



TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE COMMITTEE
CONFIRMED MINUTES

Date: 19 October 2022
Venue: Boardroom, City Campus

Clerk to the Corporation
Granville Road
Sheffield, S2 2RL
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Present: Beri Hare (Chair), governor
Gwyn Arnold, governor (by videoconference)
Peter Brooks, governor from 08.45
Angela Foulkes, Chief Executive and Principal and governor
Sam Giove, governor (by videoconference)
Sol Miah, governor
John Mothersole, Chair of Governing Body and governor
Paul Senior, governor
Phil Wymer, staff governor.

In attendance: Shaun Cook, Vice Principal, Technical Education and Skills (08.30 to 10.30)
Jean Harris-Evans, Vice Principal Higher Education (10.30 – 10.50)
Andrew Hartley, Executive Director Commercial and Operations (10.40 to 11.00)
Daniele Palacios, Vice Principal Apprenticeships (10.40 – 11.00)
Alison Shillito, Governance Advisor and Clerk to the Governing Body
James Smythe, Vice Principal Student Experience (08.30 – 09.10)
Anita Traffon, Deputy Chief Executive and Deputy Principal
Petra Williams, Vice Principal Quality of Teaching, Learning and Assessment

Action
by whom by when

22/3/1 Welcome, introduction and apologies

- 1.1 The meeting received apologies for absence from Bee Gan, co-opted member. The meeting was quorate.
- 1.2 The Chair welcomed Sam Giove, governor and link governor for HE, Paul Senior, governor and link governor for Health and Safety, Petra Williams, Vice Principal Quality of Teaching, Learning and Assessment (QTLA) and Daniele Palacios, Vice Principal Apprenticeships to their first meeting of the committee.

22/3/2 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.

22/3/3 Minutes of the last meeting

- 3.1 The committee confirmed the minutes of the meeting on 15 June 2022, with an amendment that the venue stated should be corrected to 'Innovation Centre, Pennine 5 Campus, Sheffield'.

22/3/4 Matters Arising and Action Record

- 4.1 The Clerk presented the action record. It was agreed that all matters arising from the previous meeting had been completed other than the action to arrange a briefing for the co-opted member on the college's QTLA processes. This was being progressed with the new VP QTLA. The committee asked the Clerk to complete this action as soon as possible.
- 4.2 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.

22/3/5 Student Experience update

- 5.1 The Vice Principal Student Experience (VPSE) presented the annual report on safeguarding and student behaviour and engagement in 2021-22. The VPSE highlighted the following:

Principal's annual safeguarding audit 2021-22, had been completed in consultation with the Link Governor for Safeguarding and SEND. A link was provided for members to review and endorse the report.

Prevent, the city Gold Group had praised the college for its comprehensive approach to safeguarding and the contribution TSC staff are making to the inter-agency groups that coordinate action to prevent young people being radicalised.

Safeguarding disclosures, the number of referrals for concerns about poor mental health had not increased in 2021-22 compared to the increase seen during lockdown periods in 2020-21. However, this was partly because the team continued to support students who had already been identified as needing support. The number of referrals for abuse had significantly increased in 2021-22 compared to 2020-21. Staff supported students to make disclosures and access appropriate help so they could safely continue to benefit from their education.

- 5.2 The committee considered the report and the main issues discussed were around student behaviour challenges experienced in 2021-22 and learning for 2022-23. The VP SE said that curriculum staff in areas that had experienced poor behaviour in some classes last year had reported much improved behaviour this year. This year the safeguarding team would be undertaking training on a trauma informed approach to enable staff to consider the causes of challenging behaviour and keep engaging students whose behaviour might otherwise lead them to drop-out or be taken through formal disciplinary procedures. In response to a query

about what approaches had made a positive difference, the VPSE said that it had been

- all staff setting and enforcing clear expectations
- all staff being able to access training and support to help them feel confident challenging poor behaviour and setting standards
- a consistent approach to applying the college behaviour policy fairly and promptly.

In spite of the challenges, the college's approach had been successful in 2021-22 with few "time-outs" issued and only two exclusions.

5.3 The Link Governor for Safeguarding and SEND commented that they had been impressed by how the team had worked tirelessly with other colleagues during 2021-22 to help students readjust to learning together. The resources invested in an additional safeguarding officer were being very well used and having a positive impact on the number of students that the team could support to stay and achieve in education. This was evidenced by the achievement statistics presented in other reports, which showed achievement gaps between different groups being closed or in some cases students with additional needs more likely to achieve than other students.

5.4 The committee received the report and commented that the college had maintained effective safeguarding and made strong progress overcoming behavioural challenges in 2021-22.

22/3/6 **Quality of Teaching, Learning and Assessment**

6.1 The Deputy Chief Executive and Deputy Principal (DCE/DP) introduced Petra Williams the new Vice Principal for Quality of Teaching, Learning and Assessment (VP TQLA), and presented the report which included the draft Self-Assessment Report for 2021-22. The main issues highlighted for consideration were:

Self-Assessment Report 2021-22 (SAR), after benchmarking with some other colleges, authors had changed the format and reporting style. The SAR continued to follow the structure and criteria of the Ofsted Education Inspection Framework (EIF) however the impact evidence was located against Quality of Education, making the SAR shorter.

FE Outcomes 2021-22 were presented with benchmark data for FE provision (2018/19) and for Apprenticeships (2020-21). The DCE/DP reported that the FE achievement rate was 84% and the pass rate was 90%. The data confirmed that the college had continued its trajectory of improving pass rates, with a further +5 percentage point (pp) improvement in the overall pass rate.

Complaints Annual Report 2021-22, the number of complaints had increased compared to 2020-21. This included a cluster of complaints in one faculty all related to the same incident. Other than this incident, there had been no discernible trends in the nature of the complaints.

English and maths GCSE exam Summer 2022, outcomes for 16-19 students were adversely affected by lower than expected attendance at GCSE exams. Outcomes for adult students were in line with

expectations. This was discussed extensively by governors, recorded below.

A Level Exam Series Summer 2022, compared to 2018/19, there were more exam instances and student attendance at exams was high. The outcomes overall were below forecast although adult students performed as forecast and with a higher pass rate than young people, as did learners in receipt of additional support.

- 6.2 The committee received the report and the main issues discussed were as follows.

English and maths strategy

Members acknowledged the challenges of 2021-22 and wanted to know what the college was doing differently in 2022-23 to improve English and maths outcomes, especially for young people. The DCE/DP said that for 2022-23, the focus was on ensuring that students received excellent English and maths teaching reinforced across their study programme. To this end, English and maths staff had been embedded into curriculum areas and two new cross college posts created to advance practice, an Innovator for English and one for maths. The new curriculum managers for Teaching and Learning supporting a cluster of academies had an explicit remit for English and maths provision. Funded by DfE catch-up funding, the college had retained its team of progress coaches for 2022-23. They would continue to focus on securing good student attendance and small group teaching for eligible learners.

It was commented that although performance in English and maths in Sheffield was below national average, the college should not appear to be accepting of lower achievement. The CEP said that the college was ambitious for students' to exceed their prior attainment. It was contextual that more young people arrived at college having under-achieved in school. The disruption to education and national examinations during the pandemic had exacerbated the issues. The focus for 2022-23 was on ensuring that students' work in classrooms and workshops fully engaged them in improving their English and maths. The recent restructure emphasised that whole curriculum teams were accountable for student attendance and performance in English and maths. The restructure also provided additional capacity for pastoral support for students at high risk of withdrawal or not achieving their potential.

Members asked when they would see the impact of the changes, new roles and additional student support. The DCE/DP said that evidence should start to come through with the results of the November GCSE re-sit exams. This year staff had been able to be selective about entering students based on early diagnostic assessment to identify students who were ready to re-sit and prepare them. For other students, there would be regular assessment points to check and embed progress leading to mock exams in March 2023.

It was noted that over 450 college students had achieved a high grade GCSE pass in the summer 2022 series, equivalent to two or three school cohorts of year 11 students. A member commented that successful students could pass on tips and help motivate their peers. The DCE/DP

said that Progress Tutors used case studies and student speakers as part of their classes to show how achieving a grade 4 or above in GCSE English and maths had given them life chances. In addition, the college was working with the University of York on a research project evaluating a year-long programme for mastering GCSE maths content and improving revision. Projects such as this and the work of the innovators would ensure that the college was using the latest evidence-based approaches to teaching and learning.

ACTION: for the next meeting, the committee requested an action plan for English and maths actions to be clearly related to the issues to be addressed with responsibilities and time frames.

AP QTLA 23/11/22

6.3 A Level Provision

The committee noted that the outcome for A Level exams had not been in line with the forecast provided in June 2022 and asked the DCE/DP what was being done to ascertain why the forecast had been different to the outcome. The DCE/DP said that attendance at A Level exams had been excellent but the number of exam failures had been higher than predicted. The team had analysed their data and found that in some cases staff had forecast a low pass but in other cases the result had been out of line with students' performance in class and mock exams. These students had not sat formal GCSE exams previously and it had been flagged at the June meeting that A Level outcomes would be more difficult to predict than in other years.

As a result of rigorous reflection and analysis, the team had already implemented improvements including:

- applying stricter entry requirements for new entrants
- implementing additional diagnostic testing to make sure students were performing at the right level from an early point
- piloting a 6+1 model (six weeks of teaching and one assessment and review week) to check on progress made and provide support
- including more exam practice throughout the course
- appointment of a new Head of QTLA for sixth form who was already providing development to the teaching team.

The committee welcomed the assurance that the team had analysed the data and implemented changes, including checking entry standards. The two year linear A Level programmes made it harder for students to change course and therefore the college had to provide good initial guidance and implement rigorous entry standards for each course.

The CEP said that the performance of this cohort of students was not representative of the momentum the sixth form had been building since its relaunch. Students' A Level experience had been heavily affected by the pandemic in 2020-21 and they had not sat formal GCSE exams in 2020. The current second year students had also missed the experience of sitting GCSE exams in 2021 but had been able to attend classes throughout 2021-22. The area was in scope for a deep dive to review and further improve the quality of teaching, learning and assessment. Some of the factors affecting this cohort were national issues and the

committee would have access to published national achievement rates in Spring 2023 to benchmark college data.

- 6.4 The committee received the report and agreed that the role of student support, guidance and pastoral care was critical in enabling every student to develop, make progress and achieve their potential. In future, it would be beneficial to have the VPSE in attendance for the QTLA report to comment on the whole college approach to student achievement. This was also an area with potential for developing reporting further so TLQSE reports integrated student support and achievement more closely.

ACTIONS,

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|---|--------|---------|
| a) VPSE to be invited to the whole meeting | Clerk | 3/11/22 |
| b) In the longer term, consider how TLQSE reports could reflect the whole college approach in practice. | DCE/DP | 31/5/23 |

6.5 **SAR 2021-2022**

The committee considered the draft SAR and the main points of discussion were:

Format: members welcomed the changes made to reduce duplication and preface the SAR with an executive summary.

Student experience: a member asked why a lot of detail in the student experience report had not been included as evidence in the SAR. The DCE/DP said that the college was ready to present that evidence for inspection however the purpose of the SAR was to be a succinct statement of the self-assessment against the Ofsted EIF criteria.

Self-assessed gradings: members considered the proposed gradings. It was agreed that grading Behaviour and Attitudes, Adult provision and Personal Development as outstanding was in line with the evidence seen across 2021-22. The committee debated how the college justified grading Leadership and Management as outstanding in the context of its assessment of the overall quality of education as good. Members were satisfied that, based on a holistic assessment of leadership and management against the EIF criteria, the self-assessment was accurate, evidenced by

- the positive impact of leadership and management on changing the college culture to make the student experience, teaching and learning the primary focus of leaders, governors and all staff
- the year-on-year improvements in student and apprentice pass rates and value added
- when challenges did arise the college leadership was quick to identify issues and tackle them. This had been exemplified in the Leadership of the college's continuity plan during the pandemic.
- external indicators of esteem such as being invited to present good practice at national events, being recognised for awards and participation in sector-wide groups, projects and research.

The committee received the report and on the basis of their work over 2021-22, the committee resolved to approve the draft SAR 2021-22

including the self-assessment gradings, subject to the changes requested in the meeting

ACTION update the section on Leadership and Management to reflect the views expressed in the meeting.

VP QTLA 31/10/22

22/3/7 **Policy reviews**

7.1 **Quality of Teaching, Learning & Assessment Policy**

The committee received the annual review of the QTLA policy and considered proposals to improve its impact at pace. The main change was to clarify the Appeals process to make it clear that this was the correct procedure for staff to raise and resolve issues about the conduct or outcome of an observation. The DCE/DP confirmed that the college Joint Consultative Committee had been consulted about the changes.

7.2 The committee considered the changes and agreed it was important to ensure disputes about the process were dealt with in an appropriate and timely manner so that students could benefit from the impact of the process and staff development provided as quickly as possible.

7.3 The committee approved the updates to the Quality of Teaching, Learning & Assessment Policy.

7.4 **Complaints Policy and Procedure**

The committee received the biennial review of the Complaints Policy and noted that it included proposals for change, the main ones being

- additional detail on how to resolve complaints informally and
- setting the college response time at 30 days to enable staff to make a more thorough investigation and reduce the need for complainants to seek a review.

The committee considered the changes and agreed that 30 days was a reasonable time period to investigate complex complaints, however every effort should be made to resolve less complex complaints more quickly.

The committee approved the updated Complaints Policy and Procedure.

22/3/8 **Technical Education and Skills update**

8.1 The Vice Principal Technical Education and Skills (VP TES) presented the update on FE performance against the KPI set by the committee for 2021-22 analysed by faculty and for priority groups.

8.2 The committee considered the report and the main areas discussed were as follows.

Employer Skills Academies (ESA), it was commented that curriculum based Employer Skills Academies had demonstrated a positive impact on achievement with performance for ESA students being +4pp higher than for other students. Given this data, a member asked if the college should increase the number of ESAs it planned to launch. The CEP said that ESAs were proving to be a great model for young people to excel at Level 3. The growth was being carefully managed to ensure students received high quality support from employers and so that the college could

sustain the growth. The ESA offer would change because employer needs and capacity to commit resources might change. Managed turnover would enable different employers to join the scheme.

Young People in ESOL and Employability had performed below expectations. It was noted that many of the young people in ESOL had experienced disrupted education even before the pandemic due to moving between different countries. There was focused activity to review the college's offer and support for this group.

Performance gaps, it was noted that a "gap" was deemed to be closed if performance for a priority group was within 3pp of the performance of students not in that priority group. A member asked if this should be >1pp as the intention was for there to be no gaps. The CEP said this would be considered in the next set of KPIs.

Deep dives, the committee noted the areas in scope for deep dive in 2022-23 and were satisfied that they correlated with the data. It was welcomed that interventions were tightly focused on small areas of provision. This was a good indicator of the progress made by QTLA staff and curriculum teams that most areas did not require a deep dive.

Recruitment, members asked how the college was ensuring high quality provision in areas that had over-recruited. The VP said that the curriculum teams were working with timetabling to accommodate demand. Areas that had under-recruited were re-arranging groups which would help accommodate over-recruitment. A member asked why Adult recruitment was rated Green when it was below the annual target. The VP said that Adult provision recruited year-round and recruitment was on target against profile.

- 8.3 The committee received the report. It was noted that KPI targets for 2022-23 were still being finalised and would be presented to the December meeting

ACTION carry forward KPI targets for 2022-23 to the agenda for TLQSE Committee on 7 December 2022.

Clerk 23/11/22

22/3/9 **Higher Education update**

- 9.1 The Vice Principal Higher Education (VPHE) presented a report and highlighted the improved position on outcomes for 2021-22 (+3pp above target), an update on HE recruitment, recently announced changes to the Office for Students' (OfS) regulatory framework, the draft Self Evaluation Document (SED) for 2021-22 and proposals for amended targets for monitoring progress on the Higher Level Skills Strategy.
- 9.2 Members considered the report and the main issues discussed were:
- **Recruitment** was below target again and the committee asked what action the college was taking to address the continuing challenge. The VPHE said that there were some course starts in January 2023, however the main focus for improving recruitment was on developing and approving new curriculum provision for 2023-24. The team had made a funding bid to support the development of Higher Technical Qualifications (HTQ) which would

add capacity for developing programmes that were needed to strengthen progression from FE technical provision.

- **Higher Level Skills Strategy** progress was behind where it was originally planned to be at this point and members asked about actions and the revised KPI being proposed. The VPHE said that new HTQ programmes had been slower coming to market than anticipated and university approval timelines were taking longer. The revised KPI reflected a realistic approval timetable for approving and launching new HTQs. Other aspects of the strategy had been delivered, such as the new higher education brand, UC Sheffield. The brand launch would raise awareness of progression opportunities amongst college students' and externally.
- **Collaborative partner update** members asked how the partnership with University of Hull was progressing. The VPHE said it was going to plan with new courses in music and drama recruiting well. The Open University had conducted a monitoring visit for the teach out of OU courses and was satisfied with the arrangements.
- **Self-Evaluation Document (SED) 2021-22** members welcomed the assurance the SED provided that the college's regulated provision complied with OfS requirements and that the college was maintaining appropriate policies and infrastructure for HE.
- **Teaching Excellence Framework (TEF)**, the Link Governor for HE commented that they would be meeting the VPHE to consider the latest guidance from OfS on the TEF. This would require the college to develop new data sets to show how college HE provision met OfS expectations for student continuity, completion and progression into graduate employment. A member asked how the college was performing for HE student progression into graduate employment compared to other similar providers. The VPHE said this was a new measure using destination data 15 months after graduation. There might be a lag in receiving useful benchmarking data. The college's TEF data was being prepared for the next HE Academic Board in November.

9.3 The committee received the report and agreed action as follows.

ACTIONS

HE SED: provide any further feedback on the wording of the SED to the VPHE before the next meeting of HE Academic Board.	TLQSE	9/11/22
TEF data: provide draft TEF data and analysis for the next TLQSE meeting.	VPHE	23/11/22

22/3/10 **Apprenticeship update**

- 10.1 The Executive Director of Commercial and Operations (EDCO) and Vice Principal Apprenticeships presented the report. The main points highlighted were that achievement had improved by +1pp compared to last year and continued challenges around recruitment.
- 10.2 The committee considered the report and the main points discussed were

- **Areas for improvement**, the committee asked what steps the college was taking to improve completion rates for Business apprenticeships. The EDCO said that the college was collaborating with employers as often non-completion was due to changes in an apprentice's employment. For completing apprentices, the pass rate for passing End Point Assessment (EPA) was high. This had been recognised by City and Guilds which had made the college an award for its high EPA results. The team recognised there was more to do to close achievement gaps and this was a focus for the Quality Improvement Plan 2022-23.
- **Employer Survey** in summer 2022 showed that satisfaction with some key questions had decreased compared to 2021. Members said that employer satisfaction was a defining issue for the future success of the college and asked about the main areas of dissatisfaction. The EDCO said that enrolment and administration tended to draw most criticism mainly from small enterprises. Members commented that small businesses often did their own administration without support and outside working hours. The language of FE could be off-putting or confusing. It was important to find out if the target audience understands what the college needs them to do. The EDCO said that the college was running a project to simplify the online enrolment process and would also be running employer forums to seek their views on the changes and what further support the college could provide.

10.3 The committee received the report and congratulated the EDCO and his team on the outturn performance data for 2021-22.

22/3/11 **Review of meeting and closing remarks**

11.1 The committee was satisfied with the assurance provided on:

- The impact of work on closing gaps in achievement
- Areas requiring deep dives were now more tightly focused than in previous years and
- continued progress in apprenticeship completions and achievement for apprenticeships, adult provision and HE.

Areas for further assurance in December were:

- the effectiveness of and progress against the English and maths strategy
- finalising appropriate KPI that were sufficiently stretching
- monitoring progress on the actions to improve the quality of teaching and learning for A Levels
- the results of the induction surveys for students and apprentices and how the college was actioning student voice feedback.

22/3/12 Dates and times of next meetings

- 12.1 Wednesday 7 December 2022 08.30 – 11.00
 Wednesday 1 March 2023 08.30 – 11.00
 Wednesday 14 June 2023 08.30 – 11.00