	TEACHING, LEARNING, QUALITY AND STUDENT EXPEREINCE COMMITTEE	
		APPROVED MINUTES
Date:	22 October 2025	Director of Governance The Sheffield College Granville Road Sheffield S2 2RL Tel: 0114 260 2620 Email: Governance@sheffcol.ac.uk
Venue:	Boardroom, City Campus	
Present:	John Mothersole (Chair of the Governing Body, and Governor, Chair of Meeting) Kam Grewal-Joy (Vice-Chair) Angela Foulkes CBE (Chief Executive and Principal, and Governor) Paul Senior (Governor) Peter Brooks (Governor) Phil Wymer (Staff Governor) Georgia Ashton (Student Governor) Shiella Wright (Governor)	
In attendance:	Daniele Palacios (Vice Principal for Apprenticeships) Hayley Phare (Deputy Principal Curriculum) Mark Pearson (Executive Director Strategy and Systems Improvement) Matthew Goodlad (Vice Principal Curriculum Young People) James Smythe (Vice Principal of Student Experience) Andrew Hartley (Deputy Chief Executive) Rebecca Bage (Director of Governance)	

		Action by whom	Action by when
25/5/1	**Welcome, introduction, and apologies**		
1.1	The meeting started at 08:30 and was quorate.		
1.2	Chair welcomed attendees and positioned the focus of the meeting.		
1.3	Apologies were received from Ian Falconer and Meredith Dixon-Teasdale.		
25/5/2	**Declarations of interest**		
2.1	The committee noted the standing interests of the staff in attendance, including the Chief Executive and Principal, the Staff Governor and Student Governor.		
2.2	There were no new declarations of interest.		

	2.3	It was agreed that Phil Wymer, staff governor, would leave the meeting at 09:00 and then return at 09:30 due to a training commitment.		
	2.4	Shiella Wright arrived at 09:00.		
	2.5	It was agreed that agenda item 13 would be treated as a confidential item with staff and student governors asked to withdraw for that item in accordance with the Governing Board Instrument and Articles and Standing Orders.		
25/5/3		**Minutes of the last meeting (11 June 2025)**		
	3.1	Members confirmed and approved the minutes of the TLQSE Committee meeting held on 11 June 2025.		
25/5/4		**Matters arising and action record**		
	4.1	Members noted and **agreed** the updated action tracker log and approved removal of the completed actions to the completed actions tab.		
	4.2	**Matter Arising – Reports and Data** The CEP advised the committee of a caveat regarding the data presented in some of the TLQSE reports. Context was provided, and the CEP explained that ongoing work in relation to the ESOL and Employability Academies means the data is not yet at the same level as this time last year. It was noted that, excluding these areas, the emerging picture is positive. The CEP apologised for the later circulation of some of the papers, and the committee acknowledged the significant work undertaken to complete the reports. Members noted the need to bear this context in mind when considering the meeting reports.		
25/4/5		**Student experience**		
	5.1	The Vice Principal for Student Experience (VPSE) presented the **Student Experience Annual Report 2024/2025** which included the **Safeguarding Annual Report to Governing Body.**		
	5.2	The VPSE highlighted the headlines of the report, which the committee considered and discussed the assurance therein.		
	5.3	**Student Experience** - The committee noted the positive progress across the four key priority areas for 2024/2025: The Sheffield College Skills Guarantee, Work-Related Activity, Student Behaviour, and Accessibility of Student Financial Support.		
	5.4	The committee noted that the Skills Guarantee is now embedded within curriculum planning and that student participation has increased. The committee noted the realignment of resources and strengthened compliance processes supporting work-related activity, with the focus for 2025/2026 shifting to improving the quality and sequencing of placement learning.		

5.5	The committee <u>noted</u> improvements in student behaviour following targeted interventions, increased partnership working, and enhanced trauma-informed practice, alongside a year-on-year increase in attendance. The next steps for 2025/2026 were advised and discussed with the continued focus on addressing barriers to attendance supported.		
5.6	The committee <u>noted</u> the strong positive improvements across the Personal Development measures, with all indicators showing year-on-year increases and several exceeding target.		
5.7	**Key Performance Indicators** - The proposed **2025/2026 Student Experience KPIs** were considered and approved, and the planned next steps relating to inclusion, CPD and ongoing monitoring <u>noted</u>.		
5.8	The committee <u>noted</u> that data for the ESOL and Employability cohorts is still being finalised, which is temporarily affecting Priority Group and EDI figures, and that performance aligns more closely with targets when these cohorts are excluded.		
5.9	The committee recognised key areas of success, including the impact of the Sheffield College Guarantee and 100% completion of T Level industry placements for retained second-year learners.		
5.10	**A governor asked** about the tracking of student achievement against targets and the VPSE explained the approach taken and how this was monitored.		
5.11	**A governor asked** if student attendance is tracked by academies. The VPSE explained that attendance is tracked at an academy level and also focuses on targeted students, priority groups and cohorts. This was discussed and the table detailed in the report showing the current position explained.		
5.12	**Behaviour** - The Committee <u>noted</u> increased behavioural challenges from a small minority of students in 2024/2025 and the establishment of a Behaviour Taskforce. It was reported that timely disciplinary action, Safer Campus Week activity, improved 16–18 attendance, and continued staff training had contributed to improvements later in the year. The behaviour improvement plan for 2025/2026 is now being implemented.		
5.13	**Employability** - The Committee <u>noted</u> the employability update, including strengthened Work-Related Activity structures, improved processes, and enhanced employer engagement. Most targets were achieved, including full completion of T Level placements. A thematic review has informed 2025/2026 planning, with the model extended across all work placements.		

	5.14	A governor referenced the reduction in university applications and **asked** how this would be addressed. The VPSE explained that the college would continue work to demystify higher education, strengthen advice on all progression routes including higher and degree apprenticeships, and maintain a strong programme of trips, visits, external engagement, careers fairs and SEND-focused activity.		
	5.15	The forthcoming government Post-16 Education and Skills White Paper was referenced, and the committee <u>noted</u> the need to ensure awareness of any changes or expectations arising from its publication.		
	5.16	**Careers and Enrichment**- The committee <u>noted</u> the Careers Update headlines and data in the report. The Gatsby Benchmark Performance Report was positioned and the committee <u>noted</u> favourably that the college had achieved all eight benchmarks in full for the third year in succession which places the college both ahead of educational establishments in the Yorkshire and Humber region and nationally.		
	5.17	**Inclusion** - The committee <u>noted</u> the significant work undertaken in 2024/2025 to strengthen inclusion and inclusive practice, including increased scrutiny of outcomes for specific groups and progress toward closing achievement gaps, as evidenced in the KPI update.		
	5.18	The committee <u>noted</u> the extensive partnership working referenced in the report and the positive impact of collaborative work, including meeting agreed growth in High Needs places and improvements to the post-16 SEND offer and provision map.		
	5.19	It was <u>noted</u> that there had been a small drop in **NEET figures** in Sheffield during 2024/2025 for the first time in several years, with the college's work to reduce early withdrawals contributing to more young people remaining in education.		
	5.20	**Safeguarding** – The committee received assurance that the college remained compliant with current safeguarding legislation and that safeguarding policy and practice continued to be implemented effectively throughout 2024/2025.		
	5.21	The committee <u>noted</u> the safeguarding update, including increased disclosures, shifts in the nature of concerns, greater support needs among vulnerable learners, and improved early identification through strengthened data-sharing. There had been no safeguarding major incidents declared since the previous report and the VPSE advised that risk remains stable.		
	5.22	The VPSE referenced extensive partnership work, staff training and campus-wide safeguarding activity undertaken during the year.		

	This, along with the effective response following the external major incident at All Saints' Catholic School, was <u>noted</u>.		
5.23	**Policy Update** - The Safeguarding Policy for 2025/2026 was considered for approval. It was <u>noted</u> this had been updated following the release of KCSIE 2025 and reviewed by the Safeguarding Strategic Board.		
5.24	**The committee:** ✓ approved the proposed 2025/2026 Student Experience KPIs ✓ approved the 2025/2026 Safeguarding Policy - <u>noted</u> the 2024/2025 Student Experience Annual Report (including Safeguarding Annual Report) and the assurances provided.		
5.25	**Safeguarding and SEND Link Governor Update** - The committee <u>noted</u> the update provided which highlighted KGJ's recent attendance at the Safeguarding Strategic Board. Points of discussion had included monitoring and reporting, policy updates and KCSIE 2025, compliance and training.		
25/5/6	**Quality of Teaching, Learning, and Assessment**		
6.1	The Chief Executive and Principal (CEP) presented the **Quality of Teaching, Learning and Assessment Update** which had been written by Assistant Principal for Quality and Standards.		
6.2	**Whole College Self-Assessment Report and QDP -** The committee was reminded that this was the first report and briefing since the restructure of the Quality and Standards department and that judgements were based on evaluations of performance against the previous Ofsted framework, with future reporting to align to the new framework once implemented.		
6.3	The committee <u>noted</u> the data and progress outlined in the report, which included updates on the development of the Self-Assessment Report (SAR) and Quality Development Plan (QDP), improvements seen through the blueprint in English and maths, outcomes across provision types, and the effectiveness of the observation process and wider quality assurance activities.		
6.4	The CEP highlighted the draft grades and proposed draft QDP areas for improvement for the college as detailed on page 2 of the report and the committee **agreed** that these be the main reporting points going forward.		
6.5	**Maths and English Update** - The committee <u>noted</u> the areas of good practice highlighted in the report, including two academies validated as outstanding, strong personal development outcomes across all academies, and continued improvement in GCSE English and maths.		

6.6	A **governor asked** about the impact of the English and Maths blueprint agreed last year. The CEP confirmed that the blueprint had delivered significant improvement, including stronger outcomes and increased student progress in English and maths, with attendance remaining a key focus. The committee noted the completion of the 2024/2025 observation cycle.		
6.7	The CEP provided an update on the restructured quality team, now comprising five Heads of Quality (Teaching and Assessment) and seven Heads of Quality Improvement, working across all provision types.		
6.8	**Annual Complaints Update 2024/2025** - The committee noted the annual update on formal complaints, which had seen a small increase on the previous year but remained low for an organisation of this size. The committee noted that most concerns continue to be resolved at the informal stage, and all formal complaints had been investigated in line with the college's complaints policy. A small number of appeals remained open, with work ongoing to conclude these.		
6.9	**Policy Update** - The CEP positioned the Teaching, Learning and Assessment Development Policy and Assessment Policy for approval. It was confirmed that the prior had been shared with Trade Union colleagues.		
6.10	**A governor raised** a query regarding references to artificial intelligence (AI) in the draft Assessment Policy and sought assurance on the safeguards in place. The CEP confirmed that the college's approach to AI is broad and evolving, with existing systems and controls in place. It was noted that student use of AI is actively monitored and factored into policies where applicable.		
6.11	The CEP advised that the January 2026 Governance Strategy Event will include a discussion on risk appetite, within which AI and other emerging risks will be considered.		
6.12	**Action:** Incorporate AI and other emerging risks into the risk appetite discussion at the January 2026 Governance Strategy Event.	**CEP**	**Jan 2026**
6.13	The committee noted that the Self-Assessment Report (SAR) is in development and will be presented at the next meeting.		
6.14	**The Committee:** approved the following reviewed policies: ✓ Teaching, Learning and Assessment Policy ✓ Assessment Policy - noted the Quality of Teaching, Learning and Assessment Report, and the assurance provided.		

25/5/7	**Technical Education and Skills Young People and Adults**		
7.1	The Vice Principal Curriculum Young People (VPCYP) presented the **Technical Education and Skills Update Report – Young People (16-18 Study Programmes)**		
7.2	**Overall Performance and Outcomes -** several positive aspects of performance were highlighted, including strong achievement across many programme areas, improvements at Levels 2 and 3, and positive outcomes within the Sixth Form. High pass rates were noted across most pathways, alongside continued progress in English and maths. Areas requiring further improvement were discussed and the committee received assurance that targeted actions are in place.		
7.3	The VPCYP confirmed that some elements of the data remain provisional, and context was provided.		
7.4	The CEP referenced the tables detailed on page 2 of the report and provided further context. The value-added outcomes for 2024/2025 were also positioned and positively noted.		
7.5	**English and Maths Outcomes 2024/2025** - The Committee received an update on English and maths outcomes noting continued improvement in GCSE performance, supported by stronger exam attendance and the positive impact of the English & Maths Blueprint.		
7.6	Outcomes in Functional Skills were discussed and targeted interventions and reporting in place noted.		
7.7	**Quality Survey Outcomes 2024/2025** - The committee noted the strong outcomes, with high overall satisfaction and most KPIs close to target. The areas identified for further focus next year were noted and discussed.		
7.8	**2025/2026 KPIs** - the committee considered and approved the draft 2025/2026 KPIs for Young People provision, noting their alignment to national benchmarks and the College's strategic priorities. Governors were assured that progress will be monitored through regular reporting, with underperforming areas supported through intervention and spotlight reviews. It was noted that an updated position will be provided at the March 2026 meeting.		
7.9	**The committee:** - noted the report on student outcomes for 2024/2025 within the 16-18 Study Programme provision, and the assurance provided. ✓ approved the draft 2025/2026 KPI measures.		

25/5/8	**Technical Education and Adult Skills Update**		
8.1	The CEP presented the **Technical Education and Adult Skills Update**, outlining 2024/2025 adult skills outcomes, the position in ESOL and Employability, progress on improvement activity, and the draft KPIs for 2025/2026.		
8.2	The committee received the update on Adult Skills performance for 2024/2025, noting areas of improvement as well as those requiring further development. Governors sought clarification on the factors contributing to variable academy performance and were assured of the intervention activity in place.		
8.3	The position in English, maths and Functional Skills was <u>noted</u> and governors received assurance that Functional Skills will remain an area of focus for 2025/2026.		
8.4	The committee reviewed and approved the proposed **2025/2026 KPIs for Adult Skills provision**, noting that progress will be monitored through established reporting arrangements.		
8.5	**The committee:** - <u>noted</u> the Technical Education and Adult Skills update, and the assurance provided. ✓ approved the 2025/2026 KPIs for Adult Skills provision.		
25/5/9	**Higher Education Update**		
9.1	The Executive Director of Strategy and Systems Improvement (EDSSI) presented the **Higher Education Update**, which provided an overview of outcomes for 2024/2025, progress against UC Sheffield priorities, regulatory developments and the proposed KPIs for 2025/2026.		
9.2	The committee <u>noted</u> the progress made across a number of strategic areas, including quality assurance, curriculum development and regulatory compliance. The report also set out continuation and completion performance in the context of Office for Students (OfS) thresholds, together with an update confirming that Access and Participation Plan measures remain within tolerance. Reference was made to the positive findings from the recent RSM external review, which provided substantial assurance against relevant regulatory conditions.		
9.3	The EDSSI talked through findings from the internal HE student survey and resultant actions were <u>noted</u>. **A governor asked** about survey timing and methodology, including whether results were cumulative or based on the summer-term survey and whether question sets were consistent across the year. The EDSSI confirmed that the summer-term survey was used and that question sets differed.		

	9.4	Updates were provided on student feedback activity, preparations for the forthcoming Access and Participation Plan (APP), and wider regulatory developments. The committee <u>noted</u> that the new APP is currently with the OfS and approval is expected imminently.		
	9.5	**A governor asked** about feedback and awareness-raising activity at the Hillsborough campus, and the EDSSI advised of ongoing work with the Students' Union.		
	9.6	**The committee:** - <u>noted</u> the Higher Education Update, and the assurance provided. ✓ approved the 2025/2026 KPIs for Higher Education provision.		
25/5/10		**Apprenticeships**		
	10.1	The Vice Principal for Apprenticeships (VPApps) presented the **Apprenticeship Update – Annual Report**.		
	10.2	The committee <u>noted</u> that apprenticeship achievement for 2024/2025 was below the college's internal target but broadly in line with national performance. T was <u>noted</u> that withdrawals were mainly due to changes in apprentices' employment circumstances, and assurance was provided that all withdrawn apprentices remain in work. The VPApps advised that in-year performance for 2025/2026 was showing a stronger trajectory.		
	10.3	The in-year update was considered, and the committee <u>noted</u> the improved position compared with the same point last year. The committee <u>noted</u> the continued high end point assessment pass rates and the targeted work underway to support apprentices who are beyond their planned end date to progress into gateway and EPA.		
	10.4	The committee <u>noted</u> the latest Apprentice Voice survey outcomes, which showed very high levels of satisfaction and strong feedback on safety, inclusion and respect.		
	10.5	The proposed **apprenticeship KPIs for 2025/**2026 were positioned. The committee <u>noted</u> that the achievement target remains set above national benchmarks, reflecting the college's continued ambition for improvement. The KPI targets for 2025/2026 were **approved**.		
	10.6	An update was provided on national policy developments, including the introduction of Foundation Apprenticeships, new off-the-job training requirements, increased flexibility in English and maths for adults, and emerging assessment reforms. The committee <u>noted</u> that the college will pilot Foundation Apprenticeships during the year.		

10.7	A governor asked about the closing of attainment gaps and the VPApps explained the areas of focus and action being taken. This was discussed.		
10.8	The committee reflected on earlier discussions and confirmed their agreement with the previously discussed quality improvement priorities and QDP areas for improvement (as detailed on page 2 of the Quality of Teaching Learning and Assessment update/Item 06).		
10.9	The risks detailed in the report were considered and stability of risks discussed.		
10.10	**The committee:** - <u>noted</u> the Apprenticeship Update – Annual Report, and the assurance provided. ✓ <u>Agreed</u> the apprenticeships KPIs for 2025/2026		
25/5/11	**Student Recruitment 2025/2026 Update**		
11.1	The DCE presented the Student Recruitment Update and summarised the key points from the report. The committee <u>noted</u> that recruitment to the 16–24 DfE-funded provision is ahead of target, with enrolments exceeding planned numbers. Recruitment to the Adult Skills Fund is tracking in line with expected profiles for this stage in the year. The committee <u>noted</u> that HE recruitment remains challenging and is unlikely to meet target, reflecting the national and regional picture, and that apprenticeship recruitment, while ahead of last year, is unlikely to meet the first-quarter target due to prevailing market conditions.		
11.2	The committee discussed recruitment to the Bloom Academy, which remains below target, reflecting in part that local special schools are holding onto their students for longer, as outlined in the report.		
11.3	A governor asked about ongoing engagement with the City Council and local special schools. The CEP advised that discussions with partners are continuing and highlighted upcoming meetings to support coordinated planning for learner progression. The college's commitment to enabling clear pathways for high-needs learners aged 18–24 was discussed.		
11.4	The DCE appraised that overall recruitment presents a steady position with no significant areas of concern at this stage. Assurance was provided that targeted marketing and enrolment activity continues and that, where recruitment shortfalls may impact income, budget holders will plan appropriate cost mitigations.		
11.5	**The committee:**		

	- noted the Learner Recruitment Update and the assurance provided.		
25/5/12	**Accountability Statement Update**		
12.1	The EDSSI presented the **Accountability Statement Year-End 2024/2025 Report** and the **Accountability Statement Update for 2025/2026.**		
12.2	It was noted that the year-end narrative remained broadly unchanged from the update provided at the June 2025 meeting, and that the end-of-year full projection remained on track. The sector-specific priorities set out in the 2025/2026 Accountability Statement were highlighted and discussed.		
12.3	**The committee:** - noted the Accountability Statement updates and the assurance provided.		
25/4/13	**Confidential Item - For Note**		
13.1	The committee agreed this item as confidential, the minutes of which are recorded separately.		
25/5/14	**Review of meeting and closing remarks**		
14.1	The Chair and members thanked the Executive Leadership Team for their updates, noting the good practice shared, progress being made and quality of reports.		
14.2	Governors recognised the substantial work being undertaken to upskill learners and welcomed the continued focus on SEND provision and the college's adaptation to meet the needs of the city. Members suggested that periodic case studies and positive learner stories within future reports would be helpful, and this was discussed.		
14.3	**Action:** CEP to ensure that positive stories and/or case studies are incorporated into future Governing Body papers.	CEP	Dec 2025
25/5/15	**Date and time of next meeting**		
15.1	The next meeting of the TLQSE Committee is scheduled for Wednesday 03 December 2025 in the Boardroom, City Campus 08:30-10:30.		
15.2	The meeting closed at 10:30.		