



**TEACHING, LEARNING, QUALITY AND STUDENT EXPERIENCE
COMMITTEE
CONFIRMED MINUTES**

- Date:** 02 March 2022
- Venue:** New Boardroom City Campus
- Members:** Beri Hare (Chair)
Gwyn Arnold (Safeguarding Link Governor)
Novaya Bedward-Makanjuola, SU President Student Governor
Peter Brooks (Link for Apprenticeships) via videoconference
Angela Foulkes, Chief Executive and Principal and governor
Sol Miah, governor
Bee Gan, co-opted committee member (via videoconference)
John Mothersole, Chair of Governors
Steven Spence, Staff Governor
John Timms, governor
- In attendance:** Shaun Cook, Vice Principal Technical and Educational Skills (VPTES) for items 6 and 7
Enisa Goker, Executive Services Team Leader – Curriculum (observer)
Andrew Hartley, Executive Director Commercial and Operations (EDCO) for item 9
Helen Molton, Vice Principal Higher Technical Skills and Academic Studies (VP HTSAS)
Nick Rudkin, Vice Principal Apprenticeships (VP Apps) for item 10
James Smythe, Vice Principal Student Experience (VPSE) for item 5
Alison Shillito, Governance Advisor and Clerk to the Governing Body
Paul Simpson, Executive Director People
Anita Straffon, Deputy Chief Executive and Deputy Principal

by whom by when

22/1/1 Welcome, introduction and apologies

- 1.1 The Chair welcomed Bee Gan to her first meeting as a co-opted committee member and Enisa Goker a member of staff attending to observe. It was noted that Bee and Peter Brooks were attending by videoconference and they confirmed they could see and hear the meeting.
- 1.2 The committee received apologies from Stephen Betts (Vice Chair) and Elise Temple, Vice Principal Quality of Teaching, Learning and Assessment
- 1.3 The meeting was quorate.

22/1/2 Declaration of interest

- 2.1 In addition to the standing interests of college staff and student governors, the committee noted that Bee Gan is employed by Sheffield Hallam University. No action was required in relation to the declarations.

22/1/3 Minutes of the last meeting

- 3.1 The committee confirmed the minutes of the meeting on 1 December 2021

22/1/4 Matters Arising and Action Record

- 4.1 The Clerk reported that all actions from the last meeting had been completed. The committee approved removal of completed actions from the action record. The Chief Executive and Principal gave an update on recruitment to vacancies in Vice Principal roles that were coming up.

22/1/5 Student Experience

- 5.1 The Vice Principal Student Experience (VP SE) presented the Student Experience in-year update. The report highlighted

Safeguarding, a higher number of disclosures had been received compared to the same point last year. This increase had been predicted and the team had planned for and appointed an additional full time safeguarding practitioner. For the first time, the proportion of disclosures from male students had exceeded those received from female students. This demonstrated the impact of positive engagement with male students at Olive Grove and elsewhere to raise awareness of the student support available. There had been one serious incident when a student went missing and the college had supported police enquiries which had successfully located the student.

Behaviour support, the number of behaviour interventions had been slightly higher than in previous years with a slightly higher number of referrals to the formal disciplinary process and time outs.

Student voice, the department and curriculum areas had been responding to the feedback to the induction survey. Every student had received a refreshed induction at the start of term to remind them of expectations about behaviour and address any areas in the survey that received lower ratings. Plans for the on-course survey in March were in place, with additional actions to support achieving the aspirational participation target.

Careers, the implementation of the Careers Guidance Strategy was on-target and the service had been successfully re-assessed for the Matrix standard.

Equality, Diversity, and Inclusion the recent National Centre for Diversity survey indicated improved responses in all aspects.

- 5.2 The committee considered the report and the main issues discussed were as follows

Student behaviour, the student governor commented that for many students their college experience had been severely disrupted over the last two years. Poor behaviour and sporadic absence reflected different responses to returning to college, with some students congregating in groups, being more boisterous and others being apprehensive about attending at all. The staff governor said that he had encountered students who found it difficult to present or perform in front of others. Staff were encouraging students to engage and build their confidence and attendance. The VPSE said that the college was committed to supporting students with sporadic attendance patterns that in other years might have led to withdrawal.

Serious case review, it was noted that the college had participated in a recent review and members asked what lessons there were for the college. The VPSE said that there were no specific recommendations for the college. The college had decided that in future it would record and share with other agencies more detail on the circumstances when a vulnerable student was withdrawn or removed themselves from the college

Beacon assessment, it was noted that the assessment for the Beacon award had taken place and a member asked how the college was sharing best practice across the college and with other colleges. The VPSE said that the FREDIE initiative was a whole college approach and the fact that it was so embedded had helped get the college through to the finals. Beacon award winners had the opportunity to share their practice with other colleges through good practice webinars.

Raising aspirations, a member asked about the impact of the college's involvement in the HEPPSY partnership on increasing progression to HE in the region, which had been below national rates. The VPSE said that the college had seen an increase in the number of our students making UCAS applications (2 percentage point increase on 2020-21). HEPPSY produced an annual report on the views of young people in the region about benefits and likelihood of going on to higher education.

ACTION the VPSE agreed to share the next HEPPSY report with members when it was available.

VPSE 15/6/22

- 5.3 Members received the report and welcomed the good progress being made on completing the actions and next steps from the previous report.

22/1/6 Quality of Teaching, Learning and Assessment

- 6.1 The Deputy Chief Executive and Deputy Principal (DCE/DP) presented the report noting that, since writing the report, the overall attendance rate had improved to 83%. The improvement demonstrated the impact of Progress Tutors who had been instrumental in encouraging students to return to campus and providing catch-up tutoring. It was also reported that the college

was organising mock exams in English and maths to give all GCSE entrants the experience of preparing for and sitting formal examinations. The numbers of students involved were unprecedented with around 2000 students due to sit maths and 1800 sitting English.

- 6.2 The committee considered the report and the main points of the discussion were as follows.

Resit results in English and maths GCSE, members expressed concern that the percentage of high grades achieved was significantly lower than in previous years. The DCE/DP explained for this year, the DfE had said that any student could retake their English or maths GCSE exams, this resulted in a detrimental effect on high grades rates, normally the college would counsel students on registering for a resit depending on their readiness. It seemed that students had exercised their right to register for a resit but had later decided that they were not ready to take the exam this resulted in only 58% of those who had registered to take resits had attended the exams.

Observations, completion of the observation schedule had been delayed because of staff absence due to Covid-19. The proportion of staff on support plans was reducing because staff had successfully completed their plan and been signed off. A member asked how the college supported the wellbeing of staff who were coping with the shift back to onsite working and the development challenge of being on a support plan. The Vice Principal Technical and Educational Skills (VPTES) said that team managers were continuing to run weekly team talks, CPD and 1:1 meetings with staff, which combined support and development. Management teams would spot where individuals were struggling and they followed up observations with a conversation about how it had gone, and the support agreed. Managers and staff had access to the resources on the mental health wellbeing hub and counselling services via the Employee Assistance Service.

ACTION Executive Director of People to include in his next report to FEGP Committee a comment on how the college supports people when managers have concerns about capability. EDP 23/6/22

Complaints, it was noted that in the last period there had been one complaint referred to the ESFA and the ESFA had upheld the outcome offered by the college. The small cluster of complaints about High Needs provision noted last term had not continued in Term 2. A member asked if the college had received any complaints from employers about apprenticeship programmes. The DCE/DP said that the process was available to employers and apprentices, but the college had not received any such complaints so far this year.

- 6.3 The committee noted the report.

22/1/7 Technical Education & Skills

- 7.1 The VPTES presented the report on performance against key performance indicators for Term 2. He reported that student progress and retention continued to be on target and that the actions identified in the Induction Survey had been completed.
- 7.2 The committee considered the report and the main points discussed were

Analysis of data by priority groups it was noted that these were largely in line with average rates except for attendance of Children Looked After/Care leavers. Governors asked how this gap was being addressed. The VPTES said that the normal follow-up procedures were implemented with oversight by the Head of Safeguarding on a weekly basis. The college was participating in a national project for supporting children looked after to maximise engagement and progression.

Impact of Progress Tutors with the number of Covid cases reducing, progress tutors are contacting students who miss classes to re-engage them and help them catch-up. The data shows the positive impact of their work with attendance now moving upwards.

Pennine 5, it was noted that the move of adult education courses from Matilda Street to newly refurbished premises at Pennine 5 on Tenter Street was having a positive impact on staff morale and student attendance and achievement. Attendance and retention rates for adult students were slightly higher than last year and the overall achievement rate had increased again since the paper had been written.

The committee noted the report and agreed.

ACTIONS

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| a) Remind governors of the invitation to attend the official opening of Pennine 5 centre on 1 April | Clerk | 7.3.22 |
| b) Organise the June meeting of TLQSE at Pennine 5 Innovation Suite. | Clerk | 13.6.22 |

Bee Gan withdrew from the meeting at 10.00 am.

22/1/8 Higher Education

- 8.1 The VP THEAS presented the report. Some of the discussion is recorded in a confidential minute.

The VPTHEAS highlighted the following.

- **retention and attendance** in some faculties were below aspirational target and actions to address this were being agreed at Progress Review Boards
- **the review of HE awarding bodies** had been completed. New institutional and course approvals had still to be completed

- **Office for Students' (OFS) consultations** had been published proposing how national benchmark data would be constructed and used to guide regulatory interventions.
- **Higher Level Skills Strategy** milestones and targets for growth were under review, considering the external changes to HE.

8.4 The committee noted the report and, noting that it was her final meeting, thanked the VPTHEAS for her contribution.

22/1/9 Apprenticeships

9.1 The Vice Principal Apprenticeships (VP Apps) presented the in-year report highlighting,

Overall achievement rate for year to date of 54% with a 99% pass rate on standards.

Apprentices past their end date remained unacceptably high but the college was continuing to support all its apprentices to complete and achieve their apprenticeship.

Work Based Teaching & Learning observations had been completed for all staff, no staff had been given a red rating and 84% had been rated Blue/Green, which indicated they were meeting or exceeding expectations.

SHAPE Passport had continued its roll-out in response to apprentice feedback asking for more guidance on progression routes within their industry. Around a third of apprentices had completed and uploaded module completion information to their passports and other apprentices were being encouraged to do so during college days.

English and maths functional skills, staff had driven up attendance to 95% attendance. The team had achieved this by providing highly flexible and adapted approaches that fitted with block, day release and distance programmes. The functional skills team had participated in a recent Ofsted inspection as a subcontractor and had received highly positive feedback from the inspector who had conducted the deep dive into Functional Skills.

9.2 The committee considered the report. Some of the discussion is recorded in a confidential minute, the other point discussed was, **High grades**, members noted the strong results for those standards that provided graded results and asked if it were possible to benchmark against high grades nationally. The VP Apps said that the DfE had not released national rates during the pandemic but anecdotally staff thought that 54% achieving Merit/Distinction and the achievement rate at 66% compared favourably with other colleges where staff had contacts.

9.3 The committee received the report and members were assured that the college was continuing to make good progress on the quality of its apprenticeship provision. The committee congratulated the functional skills team on their preparation for OFSTED. The committee also noted that the VP Apps would be

relocating, and it was his last meeting. The committee thanked him for his contribution.

22/1/10 Review of meeting and closing remarks

The Chair commented that the committee was now running very well and at the next meeting should focus on those areas where progress was not as fast or as good as members would like. The reports to focus on:

- **Student experience:** the results and actions arising from the student on-course survey in March 2022 and the impact of behaviour interventions (i.e., if the emerging upward trend has stabilised or continued).
- **QTLA:** cross college English and maths strategy, how it is working and its impact on students including the results of the mock exams scheduled for 24 March
- **QTLA:** an acute focus on the poorer performing areas in observations and deep dives, how the interventions are working, and the outcomes of staff on support plans
- **Higher education:** progress against the HLS Strategy to remain a strong focus for the committee
- **Senior staff** recruitment update.

22/1/11 Date and time of next meeting

13 June 2022 at 0830-11.00 in the New Boardroom City Campus