



Planning and Performance Committee

Date: 23 January 2017
Venue: Board Room, City Campus

Clerk to the Corporation
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Present: Chris Linacre - Chair
Jay Bhayani
Paul Corcoran
Seb Schmoller
Amy Smith
John Timms
Anne Wilson

In attendance: Caroline Morrison, Assistant Principal Student Support, Inclusion and Progression for parts 6 and 7 of the agenda
Matt Newbould, Head of Service Quality Audits and Standards for part 5 of the agenda
Alison Shillito, Clerk to the Governing Body
Heather Smith, Executive Director and College Principal
James Smythe, Deputy College Principal
Darren Tidmarsh, Executive Director of Human Resources and SRIS

Action

17/1/1 Apologies for absence

Apologies were received from Edward Highfield and Michael Maloney

17/1/2 Minutes of the meeting held on 21 November 2016 and updated action record

1) Minutes

The minutes were approved as an accurate record. Clerk to circulate the Confidential Minute which had been omitted in error.

Clerk

2) Matters Arising

i) Minute 16/5/4.4 refers: English and maths strategy

The Quality Development Review of the area is still awaited. The Committee asked to receive a report at a future meeting.

Sharon
Smith, VP

ii) Confidential Minute 16/5/8.2 refers: Pearson review

The Committee noted that Pearson had concluded its review of assessment practice in Health and Social Care subjects. Pearson would not be taking any further action and the College had addressed the weaknesses identified. The Committee requested a report on the lessons learned from the review for its next meeting.

Iain
McKinney
VP

3) Action Plan

- i) The Chair reported that he had reviewed the action plan and actions completed prior to the meeting or included on the agenda had been removed from the Plan.

- ii) Governor Engagement programme - the Committee re-iterated the importance of the programme as a way of governors seeing the work of the College in practice. It is something that all governors are required to do at least once per year. The programme should be designed to cover as many of the College activities as possible with governor choice exercised on a 'first-come-first served' principle including opportunities to engage with student and curriculum support services. Clerk to circulate the programme and report to the next meeting on progress.

Matt Newbould, Head of Service Quality Audits and Standards attended for part 5 of the agenda

17/1/3 Teaching Learning and Assessment : Quality Improvement update - 2016/17 in-year data

- 3.1 The Committee received a report on actions to implement the Quality Improvement and Post Inspection Action Plan, which included:
- An outline of quality assurance and improvement processes and activities
 - Data on progress of the implementation of the main quality improvement initiatives, use of BRAG and Markbook
 - Student data for Autumn Term 2016 including data on student engagement, attendance and retention
 - The findings of the first phase of student feedback surveys.
- 3.2 The Committee noted that this is the first report to governors on in-year data following changes to the quality systems. Governors welcomed the detail and progress being made. The Committee asked about the impact of new processes on the workload of teaching staff and how staff are being supported. The Deputy Principal responded that:
- the College is prioritising BRAG and Markbook, two changes that are shown to have positive impact on student progress.
 - Monitoring students using BRAG ratings is an additional activity but the systematic approach to coordinating interventions for students identified as at risk of not achieving saves staff time and provides more effective and timely support for students.
 - Curriculum teams involve staff in deciding how to implement the processes in their area to best fit with their programmes and work routines. Quality staff convene a Teaching Learning and Assessment conference monthly for this purpose focussing on particular themes. The March conference will focus on assessment and involve staff representatives from all departments.
 - Assessing and tracking student progress has always been a significant and time consuming activity for teaching staff. Previously staff had local systems for this that may have involved duplicating effort to process information for different purposes. Markbook aims at removing this duplication. Once the course and assessment structures are set up, they can be rolled forward, updated and used for future cohorts. Looking at the reported low use of Markbook Governors asked if senior staff had considered the time taken for recording activity when, for example, teachers were managing a student caseload in excess of the average. This had been considered but this concern would be kept under review.
 - Staff are increasingly confident applying ratings and are now discussing how they can improve the quality and impact of interventions.

- College and department leaders continue to identify ways to reduce time taken on other activities to release it for work setting up BRAG and Markbook.

- 3.3 The Committee considered the design of data reports and raised a number of queries about presentation and interpretation of the data. It was agreed that a sub-group of members (the Chair, Seb Schmolter and Anne Wilson) would meet with the Head of Service for Quality Audits and Standards to review and amend the report format. The group would also consider the presentation of targets and benchmark measures in the report. It was noted that for some measures, national averages may look unrealistic given the College's contextual data. Staff need to be aware of national expectations but not be de-motivated by them. The Committee suggested that the College may wish to invite the new Head of Ofsted to visit the College to familiarise her with the issues relevant to a large urban general FE college.
- 3.4 The Committee welcomed the progress that had been made to achieve increased consistency of good teaching and learning for students and the improvements to the information available to monitor this. The Committee thanked the Head of Service Quality Audits and Standards for the presentation.

SS, AW and
MN

17/1/4 Annual report on student complaints 2015/16

- 4.1 The Committee received the annual report on student complaints. The Head of Quality Audits and Standards presented the report commenting that this was the first report of its kind and preparing it had highlighted a number of process improvements that the team responsible for administering the process is implementing. The changes being made are intended to enable better reporting in future years, particularly on response times, seriousness of complaints, themes, trends and outcomes.
- 4.2 Governors considered the report as follows.
- The Committee noted the increase in recorded student complaints in 2015/16 but from the data it could not be determined whether this was a result of improved reporting processes or increased student concerns.
 - Students value timeliness in handling complaints, being kept informed about progress and when they are likely to receive a response. The College should ensure its processes are responsive to students and be able to monitor and report on how the processes are performing against expected standards.
 - There appears to be a correlation between higher numbers of student complaints for some departments and quality report data on departments with lower scores for student feedback. The Committee asked how the College cross-references such data and acts on what appear to be clusters of issues. The Principal responded that concerns come through various routes and, if they are not resolved by the Head of Learning, they are escalated to Vice-Principal and Principal. Senior managers triangulate the information with routine monitoring data to identify and address the root causes. This occurred in the case of the Health, Education and Early Years curriculum area, which is the College's largest portfolio of provision, where there were multiple concerns arising. The College Principal and leadership team are addressing this and reporting to the Executive Board.
- 4.3 The Committee received the report and requested for its next meeting an update on the impact of actions being taken in Health and Education, as discussed.

College
Principal

Caroline Morrison, Assistant Principal Student Support, Inclusion and Progression joined the meeting for parts 6 and 7 of the agenda

17/1/5 Single Equality Scheme - annual report

- 5.1 The Committee received a report comprising updates to Single Equality Scheme, additional equality information on the profile of the College workforce and an update on activities to promote and achieve the College's equality objectives.
- 5.2 The Committee noted that the commitment to publish an annual equality and diversity report is in the Scheme. The Committee recommended that keeping the different elements of the updated Scheme and annual report separate might make it easier for the College to demonstrate compliance to regulators and other stakeholders. If the College wishes to continue with a combined document then the reasons for this and the presentation should make it clear that the commitments and legal requirements are being met. AP SSIP
- 5.3 The improved data on the profile of the College workforce appeared to show an older workforce with low representation of Black, Asian and Minority Ethnic (BAME) staff particularly at the leadership and management levels of the College. In answer to a question this would appear to be a reduction on the position 10 years ago. The information on the student profile showed a relatively high proportion of BAME students. It was noted that the College recruited staff and students from different populations. The age profile of staff groups, particularly main grade lecturers, reflect the requirements for higher qualifications and/or significant periods of professional experience. The College recognises that its workforce profile is not changing as quickly as that of the City region. The report sets out some of the things the College intends to do to diversify its talent pool. The recommendations include staff development on unconscious bias and positive action on talent development to address this.
- 5.4 It was noted that there are some protected characteristics for which the College has limited profile data. The Executive Director for HR and SRIS reported that most equality data is collected at recruitment so collecting new equality data for existing staff is more difficult. Staff are able and encouraged to update their own staff record. The College encourages disclosure so that the representation and particular needs of staff sharing protected characteristics, such as religion and belief can be monitored and considered.
- 5.5 The Committee commented that it is important that the College's equality profile data includes the Governing Body and the equality action plan includes training for governors to fulfil their responsibilities for leadership of equality and diversity. The Committee recommended that all governors should undertake refresher training in equality and diversity relevant to their duties at least every two years. Equality and diversity should be included in the programme for the next Strategy Event possibly including training on unconscious bias.
- 5.6 The Committee endorsed the updated Single Equality Scheme and received the annual report on progress.

17/1/6 Safeguarding and prevent incidents -update report

- 6.1 The Committee received the update to the 2015/16 Annual Report, which was requested at its September 2016 meeting. The report was discussed as follows.

6.2 Disciplinary Cases

- i) The numbers of disciplinary issues at Olive Grove seems disproportionately high compared to the density of student numbers. The Assistant Principal commented
 - Olive Grove's student population is predominantly male and its subjects tend to be attractive to young men who may have already experienced disruptions to their education due to issues affecting conduct, punctuality and attendance, which if continued may result in disciplinary action.
 - Peaks' data (i.e. no formal disciplinary cases) is accurate and reflects the centre's small size and calm atmosphere.
 - Hillsborough reported a disproportionately low number of cases, which may be due to under-reporting. Previously, disciplinary issues at Hillsborough were dealt with locally by Heads and Deputy Heads of Learning with inconsistent recording. A single team now deals with all disciplinary cases so it will be more accurate and consistent in future.
- ii) It appeared that only half of stage 2 cases resulted in a sanction. Governors asked if, considering the number and outcome of cases, managers are satisfied that the processes are being applied appropriately and whether the College is being sufficiently rigorous about poor performance. The Principal commented that staff involvement in the Positive Engagement process introduced in September 2016 had been well-received. This and the restorative element gives staff better insight into the rigour of the process. The new process also gives students stronger feedback at Stage 1 to encourage them back on track, reducing the need for escalation.

6.3 Safeguarding matters

- i) The data reflects that there are a large number of cases ongoing at any time. Schools and other agencies are more active in sharing information with the College than used to be the case, so more students are starting College with case records.
- ii) Governors noted that information about safeguarding issues relating to individual students is held on ProMonitor. The level of detail that staff are able to access is on a 'need to know' basis with the most sensitive information only accessible by designated Safeguarding staff. The Committee welcomed the care being taken to keep sensitive personal data secure and confidential.
- iii) It was noted that cyber security is a risk for all public organisations and systems holding sensitive personal data require regular testing and updating to manage the risks of intrusion and data breach. The Committee recommended that this risk be considered by Audit and Risk Assurance Committee.

17/1/7 Positive Engagement Policy and Disciplinary Procedure

- 7.1 The Assistant Principal Student Support Inclusion and Progression presented the revised policy documents summarising the revisions made in response to governors' comments.
- 7.2 Governors queried a reference in section 8, stating that the College would 'normally' refer criminal offences to the Police. Governors thought that all potential crime should be reported. This would not necessarily include misconduct on College premises, which might constitute a crime if committed in a public place (such as littering, smoking, abusive language) and is intended to be dealt with appropriately via the College's disciplinary procedure. The Assistant Principal confirmed that suspicions of criminal activity are reported to the Police and the word 'normally' would be removed from section 8.

Assistant
Principal
Student
Support,
Inclusion
and
Progression

7.3 The Committee endorsed the revised Positive Engagement Policy and Disciplinary Procedure.

17/1/8 Investors in People

8.1 The Committee received the report and noted themes in common with the Learning Together Review and other staff feedback such as the request for more staff IT training to help them implement new systems such as Markbook. The Chief Executive Officer mentioned that the report is being discussed with the recognised trade unions via the Joint Consultative Committee and the recommendations are being addressed in relevant change initiatives. The IT example mentioned would be addressed via the Technology change initiative.

8.2 The Committee received the report and noted that a consolidated paper on the Learning Together Review and Investors in People recommendations is being prepared for Governing Body to consider at its next meeting.

Chief
Executive
Officer

17/1/9 Review of meeting

9.1 Members commented on the meeting as follows.

- i) The meeting had constructively considered a broad range of evidence about the College's recent performance in teaching, learning and supporting students. The evidence from the reports indicates that the College has a firmer grip on the measures enabling managers to evaluate, manage and improve College performance.
- ii) At the next meeting the Committee requested that a greater focus should be given to planning matters which would include papers on items such as Higher Education and Apprenticeships. A report on progress on product development and its impact on current applications was also included in the action plan.
- iii) At the March meeting, it would be timely to consider the mid-year review of the College's progress against the Business Plan. Progress on product development and its impact on current applications.

17/1/10 Any other business

10.1 GCSE English and maths - November 2016 resit results

The Deputy Principal reported that a larger number of students had taken GCSE English and maths resit exams in November 2016 as compared to 2015 and the percentage of entrants achieving A* to C grades had increased by 6.9 percentage points, from around 29% to just over 36%. This reflects well on the impact of changes to the English and maths strategy.

10.2 It was also noted that Sheffield had performed well in comparison to other English cities in reducing the number of students Not Engaged in Education and Training (NEETs). The College had contributed to this achievement. Governors recommended that the College develop and publish case studies to promote its positive achievements in this aspect of its work.

Director of
Marketing
and Head
of Public
Relations

17/1/11 Date of next meeting

Monday 27 March 2017 at 8.00 am in the Boardroom, City Campus.

Authorised by Chair:

Date:.....