careers staff would be addressing this.

10.2 The committee considered the report and the main points discussed were

- **National Rates for 2019/20** the data for 2019-20 had been recalculated and a member asked had changed the college's performance. The EDCO said that TSC achievement rates for 2019-20 had not changed but were higher than the revised national rate. The college achievement rate continued to be ahead of national rates for 2020-21.

- **Destinations data,** a member asked how the college was using this information given that apprentices were already in employment. The EDCO said it was really useful information for reviewing the effectiveness of apprenticeship recruitment and training and meeting local employer needs. The latest survey had shown very high levels of apprentices being kept on by their employer and it was pleasing that 56% of apprentices had said that they received a pay rise or promotion as a result of passing their apprenticeship.

- **SEND support for apprentices**, a member asked about the action to assess apprentices for additional needs and how this had been handled prior to the latest action. The EDCO said that the college already provided support to apprentices who disclosed additional needs but the improvement was to ensure that every apprentice had an initial assessment at the start of their apprenticeship to identify if they had any additional needs for workplace or college training. The impact of this would be that apprentices who needed support (whether this had been spotted in their earlier education or not) would be identified early and consistently receive support from the start of the programme to enable them to succeed.

10.3 The committee received the report and congratulated the EDCO and his team on the positive destinations data for apprentices and looked forward to receiving the outturn performance data for 2021-22 in October 2022.

22/2/11   TLQSE Committee Self-Assessment 2021-22

11.1 The Clerk presented the draft committee self-assessment evaluating the committee's membership, the work it had completed and its impact on the college in 2021-22.

11.2 The committee considered the report and agreed that,

- The committee had been properly constituted with suitably experienced governors, including staff and student governors.
- The Terms of Reference remained appropriate.
- The committee had fulfilled its terms of reference and had a positive impact on the college including the following.
  - Encouraging the Governing Body to maintain its focus on students and fostering outstanding teaching and learning as its highest priorities;
  - Continuing to drive up the quality of reporting so that members can provide highly rigorous challenge to the leadership team, as well as supporting and celebrating the impact of improvements.
  - Helping ELT to maintain the pace of improvement by having a rigorous work plan; raising appropriate actions and giving impartial feedback on how the college is presenting its data to show impact.
- The committee had completed a thorough and comprehensive work plan in line with the agreed cycle of business.
- Most papers had been received in line with the deadlines in the standing orders. Members appreciated that reports were more focused with RAG ratings and next steps to guide comment on areas requiring further attention or action.

11.3 The committee <u>approved</u> the committee self-assessment, as presented and the draft committee work plan for 2022-23. The committee also <u>agreed to recommend</u> <u>approval</u> to Governing Body for the Terms of Reference to continue in 2022-23.

Clerk 7.722

ACTION: finalise the Committee Self-assessment report for reporting to GB and inclusion in the ARAC Annual Report.

22/2/12 Review of meeting and closing remarks

12.1 The meeting had been rather hurried due to other commitments and the relocation to Pennine 5. It was re-iterated that the committee should continue to plan to use the full two and a half hours agreed for this meeting so members could do full justice to the reports.

22/2/13 Dates and times of next meetings

13.1 Wednesday 19 October 2022 08.30 – 11.00
Wednesday 7 December 2022 08.30 – 11.00
Wednesday 1 March 2023 08.30 – 11.00
Wednesday 14 June 2023 08.30 – 11.00