

Date: 16 June 2021

Clerk to the Corporation
Granville Road
Sheffield, S2 2RL

Venue: Zoom (Online Meeting)

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Present: Beri Hare (Chair), college governor
Gwyn Arnold, college governor
Peter Brooks, college governor
Angela Foulkes, Chief Executive and Principal and college governor
Kathryn Fulton, President of The Sheffield College Students' Union, and college governor
Sol Miah, college governor
John Mothersole, Chair of Governing Body
Steven Spence, staff governor.

In attendance: Andrew Hartley, Executive Director Commercial and Operations)
Nick Rudkin, Vice Principal Apprenticeships (10.00)
Alison Shillito, Governance Advisor and Clerk to the Governing Body.
Paul Simpson, Executive Director People
James Smythe, Vice Principal Student Experience (08.30 – 08.40)
Anita Straffon, Deputy Chief Executive and Deputy Principal
Elise Temple, Assistant Principal, Quality, Teaching, Learning and Assessment (08.45– 09.30)
Robin Webber-Jones, Vice Principal Higher Technical Education and Academic Studies (10.30 – 10.45)

**Action
by whom by when**

21/3/1 Welcome, introduction and apologies

- 1.1 The meeting received apologies for absence from Stephen Betts and Richard Moore. The Chair welcomed John Mothersole, who had joined the committee as a member since becoming Chair of the Governing Body on 1 April 2021.

21/3/2 Declaration of interest

- 2.1 The committee noted the standing declarations of the Chief Executive and Principal (CEP), staff governor and student governor. The staff governor is involved in supporting some of the work presented in item 6. It was agreed that no action was required on this or the other standing interests noted.

21/3/3 Minutes of the last meeting

- 3.1 The Committee approved the minutes of the meeting on 17 March 2021 as an accurate record.

21/3/4 Matters Arising & Action Record

- 4.1 The Clerk presented the action record. There was one action not included on the agenda and Paul Simpson, Executive Director People (EDP), gave members an oral update.

4.2 Minute 21/2/9.2: People update: Employee Engagement Survey 2021:

The EDP reported that the Executive Leadership Team (ELT) is working on three cross-college themes to improve staff satisfaction and morale.

- i) **Teaching staff workload**; using further feedback on process changes that would have most impact on reducing workload and consultation with UCU, ELT will agree priorities for reviewing and changing processes that will have the most impact on reducing administrative workload for teaching staff to focus on learners.
 - ii) **Communication**; further work indicates that staff are satisfied with senior managers' communication, but some staff would like better communication between departments. The ELT will be discussion possible actions with Senior Leadership Group, which includes the managers of all teams.
 - iii) **Career Progression**; the survey highlighted that it is not clear to some staff the career paths that are available and what skills and qualifications they need to apply for a more senior role. The college will also be launching an aspiring leaders' programme for staff interested in progression to more senior management roles. In line with the college's equality and diversity objectives, the EDI Board will be considering how to ensure the programme attracts staff from groups who are under-represented in senior management including people from diverse ethnic communities.
- 4.3 The committee welcomed the update and agreed:
- that all the actions arising in the minutes of the last meeting had been included in the action record;
 - that the actions marked as complete, or agreed as such in the meeting, should be removed from the tracker.

21/3/5 Ofsted Preparations update

- 5.1 Anita Straffon, Deputy Chief Executive/Deputy Principal (DCE/DP), presented an update on how the college is ensuring it will be ready for full inspection Ofsted from early September 2021 and how the college has addressed the areas of improvement identified in recent inspections. Members noted

that an inspection would judge the college against its own self-assessment, which was that the college is “good” with some outstanding features. This is notwithstanding that some aspects of apprenticeships are self-assessed as requiring improvement, pending the full impact of the college improvement plan and wider re-opening of economy so that apprentices could return to training.

- 5.2 Members considered the presentation, and the main points of discussion were as follows.

Accountability and reporting structure, members said this is a thorough approach that would be developmental for those staff involved in producing and updating self-assessments.

Staff perceptions, a member asked if and how a main grade teacher would understand the college’s curriculum intent, implementation and impact. The DCE/DP said that all teaching staff are involved in the curriculum planning days at academy and college level. This is where staff put “careers not courses” into practice using learning achievement, learner and apprentice feedback, destination data, employer input and market intelligence to plan the curriculum. This means all teaching staff understand how and why their curriculum is sequenced and implemented and its impact on their learners. In September 2019, when the college was last inspected, the Education Inspection Framework (EIF) was new. College staff are now more familiar with the EIF and there is wider understanding of how inspectors are using it.

Impact of COVID-19; has this had an impact on the way inspectors will be applying the EIF? The DCE/DP said that the two monitoring visits to the college in 2020-21 had given managers and staff an insight into how inspectors were viewing student experience and achievement through the lens of Covid.

- 5.3 The committee received the report and welcomed the assurance provided on the progress made on the specific improvement areas from previous visits.

21/3/6 Student Experience update Term 3

- 6.1 James Smythe, Vice Principal Student Experience (VPSE) introduced the termly update on safeguarding, student behaviour and FE student voice. It was noted that since the last meeting there had been an improvement in attendance, particularly in English and maths, because of action taken to get students back onto campus for these subjects. Attendance overall, although improved, remained below target and was rated as Amber.
- 6.2 Members considered the report and the main issues discussed were:

mental health disclosures; members noted the action the college is taking to break down cultural barriers to talking about mental health. The VPSE said that the college analyses data by protected characteristics and is acting where there are lower

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rates of disclosure for certain groups offering “time to talk” sessions. It was further noted that committee member, Sol Miah, is a member of the Association of Colleges’ Mental Health Panel and the committee agreed it would be useful for him to share information with the Safeguarding Team about the panel’s work on sector developments and best practice.

Sexual violence and sexual harassment; governors noted that the policy updates included explicit reference to zero tolerance and asked about other measures to prevent incidents and respond to disclosures. The VPSE said that there had been a Students’ Union campaign raising awareness of the impact of harassment and violence encouraging appropriate behaviour and respect based on FREDIE values. The issues had also been covered in the cross-college tutorial programme and additional training for safeguarding leadership staff to ensure they are well-prepared to support students who disclose incidents.

- 6.3 The committee received the report and were assured that safeguarding is highly effective and keeping up to date with the issues that are relevant to students and apprentices.

21/3/7 Student Experience Policy review and update

- 7.1 The VPSE presented two updated policies that had been reviewed and updated for 2021-22 for the committee to consider and approve on behalf of the board,

- Student Engagement and Behaviour Policy and
- Safeguarding Policy.

7.2 Student Engagement and Behaviour Policy

Members received the policy review and update, noting that behaviour is RAG-rated as amber, because although behaviour on campus and online is good, attendance remains below target. Members asked how the changes would help attendance up to target in 2021-22. The VPSE said that the revised policy linked explicitly to the Attendance, Punctuality and Engagement Procedures, to make sure staff are clear on the action they must take on student absence. This will be supported by further staff briefing with the circulation of the revised policy. The intended impact on students is that attendance issues are rigorously and consistently addressed so they are more likely to attend, engage and achieve.

- 7.3 The committee noted the changes and the findings of the equality impact assessment. Members welcomed the inclusion of explicit references to the college not tolerating harassment, violence and cyberbullying, and approved the revised Student Engagement and Behaviour Policy for 2021-22

7.4 Safeguarding Policy

The committee received the report, noting high positive response rates to surveys asking students if they feel safe in college and online and the data on retaining students who might otherwise have dropped out due to health or other personal

issues. Members were assured that the safeguarding policy is having a positive impact on students and the changes proposed reflect the latest guidance on Keeping Children Safe in Education. Members welcomed the inclusion of additional advice for staff on Early Help to help them spot factors that may indicate a student would benefit from support.

- 7.5 The committee approved the updated Safeguarding Policy, as presented in Appendix D to the paper.

VPSE left the meeting at 09.00.

21/3/8 Quality, Teaching, Learning & Assessment

- 8.1 Elise Temple, Vice Principal Quality of Teaching, Learning and Assessment (VP QTLA) gave a presentation on the operation of the college's teaching quality improvement and observation programme. Members noted that much of the teaching quality monitoring was based on observing digital learning. Members asked about frequent mention of developing teachers to provide stretch and challenge, whereas the previous year's report had reported good questioning and differentiation by teachers. The DCE/DP said that most of the comments specifically related to teaching online, which was still relatively new to most staff. Ensuring stretch and challenge specifically in relation to online teaching has emerged as a common area for development in 2020-21 but in most cases, this is to enable staff to develop from good to outstanding teachers.

- 8.2 The committee received the report and welcomed the evidence that the college's teaching is consistently good, and the college is continuing to invest in CPD to improve the quality of teaching and learning to outstanding by 2025, in line with the new college strategy.

21/3/9 Complaints update Term 3

- 9.1 The VP QTLA presented the regular termly report on complaints. The committee noted the report and that complaints are being dealt with in line with the complaints policy.

21/3/10 Further Education (FE) Key Performance Indicators (KPI) and Performance Term 3

- 10.1 VP QTLA presented the FE (KPI) update. The KPI were rated green, except for attendance at amber. The committee noted the impact of the deep dives including significant improvements in retention and attendance for English and maths. The overall attendance rate remained below target and curriculum teams continue to focus on targeted attendance improvement to maximise student achievement and meet the condition of funding. The full impact of this work would be confirmed once award outcomes were collected, and results confirmed by awarding bodies.

- 10.2 Although retention was generally high, this was not the case for Access provision for adults it was noted that this provision had higher than usual withdrawal rates, several student complaints about teaching and learning and below target projected achievement. The provision had been affected by staff sickness absence and recruitment issues and staff were focusing on supporting continuing students to pass and progress.
- 10.2 Members also noted the update on the Whole College Improvement Plan, members commented that this was thorough and robust. The committee received the KPI report and update on the Whole College Improvement Plan and commended the progress made on the targets set.

21/3/11 Further Education projected outcomes 2020-21

- 11.1 DCE/DP presented the projected outcomes for 2020-21 based on some qualifications already completed/claimed and assessments in progress. The committee considered the presentation and the main points discussed were the following.
- National benchmarks;** governors asked how faculty level projections compared to national benchmarks. The VP QTLA said that due to the process for awarding grades in 2019-20, national benchmark data was at whole college level only and projected whole college achievement is 1pp ahead of the 2019-20 national rate.
- Value added:** it was noted that the value added score had declined slightly compared to 2019-20 and was only presented for A Levels. The VP QTLA said that there would be value added scores for technical and vocational qualifications, but these would be calculated retrospectively once qualifications have been claimed. The college's systems allow A level value added to be calculated during the course based on formative assessment results.
- 11.2 The committee received the report and looked forward to receiving a further update in September 2021.

21/3/12 Higher Education update

- 12.1 The Vice Principal Higher Technical Education and Academic Studies (VP HTEAS) presented the report that combined termly reporting on progress against KPI, implementation of the Higher-Level Skills (HLS) Strategy, and HE student voice activity. The VP HTE commented that work on the strategy is on track, continuation and attendance rates are above target and exam boards are running smoothly. The college is awaiting the results of the National Student Survey. The "on-programme" survey has given some feedback requesting improvements to IT equipment and Learning Resources that the higher education team are working with other staff to remedy now that campuses are open.
- 12.2 Members considered the report and the main issue discussed was the college's partnership strategy for HE. It was noted that

there are opportunities for the college to work with other HE partners in future. Members commented that this was an important decision for the Executive Leadership Team (ELT) to appraise, advised by the HE Academic Board. Adding more awarding bodies would add complexity to systems and procedures and potentially be confusing staff who work across programmes. The VP HTEAS said that he would be developing an options paper for ELT to consider, including issues such as curriculum fit and costs. Members also noted that the VP HTEAS would be moving to another HE provider in July. The DCE/DP said that the HE Academic Quality and Enhancement Manager would be ensuring continuity pending the appointment of a new Vice Principal.

- 12.3 The committee received report and thanked the VP HTEAS for his service to the college.

21/3/13 Higher Education: Student Protection Plan

- 13.1 The VP HTEAS presented the policy review and update of the Student Protection Plan, completed in response to feedback from the Open University Administrative Audit. The committee considered the proposed changes to the Student Protection Plan and agreed they provided useful clarification for students and applicants.
- 13.2 The committee approved the updates to the policy, as presented with the report, on behalf of the Governing Body. It was noted that the Office for Students is due to publish further guidance on this later this year, so a further review is likely in 2021-22.

ACTION: publish updated Student Protection Plan on external website

VP HTEAS asap

21/3/14 Apprenticeship update

- 14.1 Nick Rudkin, Vice Principal Apprenticeships (VPA) and Andrew Hartley, Executive Director of Commercial and Operations (EDCO) presented the report. The main points highlighted were
- **Impact of COVID-19;** the VPA said that apprentices are returning to training from furlough and programme completion is increasing. Some awarding organisations are advising there are delays in arranging end point assessments due to assessor availability and high demand. Members supported the college position that it is doing everything it can to drive up completion rates and timely completion, where still possible.
 - **Minimum standards;** despite the issues in arranging end point assessments, the college is continuing to support apprentices to complete and is confident that this year's results will be above the minimum standards threshold.
 - **Careers Advice;** in response to apprentice feedback asking for more careers and student support guidance, the faculty has introduced an Apprenticeship Passport for apprentices to log completion of the tutorial programme, which covers

careers guidance, FREDIE values and student support. A member asked if more careers guidance would cause friction with employers. The VPA said that employers are supportive of apprentices developing their career, it demonstrated commitment and increased their motivation to do well and work for promotion either at the same firm or elsewhere in the sector.

- 14.2 The committee received the report and looked forward to receiving the outturn performance data for 2020-21.

21/3/15 TLQSE Committee Self-Assessment 2020-21

- 15.1 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 2020-21.

- 15.2 The committee considered the report and agreed that,

- The committee had been properly constituted with suitably experienced governors, including active 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 putting students first 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 – such as requesting additional apprentice feedback on the effectiveness of actions to address lower scoring questions – 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 standing orders, members would have appreciated more time for some of the larger board packs. The CEP said that the new headline KPI and targets would help report authors to streamline reporting further while still giving members clear assurance on what the college is doing to address variances. It was commented that members would still want to know about areas verging on outstanding to maintain a balanced perspective.

- 15.3 The committee approved the self-assessment, as presented, including the next steps to increase impact and efficiency.

ACTION: finalise the report for reporting to GB and inclusion in the ARAC Annual Report

Clerk 7.721

21/3/16 TLQSE Committee Work Plan 2021-22

- 16.1 The Clerk presented the proposed work plan, which had been streamlined to combine reports on different aspects of student experience, teaching and learning and learner voice. The work plan had maintained distinctive sections for reporting on FE, HE and apprenticeships at every meeting. It was proposed to have four meetings in 2021-22, align to the availability of key data.
- 16.2 The committee approved the committee work plan for 2021-22.

21/3/17 TLQSE Terms of Reference 2021-22

- 17.1 The Clerk presented the review of the committee terms of reference.
- 17.2 The committee recommended approval to the Governing Body of the revised terms of reference, with one change, to revise the number of meetings in line with the agreed committee work plan for 2021-22.

21/3/18 Review of meeting and closing remarks

- 18.1 Members thanked Kathryn Fulton for her contribution to the committee as student governor and President of the Students' Union 2020-21.
- 18.2 It was commented that the time plan had been too tight on the opening reports. For 2021-22, 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.

ACTION ensure time plan reflects time available

Clerk 22.9.21

- 18.3 Assurances and risks that the committee wished to highlight to the Board were:

Strong assurance - impact of teaching and learning improvements, projected outcomes and progress on apprenticeship completions, although apprenticeships would continue to be an area of risk for the college, due to the pandemic and completion of plan to address the breach of minimum standards;

Areas of potentially increasing risk – higher education, due to the changeover of personnel in an area noted for complex administrative requirements and recruitment challenges.

ACTION update the risk register and mitigating actions to reduce and manage the risk of turnover in HE

Clerk 7.7.21

21/3/19 Dates and times of next meetings

- 19.1 Wednesday 22 September 2021 08.30 - 11.00
Wednesday 01 December 2021 08.30 – 11.00
Wednesday 02 March 2022 08.30 – 11.00
Wednesday 15 June 2022 08.30 – 11.00

