



Date:	28 February 2024	Clerk to the Corporation Granville Road Sheffield, S2 2RL Tel: 0114 260 2620 Email anne-marie-holdsworth@sheffcol.ac.uk	
Venue:	Boardroom, City Campus		
Present:	Gill Alton (Chair), governor Kam Grewal-Joy, governor John Mothersole, governor Peter Brooks (Apprenticeships Link Governor) Angela Foulkes (Chief Executive and Principal) Paul Senior (Health & Safety Link Governor) Phil Wymer, staff governor Sol Miah (via video conference) Bee Yee Gan, co-opted member Leo Wilcox, student governor		
In attendance:	Anne-Marie Holdsworth, Director of Governance (Clerk) Dave Trounce (Deputy Principal) Mark Pearson, Executive Director Strategy and Systems Improvement (ED SSI) Daniele Palacios (Vice Principal of Apprenticeships), from 9.55 to 10.10 Petra Williams (Vice Principal of Quality and Standards) James Smythe (Vice Principal of Student Experience) Martin McNeill (External Board Reviewer) Emma Lake (Executive Services Administrator)		
		Action	
		by whom	by when
24/3/1	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), and Dr Sam Giove. Sol Miah joined by video conference.		
1.2	The Chair welcomed Bee Yee Gan (co-opted member of TLQSE (Teaching, Learning, Quality and Student Experience)) to her first meeting of the academic year, along with Martin McNeill, the external board reviewer from the AoC (Association of Colleges).		

24/3/2	Declarations of interest		
2.1	The committee <u>noted</u> the standing interests of staff and student governors, the Chief Executive and Principal (CEP), and Dr Sam Giove as the Director of Sheffield Business School (SHU). There were no new declarations of interest and there were no conflicts of interest requiring action by the Chair.		
24/3/3	Minutes of the last meeting		
3.1	The committee <u>confirmed</u> the minutes of the meeting on 6 December 2023 as a true and accurate record of the meeting.		
24/3/4	Matters Arising and Action Record		
4.1	Members <u>agreed</u> that all matters arising from the previous meeting had been added to the action tracker.		
4.2	Members <u>agreed</u> that all items from the action tracker on 6 December 2023 would become an integral part of each agenda going forward and would be covered as business as usual.		
4.3	The committee <u>approved</u> the removal of completed actions from the action tracker.		
24/3/5	Accountability Statement 2023-24		
5.1	- 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.		
5.2	The committee considered the progress made towards the annual Accountability Statement, along with the information presented.		
5.3	The committee commented that it was pleasing to see the progress with T Levels in P3 and that there had been positive recruitment to date in terms of the adult offer this year including the partnership with SCC (Sheffield City Council) for new sustainability courses. The committee commented that the paper presented did not show the extent to which growth in demand was continuing. The EDSSI assured the board that a monthly profile ensured that there was a high degree of confidence in demand for the offer. Additionally, the college's offer for 2024/2025 would be informed by curriculum planning and performance reviews.		

5.4	<p>The committee said that the college appeared to have exceeded its targets for T levels in most areas but not the overall total. The EDSII confirmed that this was the case in the short-term, with 165 T-Level students against a plan of 183, although the college was projecting to grow to between 350 and 400 T-Levels for the next academic year, but not necessarily in all curriculum areas.</p> <p>The committee asked if targets for Digital and Technology, and Engineering and Mathematics would be revised. The EDSSI said that a plan was submitted to the ESFA and would be reviewed as part of the ongoing discussions with them.</p> <p>The committee commented that whilst T-Level recruitment was good, further assurance was needed regarding apprenticeships and specifically whether challenges with recruitment were a national issue. The EDSSI confirmed that this was the case and assured the committee that data was regularly reviewed, and he was confident that the areas identified were ones where recruitment and courses were needed. Any challenges with Apprenticeship headcount/income were reported to the FEGP Committee. The committee asked if there were issues with market share or the quality of courses and the EDSSI confirmed that there were none. The CEP provided additional information in respect of the challenges with health apprenticeships which were common with other providers.</p> <p>The committee <u>received</u> the termly update on progress towards completing the Accountability Agreement commitments and confirmed that they were content with the progress being made.</p>		
24/3/6	Student Experience update		
6.1	<p>The Vice Principal Student Experience (VPSE) presented the Student Experience Term 2 update report. The VPSE drew the committee's attention to the following:</p> <ul style="list-style-type: none"> - At the previous meeting, the elevated level of the disclosure rate at the end of P3 had been discussed; assurance was provided that this had fallen, was now approximately in line with last year, and was as expected now for P3 – P6. - There had been 5 major incidents in relation to either missing students or student deaths since the previous report. Assurance was provided that all protocols had been followed to deal with these incidents. - The Safeguarding Policy 2023-2024 had been updated and new wording added in relation to international work, following the success of the college in achieving a Tier 2 License (included in Appendix A) - The student voice survey (On-Programme Quality Student Survey) had been conducted 3 months earlier this year, in January rather than in March 2024. This was a positive step to allow more time 		

6.2	<p>to respond to and see the benefits of any matters/actions resulting from the survey.</p> <ul style="list-style-type: none"> - Behaviours and Attitudes; whilst data showed that the attendance of CLA (Children who are Looked After) was 3pp lower than peers, the VPSE assured members that he was confident that the college was doing all that it could to meet the needs of this group of young people, including working with the virtual head and completing all PEP meetings in a timely manner. <p>The committee considered the report and discussed the assurance therein. The main points discussed were as follows,</p> <ul style="list-style-type: none"> - Disclosure levels, members asked if the VPSE was confident that the college had the capacity and resources to deal with the number of students disclosing. The VPSE confirmed that there was a structure in each academy for this, with staffing to cover the caseload. Additional capacity had been built in for the provision at Peaks campus from September 2024. A staff governor commented that the move to student mentors had been highly effective in dealing with caseload, although he was concerned about the pressure on PEPs. The VPSE assured that termly business planning allowed for a review of resource for student mentors and for this to be maintained sufficiently. - Members asked about the way in which students deemed at risk were identified, to better understand this. The VPSE said that an algorithm was used and had been developed to take into account a range of factors which would influence a decision as to whether a student was high risk or not. An initial risk was captured at student enrolment and then the risk rating reviewed throughout the year. The committee asked if students stayed at risk. The VPSE said that many students did stay at risk throughout the year, but he was confident in the data and students did move up or down the risk rating as staff worked with them during the year. - On Programme Survey – Higher Education Provision, members asked what was driving the inclusion of the freedom of expression question, along with the response which seemed low compared to the target and which was 5pp down compared to the NSS (National Student Survey) score in 2022-2023. The CEP explained that the question was a new question on the OfS (Office for Students) National Student Survey (NSS) in 2022-2023 and the On Programme surveys replicated the key questions from the NSS so that student voice was impacting through all years of study. The CEP said that the response was in line with national data and so not duly concerning. - Safeguarding Policy 2023 – 2024, members asked how the policy applied across the college to those students over 18. The VPSE said the policy applied as per legislation and so included the definition of 19+ students classed as vulnerable adults however the college treats all students equally under the policy. 		
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6.3	The committee <u>received</u> the report, and approved the update to the Safeguarding Policy 2023-2024, subject to the amendment of any typos		
	<p>ACTIONS:</p> <ul style="list-style-type: none"> • Amend misprint on Page 35 of Student Experience Report: 'come and student with us' to be changed to 'study'. • Include an asterisk on disclosure level data to explain that risk factors are not the same across all college areas; this is to develop the informative nature of the data. 		
24/3/7	Quality of Teaching, Learning, and Assessment		
7.1	<p>The Vice Principal Quality & Standards (VPQS) presented the Term 2 report and update to the committee. The main points covered within the report were:</p> <ul style="list-style-type: none"> - an update on the Maths and English Strategy - assurance to TLQSE that the college is continuing to review and improve Teaching, Learning and Assessment across cohorts - an update on the college's Quality Assurance and Enhancement mechanisms and impact on students, namely the Spotlights and OTLA processes - an update on the College Quality Development Plan (QDP) which provides assurance of the progress being made against the actions that were planned in Period 6 - assurance on the effectiveness of the college's complaints policy and procedures up to Period 6 		
7.2	<p>The VPQS highlighted the following points in relation to her update:</p> <ul style="list-style-type: none"> - Maths and English Strategy, the November resit results were positive against national data, with English being 9pp higher and Maths being 4pp higher. Additionally, 115 students gained a grade 4+ across English and Maths in November 2023, compared with 70 the previous year. Both the number and proportion of students gaining a level 4+ was higher than in 2022-2023. - Teaching, Learning and Assessment, 79% of observations had been completed, with the observation cycle being on track and ahead of the same period last year. 99/100% of observations would be completed by March. Key themes extracted from the observations were being used to inform CPD (Continuous Professional Development) for staff improvement. - Quality Assurance and Enhancement, 13 academies had had spotlights. Of these, 9 were RAG rated green/blue and 4 were 		

<p>7.3</p> <p>7.4</p>	<p>amber; there were no reds. Any actions identified on the RAG were being taken forward to the QDP (Quality Development Plan)</p> <p>The committee <u>received</u> the report and discussed the assurance therein. The main points covered were as follows:</p> <ul style="list-style-type: none"> - Members asked about progress tutors and the plan to continue with their support against funding changes. The Deputy Principal (DP) said that funding reforms announced at February half-term were being reviewed and it was likely that more resource would need to be diverted into teaching to meet the increased delivery hours. A phased approach is likely with some coaching retained to support 1:1 and small group support whilst developing the teaching talent needed in this area for the future. The revised policy is being considered within the Maths and English Steering Group and a further update would be provided at a future meeting. - Members further asked how the ‘expert’ status of delivery staff was defined in relation to the emerging strengths from the spotlights. The VPQS said that this is done through a triangulation process with staff, students, and industry experts as it was something which Ofsted would measure too. - The committee also asked how actions from the spotlights were being monitored and whether any changes were planned to the process, given that this was the first year of the process. The VPQS said that in terms of learning from the roll-out of the process and to improve things further, it was planned that formal observations would be worked into the process two weeks before the spotlights and this would be included in reporting. The staff governor said that the spotlight process had been widely commended by staff, not only for the process but also for the supporting materials where intervention was required. Members asked when a full report would be available with a complete data set. The DP said that a draft statement would be prepared for the next TLQSE meeting in June and a full report would be available in Autumn 2024. <p>The committee <u>noted</u> the report and the assurance provided. Members commended the VPQS on the quality of the report, which they thought was a clear and comprehensive document.</p>		
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Quality Spotlight Reviews (and observations): Bring full report with consolidated data to Autumn Term meeting. Draft statement to be brought to next TLQSE meeting on 12 June 		

24/3/8	Technical Education & Skills		
8.1	<p>The Deputy Principal (DP) presented the report highlighting the following:</p> <ul style="list-style-type: none"> - Retention rates remain high for both adult learners and young people at 98% and 97% respectively although it is anticipated that the retention rate at the year-end will mirror the previous year. - Attendance remains a strong focus to ensure that Achievement and progress outcomes are maximised. Assurance falls into two categories: i) forward planning ii) actions to address current matters. In terms of planning, the DP said that the CIAP process has provided a clear roadmap for the curriculum offer and subsequent workshops with curriculum were now focussed on programme planning, sequencing, and delivery. P6 Performance Reviews were scrutinising attendance and learner progress with the impact of interventions by leaders and managers since P3 a key measure of effectiveness. - UCAS applications were positive and had increased compared to the same point last year despite ongoing learner concerns regarding the cost of higher-level study - Progress measures (VA (Value Added)) had been introduced into reporting and a glossary of terms was included to aid the committee's understanding. Overall reportable Value Added (VA) after Census point 1 (November input) was marginally negative at -0.11 for programmes in scope. 63% of learners reported in the census were at or above target with the highest negative variance at this point within the Applied General qualification group. Census 2 was currently being completed. Post-covid, it was expected that there would be a return to national data on VA being published and the DP felt it was important to keep this in focus. - the planning of the curriculum intent and associated delivery models was approximately 6-8 weeks ahead of the same point in 2022-2023. The DP reinforced the importance of effective and timely planning on the quality and effectiveness of curriculum implementation and why this was a key focus area of support and development with leaders and managers. - T-level recruitment was broadly good with applications down against the previous year in only one area, that of Business Support. Government timelines and clarity of information around some aspects of qualification reform continued to present challenges to future planning. Recent announcements relating to the removal of the Hair and Barbering T Level meant that plans were having to be changed at short notice. A thematic review of T-levels has been planned and will start in the month of March. This review will help to update the committee further, reinforcing scrutiny and assurance for the committee, along with a 		

8.2	<p>review of assessment readiness through both performance review and 'on-the-ground' assurance checks.</p> <p>The committee considered the report and the main points of the discussion were as follows:</p> <ul style="list-style-type: none"> - Value Added, members wanted to understand what action was being taken to improve the VA score. The DP said that they were looking at the position at Census Point 1 (CP1) and whether there was confidence in the change from CP1 to CP2 regarding the progress learners are making. - Risks, one member queried whether a risk number in the Technical Education and Skills Report was correct. 		
8.3	<p>The committee <u>received</u> the report and noted the report for assurance.</p>		
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Technical Education and Skills Report (Page 114) Risk 22: Review if the correct risk number is listed 		
24/3/9	Higher Education		
9.1	<p>The Executive Director of Strategy and Systems Improvement (EDSSI) presented the Term 2 report and update, which covered the following areas for assurance and comment:</p> <ul style="list-style-type: none"> - Scorecard Update 2023 – 2024, the EDSSI reported high confidence levels regarding retention by the end of year. - Access and Participation Plan (APP), there were only 4 gaps in the APP which were all very small and confidence was high that these gaps would remain small. - Student Voice, the EDSSI referred to the internal On Programme Survey in table 1 and the breakdown of response against 9 questions for the two HE (Higher Education) Schools. Performance was generally positive compared to the results from the same point last year, with 6 of the 9 questions having a more positive response rate, 1 remaining the same, and 2 questions with lower scores. Against the ambitious targets the results were consistently lower than target. This would become a focus for the spotlight reviews. - HE QDP (Quality Development Plan), there was strong assurance from the management team against this. - SYIoT (South Yorkshire Institute of Technology), the GB (Governing Body) Chair's 'Letter of Intent' had been submitted to SYIoT and the information required from SYIoT to complete the DfE 'Change Process' had been completed. This had been a 		

<p>9.2</p> <p>9.3</p>	<p>positive step regarding progressing plans. The second SYIoT Strategic Planning Day took place on 6 February 2024.</p> <ul style="list-style-type: none"> - UC Sheffield hosted a HTQ (Higher Technical Qualifications) event in December for 16 officials from the Department for Education (DfE) to showcase the HTQ offer and share experience of HTQ implementation alongside the support of student and employer voice. The event was an important step in terms of regional and national exposure. <p>The committee considered the Higher Education report. The main issues discussed were as follows:</p> <ul style="list-style-type: none"> - The methodology behind the RAG rating on the Term 2 HE KPI Data table, members wanted to understand why more areas were not Green. The EDSSI said that some areas had been marked as Amber to ensure a sharp focus continued in these areas of retention for the future. - The benefits of joining SYIoT, the EDSSI said that there was not a financial benefit, but joining would enhance collaboration and TSC (The Sheffield College) would have a collective voice in employer groups. The benefit was really about collaborative delivery and access to research within the universities which would help TSC HE staff in terms of mastery or engaging with research; this, in turn, might help to retain staff. <p>Members <u>received</u> the report. The committee commented that, on basis of the report, they felt things were more stable in HE and that the retention figures were a leading indicator in respect of quality issues. They commended the EDSSI on the positive progress made.</p>		
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Amend misprint on Higher Education Report from 'learning indicator' to 'leading indicator' 		
<p>24/3/10</p>	<p>Apprenticeships</p>		
<p>10.1</p>	<p>The Vice Principal Apprenticeships (VPApps) presented the Term 2 report and update. The main areas highlighted were as follows:</p> <ul style="list-style-type: none"> - 2022-2023 Achievement Rates, the DfE had published the provisional Qualification Achievement Rate (QAR) which showed a 1% differential from that reported by the college, down from 62% to 61%. This was being investigated. - EDI (Equity, Diversity, and Inclusion), The VPApps was working with new head of EDI and apprenticeship champion. Ethnic minority pass rates had increased, but a full report on EDI would be brought to the next TLQSE meeting. - In-year update on performance against the 2023-2024 Scorecard, overall achievement is higher than at the same point 		

	<p>in 2022-2023 at 56%. End point assessment pass rates remain high at 97.5%. Apprentices Past Planned End Date continued to be an area of focus, the position is improving but remains a high number. At time of report, there were 323 active in past learning,</p> <ul style="list-style-type: none"> - Update on Apprenticeship Quality Development Plan for 2023-2024 and spotlights, good progress continued to be made against the 3 priorities - improving curriculum planning and innovation; enhancing the apprentice journey from pre-engagement to EPA, and Good to Great. Apprenticeships had now been through the spotlight process and staff reported positively regarding this. - Apprenticeship Plan refresh update, work on the refreshed apprenticeship plan had been completed and the plan was now in draft format to go to ELT. <p>10.2 Members considered the report, and the main points of discussion were as follows:</p> <ul style="list-style-type: none"> - The committee was keen to understand if there were any examples of how employers helped to shape the way in which college delivers apprenticeships. The VPApps said that TSC had embedded NHS's 'proud values' and similarly had incorporated values within carpentry; they were working with employers to devise values and not enforcing TSC's own values. - Members asked if it was possible to accelerate the reduction in those past planned end date further, as whilst there had been a reduction it was felt that this was not reducing as quickly as previously discussed. The VPApps assured members that the college was working hard to do this, monitoring active learning and EPA (End Point Assessments) 3 months and EPA 6 months. - Members asked the VPApps if she was confident that everyone classed as being in active learning was in active learning. The VPApps confirmed that she was and that if a student was not in active learning they were removed or withdrawn from the apprenticeship. <p>10.3 The committee <u>received</u> the report for assurance. The committee commented that they were encouraged to hear of the general improvements within apprenticeships.</p>		
<p>24/3/11</p>	<p>Review of meeting and closing remarks</p>		
<p>11.1</p>	<p>The committee was satisfied with the assurance provided across matters. They had further questions relating to the following areas of assurance:</p> <ul style="list-style-type: none"> - HE Update – Access and Participation Plan, members were keen to understand why Jewish Students had been identified as a key 		

	<p>priority group to monitor and support in terms of achievement; they asked if this was a consequence of the Israeli war on Hamas. The CEP said that the SoS had issued a letter advising colleges to be mindful of Jewish Students and the OfS shared this view, and this social mobility group had been included with this in mind.</p> <ul style="list-style-type: none"> - Tier 4 status, the staff governor asked for clarification on the international element of provision for the College Strategy 2025-2030 given the acquisition of the new status. The CEP confirmed that following the GB Strategy Event in January 2024, this was not a high priority, but that the college would explore potentially working with partner universities to provide foundation level courses for international students before they moved on to higher level courses at university. - HE courses within HE, a member raised the issue of the viability of HE courses in construction. The CEP said that an action would be taken forward to review requirements and felt that sustainable construction would be critical going forward; problems were perhaps in areas of construction rather than construction as a whole. The college would review where the challenges lay though to feed into the Accountability Statement. - Improvements in E and M, the committee wanted to understand how the improvements outlined in the report on the Quality of Teaching, Learning, and Assessment had been achieved. The VPApps said that it was a combination of approaches under the strategy and no one thing could be singled out. The CEP added that the preparation undertaken with students for resits was very strong, along with identifying students for additional support much earlier. In terms of ongoing work, the recent mock exams would give a good indication of those likely to sit the exam and those close to passing. It was expected that, by June, there would be a good indication of predictions and the college hoped to achieve a 50% improvement rate, rather than 30% or 40%. - Mathematics until age 18, the committee asked what the intention of the college was regarding this, and if it was to secure higher grades for students. The EDSSI said that fundamentally, the intention was to focus on how Maths outcomes could be improved and to ensure that students had the best opportunity to achieve the best grade. - Safeguarding, a member commented that there was a strong focus on safeguarding at the college and asked if it would be beneficial to run the safeguarding training for governors again. The committee said it was important to consider this in light of all training. 		

	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • (Sustainable) Construction: collect data to incorporate in the accountability statement and update for presentation at meeting on 12 June - what is the plan for growth around (sustainable) construction? Where are challenges arising? • Action for SRG: Review the Governor Training Plan - should more specific training modules be incorporated into the Training Plan around EDI and Safeguarding? 		
24/3/12	Date and time of next meeting		
12.1	12/6/2024 at 8.30 – 11.00 in the New Boardroom, City Campus		