| | **TLQSE COMMITTEE** |
|---|---|
| | **CONFIRMED MINUTES (16.10.2024)** |

| Date: | **12 June 2024** | Clerk to the Corporation<br>Granville Road<br>Sheffield, S2 2RL<br>Tel: 0114 260 2620<br>Email anne-marie-holdsworth@sheffcol.ac.uk |
|---|---|---|
| Venue: | **Boardroom, City Campus** | |

| Present: | Gill Alton (Chair), governor<br>Kam Grewal-Joy, governor<br>John Mothersole, governor<br>Peter Brooks (Apprenticeships Link Governor)<br>Angela Foulkes (Chief Executive and Principal)<br>Paul Senior (Health & Safety Link Governor)<br>Phil Wymer, staff governor – until 9.15am<br>Leo Wilcox, student governor |
|---|---|
| In attendance: | Anne-Marie Holdsworth, Director of Governance (Clerk)<br>Dave Trounce (Deputy Principal)<br>Mark Pearson, Executive Director Strategy and Systems Improvement (ED SSI)<br>Daniele Palacios (Vice Principal of Apprenticeships), from 9.45 to 10.00am<br>Petra Williams (Vice Principal of Quality and Standards), until 10.20am<br>James Smythe (Vice Principal of Student Experience), until 10.20am<br>Emma Lake (Executive Services Administrator)<br>Stephan Hollingshead, governor, and Chair of FEGP |

| | | Action | |
|---|---|---|---|
| | | **by whom** | **by when** |
| **24/4/1** | **Welcome, introduction, and apologies** | | |
| 1.1 | The meeting started at 8.30am and was quorate. Apologies were received from Andrew Hartley, Deputy Chief Executive/Executive Director Commercial and Operations (DCE), Dr Sam Giove. Sol Miah and co-opted member Bee Yee Gan. | | |
| 1.2 | The Chair welcomed Kam Grewal-Joy in her capacity as Vice Chair. KG-J had agreed to assume the position for 1 year in the first instance. | | |
| 1.3 | The Chair advised that the order of business was as stated, and timing of the meeting as planned. | | |
| **24/4/2** | **Declarations of interest** | | |
| 2.1 | The committee noted the standing interests of staff and student governors, the Chief Executive and Principal (CEP). There were no new | | |

| | | | |
|---|---|---|---|
| | declarations of interest and there were no conflicts of interest requiring action by the Chair. | | |
| **24/4/3** | **Accountability Statement 2023-2024** | | |
| 3.1 | The Executive Director of Strategy and Systems Improvement (EDSSI) introduced the termly report to update members on progress against this element of the college's ESFA (Education and Skills Funding Agency) Funding Agreement. The update focused on how the college was meeting the Government's National Skills Priorities in the city and wider region and the criteria set out in the 2023/2024 statement included at Appendix A. The update further specifically included detail of the ambition of the college in relation to green skills as had been requested at the last meeting.<br>Also presented was the Accountability Statement for 2024/2025 which was to be submitted to the DfE for 30 June 2024. (Appendix B). The agreement had been through a process internally and the EDSSI had completed work on it with the ELT. To note, the EDSSI said, was the change in approach to the document which had greater strategic intent. To this end, the style, intent, and breadth of targets had all been changed within the document. | | |
| 3.2 | The committee considered the progress made towards the 2023/2024 Accountability Agreement, along with the information presented in respect of the 2024/2025 agreement, approval for the Accountability Agreement 2024/2025 having been delegated to the TLQSE Committee from the GB. | | |
| 3.3 | The committee commented that it was pleasing to see the strong performance and contribution to sectors in respect of the 2023/2024 agreement.<br><br>The committee asked if there had been any clawback in relation to the 2023/2024 agreement. The EDSSI said that there had not.<br><br>The committee commented on the progress regarding the Green Skills curriculum and the nature and number of short courses run. The DP outlined that the focus of the short courses was upskilling and reskilling in a range of areas. The target markets and associated purpose was reflected in the variance in course length. This aspect of work is part of an AEB Innovation Fund bid with the funding used to build the offer and the delivery capacity.<br><br>Members agreed that the 2024/2025 Accountability Agreement was an informative document with excellent impact. Members made two recommendations:<br>- reviewing the phrasing of the HE participation target for students in the lowest quintile<br>- Amending the tense used in the first section of the agreement to ensure consistency throughout the document. | | |

| | | | |
|---|---|---|---|
| | The committee discussed the targets in the document which would be underpinned by more specific targets linked to the performance of the college. These could specifically be added to the document as an appendix. The committee agreed to this approach to the addition of the targets for their own information. | | |
| 3.4 | The committee received the termly update on progress towards completing the Accountability Agreement commitments for 2023/2024 and confirmed that they were content with the progress being made and assurance provided. | | |
| 3.5 | The committee approved the Accountability Agreement 2024/2025 and agreed that this could be published on the website and submitted to the DfE, subject to the two recommendations made. | | |
| **24/4/4** | **Student Experience update** | | |
| 4.1 | The Vice Principal Student Experience (VPSE) presented the Student Experience Term 3 update. The VPSE drew the committee's attention to the following:<br><br>- The number of safeguarding disclosures was higher than last year, this is likely a response to the increased accessibility of pastoral staff that were implemented in all academy areas at the start of the academic year. Trends and patterns were outlined and presented to the committee.<br>- The VPSE was supporting on the implementation of the city-wide safeguarding transition process and toolkits were now being sent out to every educational setting in the city in relation to this.<br>- The additional Lead Designated Safeguarding post had been recruited to with the appointee being an internal candidate.<br>- There had been 1 further incident classed as a major incident since the last report, bringing the total to 9 for the year.<br>- The college had retained Matrix accreditation and the Quality in Careers Award. Regarding the Gatsby benchmarks, good progress was being made and the VPSE was confident that all 8 benchmarks would be achieved by the end of the year, with 6 already having been met. In May 2024 the college had participated in Ofsted research into Careers Education in Further Education.<br>- Behaviour and Attitudes, much work had taken place regarding attendance and the college continued to drive forward with its trauma informed approach to supporting student behaviour and engagement. As a result of the strong approach fewer serious disciplinary interventions had been seen.<br>- In respect of Work-Related Activity (WRA), the DSES had developed and presented the Work-related Activity Strategy to ELT. | | |

| | | | |
|---|---|---|---|
| | - There were 5 candidates to interview for the Vice President Student Union position, the process would be concluded shortly. | | |
| 4.2 | The committee considered the report and discussed the assurance therein. The main points discussed were as follows,<br><br>- **City-wide safeguarding transition process,** was the VPSE happy that the process was rolling out well? The VPSE responded that they could only advise people to use it rather than it being mandatory. The roll-out had started but there was still work to do on this and it would be next year when the greatest impact would be seen in terms of the resource.<br>- **Gatsby benchmarks,** whilst 6 of these have been met, what was the process for meeting the other 2? The VPSE gave assurance that everything was in place to fulfil the remaining 2 benchmarks by the end of the academic year.<br>- **The Skills Guarantee,** what was planned with regard to this? The VPSE said that the Student Experience Leadership would plan training and support for staff to ensure the effective implementation of this.<br>- **EDI,** members commented that they were pleased to see that some gaps had closed since the last report, especially with regard to apprenticeships.<br>- **Student Positive Engagement and Behaviour Policy 2023 – 2026,** how would the college ensure that the policy was read by students? The VPSE said that the policy would be integral to the induction programme and that it would be included as part of student induction. | | |
| 4.3 | The committee <u>received</u> the report and <u>approved</u> the Student Positive Engagement and Behaviour Policy 2023-2026. | | |
| **24/4/5** | **Quality of Teaching, Learning, and Assessment** | | |
| 5.1 | The Vice Principal Quality & Standards (VPQS) presented the Term 3 report and update to the committee. The main points covered within the report were:<br><br>- The Term 3 whole college QDP Update and assurance<br>- English and Maths cross-college strategy update and assurance<br>- Quality Spotlight Reviews and Interventions – draft impact statement for consideration<br>- Complaints Update for consideration and assurance | | |
| 5.2 | The VPQS highlighted the following points: | | |

| | | | |
|---|---|---|---|
| | - **Quality Development Plan (QDP),** Forecast achievement outcomes give confidence against many of the themes for development. Appendix A showed remaining actions highlighted in yellow to progress work to meet all objectives. <br> - **English and Maths Cross-college Strategy,** whilst it had been planned to bring the new strategy to this meeting it had been agreed between the DP and Chair of TLQSE that this would now be tabled in October 2024. <br> - **Quality Spotlight Reviews and Interventions,** the draft impact statement was included at Appendix B. Spotlights had happened in every academy at least once; where an academy had been identified as needing help and support, they had received a second visit. Only two academies had remained amber rated and whilst they were still amber, they had made progress. <br> - **Complaints,** there had been x complaints and no appeals. The VPQS felt that all complaints had been dealt with in a timely manner and had no concerns in relation to them. | | |
| 5.3 | The committee <u>received</u> the report and discussed the assurance therein. The main points covered were as follows: <br><br> - Members asked about the revised condition of funding and implications for staffing the provision moving forwards. The DP confirmed that the revised condition of funding would require more teachers. Strategically the college has chosen to phase its response to the condition of funding and pilot some aspects such as the 4-hour delivery model for maths. <br> - In terms of the spotlights, members asked what happened with the double ambers. The VPQS said that regular meetings were put in place to support these academy areas and that traction was being seen with regard to the interventions which had taken place. The VPQS hoped that this would be evidenced in an improvement in learner outcomes for those areas under support and intervention. Members also sought to understand how the process might be refined and further develop. The VPQS said that there had been some restructuring in terms of the process and timings of the spotlights plus reporting back to allow for swifter action from feedback to enable quicker intervention. The committee asked how the improvements from the process would be evidenced at the end of the year as the data indicated that results would be quite similar to the previous year. The VPSQ said that wider evidence such as the quality of TLA were a good indicator. It was also outlined that some of the areas for development that had been identified and worked on would have impact in the next academic year once they have been implemented for a more sustained period. <br> - The committee commented that it was pleasing to see that there had been no complaints relating to the quality of teaching and learning given that this was the core business of the college. | | |

| | | | |
|---|---|---|---|
| 5.4 | The committee <u>noted</u> the report and the assurance provided. | | |
| | **ACTION** <br> • English and Maths Cross-college Strategy: bring to the first meeting of the next academic year for consideration. | | |
| **24/4/6** | **Technical Education & Skills** | | |
| 6.1 | The Deputy Principal (DP) presented the report highlighting the following: <br><br> - **Retention rates and forecast achievement,** The DP said that the college was trying to build and sustain performance, with consistency being key. There had been marginal improvements in 16-18 achievement forecasts and a marginal decline in the adult achievement forecast. Achievement outcomes are forecast to be above the National Average for both young people and adults. <br> - **Personal Development,** the DP talked about the Skills Guarantee as integral to study programme planning and an organisational commitment to developing wider skills that support learner progress. <br> - **Student Satisfaction,** the introduction of the end-of-programme survey would help with measuring impact of quality interventions identified at the mid-year survey in January. <br> - **UCAS applications,** current intended progression was in a good place and UCAS applications were positive compared to previous years. <br><br> The staff governor left the meeting at 9.15am. | | |
| 6.2 | The committee considered the report and the main points of the discussion were as follows: <br><br> - **UCAS,** the committee enquired whether the college had seen an increase in the number of applications from disadvantaged students due to the changes in application fees. The DP said that applications were about the same and the VPSE confirmed this adding that the changes to fees not impacting may be due to the fact that the college had always supported students to apply. The DP said that part of Ofsted's thematic review visit for careers education had been to look at disadvantaged students and whilst this had a broader remit than UCAS, it would be interesting to see what the report said in this respect. | | |

| | | | |
|---|---|---|---|
| | - **Sixth Form,** members asked if there was enough scrutiny regarding the Sixth Form and whilst they did not doubt that a lot was happening to improve provision in this area, they felt it would be prudent to increase their focus until outcomes were at or above the national expectation for this type of provision. | | |
| 6.3 | The committee <u>noted</u> the report and the assurance provided. | | |
| | ACTION<br><br>• More in depth reporting in relation to the Sixth Form to be provided at future meetings. | DP | Ongoing |
| **24/4/7** | **Higher Education** | | |
| 7.1 | The Executive Director of Strategy and Systems Improvement (EDSSI) presented the Term 3 report and update, which covered the following areas for assurance and comment:<br><br>- **Scorecard Update 2023-24,** the EDSSI said that retention had held up strongly compared to previous years. The college was retaining more students in-year and with the plans in place for the Summer, it forecast that it would retain more students into 2024/2025, supporting its ambition for growth. Additionally, in terms of the Access and Participation Plan (APP) the college was seeing gaps narrowing when compared to previous years.<br>- **Student Voice 2023-24,** the National Student's Survey had closed, and results would be available in July.<br>- **HE QDP (Quality Development Plan),** the key thing to highlight regarding the QDP was consistency of assessment practice which had also been evident from the student survey.<br>- **Policy and Procedure,** the HE Academic Misconduct Policy was a new policy introduced in part to tackle issues resulting from the introduction of Artificial Intelligence (AI). The policy was distinct from the FE Malpractice and Maladministration Policy and had been through internal process before being presented for approval to the committee. | | |
| 7.2 | The committee considered the Higher Education report. The main issues discussed were as follows:<br><br>- **Participation,** the committee remarked that the improvements in the APP target gaps were extremely impressive. The leading indicators presented a very positive position in much lower gaps in outcomes between the groups of students identified in the current APP, but what were the improvements attributable to? The EDSSI said that access to data and understanding the data | | |

| | | | |
|---|---|---|---|
| | had been important, such that as there had been better understanding of student groups then better support had been provided which in turn had made a difference and improvement.<br><br>- **Partnerships,** the committee asked the EDSSI to provide further detail regarding the development of quality partnerships to support sector working. The EDSSI said that work with Hull University had been progressing and the relationship evolving positively; some work with staff on CPD had been undertaken along with some research projects.<br><br>- **Policy,** the committee asked if there had been any problems with AI in exams. The EDSSI said that whilst some students had been using AI there were no concerns and the college had specialist staff regarding plagiarism who now looked at AI, so was confident that the college was well-equipped to handle any issues arising from AI. Members also asked how the policy had been developed. The EDSSI said that the college had work with SHU and Hull in developing the policy, but it was not identical to their policies and was suitable for a HE setting. | | |
| 7.3 | Members <u>received</u> the report and noted the assurance given.<br>The committee <u>approved</u> the HE Academic Misconduct Policy. | | |
| **24/4/8** | **Apprenticeships** | | |
| 8.1 | The VPApps joined the meeting at 10.45am to present the Term 3 report and update. The main areas highlighted were as follows:<br><br>- **In-year update on performance against the 2023-2024 Scorecard,** overall achievement year to date (April 2024) was 61% for 2023/2024, which was 9pp higher than the last report and 5pp higher than the same time last year. The VPApps was confident that the KPI scorecard target of 66% would be reached, which was 5pp higher than last year (61%). The accountability framework had changed in June and all areas were Green, including Past End Date (PED). The VPApps said that even though Green she acknowledged that the past end date figures were higher than she would like, although the figures were going down when at this point in the year they would normally be going up, giving confidence that the picture was improving. . The highest number of past end date were in the area of Health.  Staff had met with employers to review those who were significantly past their end date to determine if they would be supported to achieve.<br>**Apprentice Voice Induction Survey results**, the induction survey of apprentices had a response rate of 85% which was in line with the KPI and 39% higher than the previous year; this was extremely positive. On 3 out of the 6 KPI questions the target score was exceeded. However, 3 questions scored lower than the target and lower than 2022/2023. Measures were in place to address the issues identified which was the experience around induction and rooming at the start of the apprenticeship programme. | | |

| | | | |
|---|---|---|---|
| | - **EDI Gap Analysis,** the gap analysis with comparisons of 2022/2023 and 2023/2024 year-to-date showed that overall, there had been an improvement in closing gaps. However, there had been an increase in the retention rate between 16–18-year-olds and 19+, increasing from 5% to 8%. There had been a significant narrowing in the LLDD gaps both in retention and pass rates from the previous year. This was due to the high level of support given and reasonable adjustments made through the end point assessments, along with a comprehensive CPD package for SEND.<br>- **Quality Development Plan (QDP) update,** progress continued to be made on delivery of the QDP. Improvement points from the 'spotlight' reviews and subsequent follow up visits had been incorporated into the QDP.<br>- **Apprenticeship Plan refresh update,** the draft plan was now ready for finalisation which would take place following the development of the college's new strategic plan to ensure alignment. | | |
| 8.2 | Members considered the report, and the main points of discussion were as follows:<br><br>- The committee was keen to understand what action was being taken with regard to narrowing the gap in retention rates. The VPApps said that work was ongoing with IAG and that retention rates were improving even though the gap was still there. Support during induction had been strengthened along with information about courses to assist apprentices in choosing the right course.<br>- Members asked if the college tracked how many apprentices secured employment. The VPApps said that they did and that almost all apprentices retain a position and stay with their employer after completing their course. The data was very strong in this respect.<br>- Members sought to explore the position of those past end date further. The VPApps said that weekly meetings were held with employers and the position monitored to ensure that numbers were reducing. The health sector remained the biggest sector of concern and the impact of covid was still being seen here. The committee said that they would expect to see further reductions and the VPApps assured the committee that those past end date was still an area of high focus even though the numbers were improving.<br>- Members asked if any sectors were more buoyant than others as they were concerned about construction going forward. The VPApps assured the committee that growth in construction was strong.<br>- The committee queried the lack of distinction in the report about different levels of apprenticeships and retention rates. The VPApps explained that the lowest retention rate was in L2. The | | |

| | | | |
|---|---|---|---|
| | CEP said that more detailed data was provided with a breakdown for October with a final version for TLQSE in December | | |
| 8.3 | The committee <u>received</u> the report for assurance. The committee commented that they were generally pleased with the improvements in apprenticeships.<br><br>The VPApps left the meeting at 10.00am. | | |
| **24/4/9** | **College Strategy 2025-2030** | | |
| 9.1 | The EDSSI presented the draft learning ambition statement and strategic aim statements for consideration by the committee. | | |
| 9.2 | The committee discussed the statements which had been circulated along with a shorter learning ambition statement verbally articulated, and the main points were as follows:<br><br>   &minus;  The committee considered whether the ambition statement should be shortened from the previous form to reduce risk of losing its impact. They agreed that a shorter ambition statement would be more memorable.<br>   &minus;  The committee thought it was important to triangulate the vision statement, ambition statement and strategic aims.<br>   &minus;  The committee considered whether there would be stakeholder engagement and consultation with staff and students on the draft statements. The CEP confirmed that there would prior to the statements being taken to GB for approval.<br>   &minus;  The committee considered whether the content of the statements aligned to the college's ambition to be great and also whether they had relevance for all and were inclusive. Members concluded that they did.<br>   &minus;  Members sought to clarify the process for the remaining statements forming the strategy to be agreed. The CEP explained that two other statements would be taken to FEGP before all statements would finally be considered at GB in July. | | |
| 9.3 | The committee <u>approved</u> the draft statements subject to the amendment of the learning ambition statement to be re-drafted in line with that verbally presented and discussed at the meeting. | | |
| **24/4/10** | **Committee Self-assessment, Terms of Reference review, and workplan 2023-2024, and Governor Dashboard Template** | | |
| 10.1 | The DG presented the draft self-assessment report which included quantitative data on the activities of the committee in 2023/2024, covering the following: | | |

| | | | |
|---|---|---|---|
| | - Members' skills set, the committee had broad and balanced representation with strengths in different areas and included members with current and recent experience of leading quality improvement.<br>- Attendance, this was currently 93% which was above the target for good attendance in the Standing Orders.<br>- Challenge, the minutes demonstrated that there had been rigorous challenge to the leadership team, particularly with regard to the English and Maths strategy and apprenticeships.<br>- Effectiveness at closing actions, the number of actions raised was comparable to the previous year with all but two actions having been closed and those due to be closed at the next meeting. This evidenced that the committee had been effective in raising and completing actions<br>- Committee operation, all papers had been circulated within the prescribed timeframes.<br><br>The DG presented the draft ToR and workplan for 2024/2025, drawing the committee's attention to the recommended additions in the ToR along with a number of amendments to the workplan which had been through ELT review. The ToR included information for 2024/2025 regarding the duty to approve the Accountability Agreement delegated from GB, along with a requirement to duly consider the new AoC Code of Good Governance (2023) adopted and to ensure adherence to it. | | |
| 10.2 | The committee agreed:<br><br>• The committee had been properly constituted with suitably experienced governors, including staff and student governors. The new appointment of Vice Chair had strengthened the committee.<br>• The committee had fulfilled its Terms of Reference.<br>• The committee had completed its workplan and in doing so had continued to support managers to maintain the pace of improvement by having a rigorous work plan; raising appropriate actions and giving impartial feedback on how the college is demonstrating impact.<br>• The agenda and papers had been received in line with the deadlines in the standing orders. | | |
| 10.3 | The committee noted the committee self-assessment to recommend to SRG. The committee also approved the draft committee work plan for 2024/2025 and agreed to recommend approval to GB of the Terms of Reference for 2024/2025. | | |
| 10.4 | The EDSSI requested further time to consider the presentation and format of presentation of data for governors. | | |
| 10.5 | The committee considered their requirements going forward and the need for high level assurance rather than operational level data sets and how this would dovetail with more focused reports next year which would present analysis and next steps to see impact rather | | |

| | | | |
|---|---|---|---|
| 10.6 | than papers describing everything. It was agreed that as the college moved from good to great, the tolerance level of governors had changed, and with this, the information required at meetings. The dashboard would seek to cover information relating to permanent discussion items and papers would focus on matters by exception. The Chair of TLQSE said that she would be happy to be part of a working party to look at the development of the new dashboards.<br><br>The committee noted the work to progress suitable dashboards of data for TLQSE for 2024/2025 and agreed to a new dashboard being piloted with them for the first meeting of the next academic year. | | |
| | **ACTION:**<br><br>• Draft ToR to be taken to the GB meeting of 10 July 2024 for approval.<br>• Dashboard to be further developed in consultation with the Chair of the committee. | | |
| 24/4/11 | **Consent Agenda Items** | | |
| 11.1 | The following items were board business not requiring a decision and which formed part of the Consent Agenda; however, the DG asked members if they wished to discuss any aspects before seeking a proposal/approval to resolve the items as presented:<br><br>a) **Minutes of the last meetings**<br>− Members to confirm the minutes of the meeting held on Wednesday 28 February 2024.<br><br>b) **Matters arising and action record**<br>− Members to consider any matters arising and updated action items not included on the agenda and approve removal of completed items.<br><br>a) **Internal Audit – HE Framework Report**<br>Members to receive the audit for information. | c | |
| 11.2 | The Committee noted and approved all items as appropriate without further question. | | |
| 24/4/12 | **Review of meeting and closing remarks**<br><br>The committee reflected on the quantity of data on TeamEngine available for meetings and whether this could become more high level.<br><br>The committee considered how information could be shared between committees to help with the flow of information but without duplicating work. | | |

| | | | |
|---|---|---|---|
| | The committee concluded that this was something for the CEP to take forward in considering the dashboards, the level of information and quantity of information therein and presentation to members. It was agreed that the focus for next year was to concentrate on any concerns or matters of celebration and to report by exception unless there was a compulsion to report due to external requirements. | | |
| **24/4/13** | **Date and time of next meeting**<br><br>16/10/2024 08.30 – 10.30 in the New Boardroom, City Campus<br><br>The meeting closed at 10.55am | | |