

Minutes of the meeting of the Curriculum and Quality Committee (CQC) held at Peterborough College at 1730 hrs on 20 April 2023.

Present	Angie Morris (Chair)	Pam Vaughan	Pamela Kilbey	Anthony Warner (Staff Governor)
	Jonathan Teesdale	Steve Saffhill (Staff Governor)	Liam Cudlipp (Student PC)	Rachel Nichols (CEO)
In Attendance	Joanne Ulyatt (Governance Director)	Angela O'Reilly (VP C&Q)	Sarah Young (VPSSE)	Matt Shough (APQ)(SC)

Apologies	Tori Kaczarowska (Student SC)	Jenny Brassington
------------------	----------------------------------	-------------------

27/22 ELIGIBILITY, QUORUM, DECLARATION OF INTERESTS

- a. Apologies were as noted. Pamela Kilbey was welcomed to her first C&Q Committee meeting.
- b. No notice had been received of any Member becoming ineligible to hold office and the meeting was quorate. PK declared the following interest; owner of a consultancy employed by PPSS of which IEG is a contributor towards the funds that pay for the work she carries out in the local area.
- c. There were no requests for urgent business.
- d. Governors congratulated staff on competing the recent Ofsted inspection. Governors are very proud of all staff.

28/22 STANDING ITEMS

- a. The Minutes of the meeting held on 9 February 2023 were confirmed for signature. **(Action 9)**
- b. Matters Arising. There were no matters arising.
- c. Outstanding Actions. All actions from the last meeting were complete.

See referenced minute for full action.		Status
Action 5	15/22a. Last minutes (20.10.22) confirmed for signature.	complete
Action 6	16/22h To consider how to improve achievement rates in 19+ learners in certain ethnic groups.	complete
Action 7	17/22f Circulate further information on NEET data from Purlos report	complete
Action 8	20/22b To schedule a 30 minute session on Qualification Reform	complete

The information was noted and received.
Actions had been identified. (See Register at end of document)

29/22 IEG KPI REPORT

- a. KPIs were presented with little change since the last report. Attendance levels at the lower level courses were problematic and staff have been reviewing students carefully to withdraw where appropriate, hence a slight dip in retention rates. IEG are working hard to keep those learners that have issues but are trying to engage and continue learning. Staff are working through predictions reports and putting in remedial support for those struggling to achieve learning outcome and progress.
- b. Governors noted the report as a useful piece of work to help them contextualise.

- c. No attendance issues were raised during inspection which was very pleasing. Figures are really good compared to the region where it has dipped, as IEG recognise that some children are struggling to attend and handling it well with intervention and support. IEG has high volumes of low-level learners with complex problems and both curriculum and support staff work really hard to support and help them deal with issues to keep them in learning, otherwise they end up becoming NEET. Whilst everything possible is done to support learners, sometimes there is no choice but to withdraw if they cannot be engaged to achieve, however this is a last resort as IEG see the role of FE is to help these learners stay in learning. There is a whole process before withdrawal to ensure they have rich conversations and also involve parents of learners under 18 which sometimes helps them to stay. Approximately 50 were withdrawn across all levels and curriculum areas.

The information was received and noted.

30/22 QIP REVIEW

- a. Update on QIP provided with detailed report sitting behind the summary paper. There has been considerable progress on many of the actions and it is expected to be brought to completion by the end of the year. The QIP has been an active document throughout the year.
- b. It was heartening to note that the content of the QIP and progress against it was robust and matched what Ofsted found which indicates it is a true reflection and that staff have a sound understanding of what needs to be done to improve.

The information was received and noted.

31/22 APPRENTICESHIPS REPORT

- a. A paper was presented which contextualises how difficult apprenticeship delivery can be.
- b. Appendix attached displayed apprenticeship achievement rates against Ofsted outcomes of a number of colleges inspected and indicates that inspection can be very objective. The inspection framework is now very different to previous iterations. There is no doubt that there is work to be done, and whilst it would be easier to simply not deliver provision in some areas, IEG is constantly striving to continue to meet skills needs and improve the delivery in some challenging areas. To align with LSIPs and what students and employers need, IEG will look at the provision and carefully consider how to improve. Over the coming weeks a root and branch review will be undertaken.
- c. There is also work to be done to provide training to employers as to how to support their apprentices, and around engaging them more with the onboarding process, however it cannot be made too onerous for employers or they might step away.
- d. It was noted that some apprentices are not getting mental health support required and it is likely because they are working within in small companies which lack the capacity in comparison to big companies that have HR functions; signposting will be increased to ensure apprentices know what is available to them in terms of support at the Colleges because it may not be as widely known amongst these groups.
- e. Governors asked apprenticeships are a growth area; whilst they should be, IEG simply does not have the capacity in some areas in terms of staffing and resource. There are currently 5 assessor vacancies, some of which have been vacancies for 6 months. Lots of work has been done in terms of increasing wages which are now higher than any other education provider, but not as much as the trades pay. It is an extremely difficult market but IEG continue to try to overcome the obstacles. The apprenticeships offered by IEG are the most difficult ones to deliver because they meet the needs of the local area. Colleges surrounding IEG are handing their contracts back to ESFA because they are too difficult to do and it is an unforgiving landscape to try to operate in. It is important to note that the national achievement rate is only 54.7% so everybody needs to improve, not just IEG.
- f. The Executive Team acknowledge that there are things that certainly need to improve but are thinking outside of box, including use of immersive classrooms, etc. to think of different ways to operate. Governors understand and support this and feel strongly that IEG need to continue to try to deliver and support local communities.
- g. There is a culture of sharing of best practice amongst networks and IEG plan to connect with Exeter College to see what model they use.
- h. All staff, including the leadership team, are supported in terms of wellbeing, and it is very much a part of IEG culture to support each other which was evident throughout the inspection process.

The information was received and noted.

32/22 QAR DATA & NATIONAL AVERAGES

- a. QAR and NARTs have recently been released for the first time since 2018/19 due to COVID, and demonstrate a very positive picture in terms of where IEG is sitting in the sector against the national landscape. Each of the data columns were discussed.
- b. This displays a very positive picture and shows the distance travelled, with IEG ranking 36th out of 160 GFE institutions for overall achievement. The Executive Team are really proud of these results and noted it is testament to the hard work of all staff.
- c. Governors noted the excellent results. An incredible transformation is evident and it is great to see the positive impact of the merger.
- d. Each college has improved but PC has progressed up the ranks significantly since 18/19. Many colleges have not maintained or gone backwards whereas IEG have continued to improve which is a testament to a really fair and robust process for calculated grades and TAGs which did not over inflate grades at any stage. The English and maths departments were noted as outstanding across both campuses, ranking 5th out of 168 for GCSE English and maths achievement. There is some work to do with L3 in ensuring stretch and challenge.
- e. Thanks were conveyed to AOR for her hard work. Communications to all staff regarding this news as well as the marketing opportunity to publicise the movement in rankings were discussed. IEG now has the highest ranking in a number of areas in East Anglia.

The information was received and noted.

33/22 INTERNAL PROGRESSION UPDATE

- a. Overview of work undertaken to date and an outline of the robust process in place to track and monitor to ensure all students receive support and guidance with their next steps was provided. These activities are progressing well and next steps were clearly set out.
- b. Governors noted the high proportion of students who have indicated positive destinations on the Overview of Intended Destinations by Group Level. 111 are currently logged as negative because they know they want to leave college but have not yet got anything to go on to; the IAG team will now connect with them to help move them on to another course or help with guidance. When the snapshot was taken there were still 720 learners who had not yet completed the survey but the live dashboard now shows this number is down to circa 500 outstanding, and positive intended destinations are expected to rise to around 98%. The next piece of work through Purlos will enable a follow up looking at actual destinations.
- c. The student governor noted that an increasing number of students moving on to degree level are considering degree apprenticeships and some tutoring around this to help with signposting would be welcomed; SY to consider how to explore this further. **(Action 10)**

The information was received and noted.

34/22 CURRICULUM PLANNING UPDATE 2023/24

- a. An overview of the process behind curriculum planning was provided.
- b. Qualification reforms will mean radical change moving forward that will need to be incorporated and will shape what the curriculum looks like in the future.
- c. Indicative numbers are planned, with the next phase being costing followed by meetings to sign off each plan for each area that is fully costed to deliver. Ordinarily the planning would entail a longer-term view but this year, because of qualification reforms, it is more focussed on just the upcoming year. Next year a more radical review of the provision going forward will be necessary. IEG are trying hard to model pathways for young people to follow as the new reforms can make it quite complicated, and trying to ensure pathways are not blocked for them by looking at all permutations before delivery commences.
- d. In terms of curriculum planning and skills needs, governors suggested a slight tweak in the drafting of curriculum planning documents to ensure a clear link between the two.

The information was received and noted.

35/22 STUDENT APPLICATIONS UPDATE 2023/24

- a. A report was provided for information with a summary of applications to date, which presents a positive picture at this point in the year. IEG is seeing growth at PC which is positive in terms of the improving reputation, experience and open events which have seen far larger numbers than previous years. Next steps to focus on from Marketing are around keep warm and engagement activity throughout the summer months until main enrolment. For progressing students, they aim to enrol before summer. There will be areas which are oversubscribed so once the curriculum plans are signed off there will be meetings underway to review numbers and manage resources.
- b. Reputation and quality of learner experience are major factors in the increase in numbers, but also the work of Marketing around branding and social media presence has increased. IEG is now welcomed by schools due to improving relationships which is also to be applauded.
- c. If a significant proportion of the additional students do convert then work will need to be done to think of solutions to take as many as possible.
- d. Governors enquired as to any areas of concern; UCP applications and A levels at SC are down. A level provision is only a small proportion of the offer, however with the qualification reforms coming there could be growth in A levels. The recruitment of A levels is not overly concerning as there is strong competition with Bourne Grammar, etc, but there are still some strong engagement opportunities to strengthen. In terms of HE, there is growth in PT HE, with a strong return on the new Coding course. HE across FE is challenging across the country; many colleges had significant dips this year but UCP held stable in terms of recruitment numbers despite the opening of a local competitor. New starts for HE are typically around 185.
- e. Of the IEG learners intending to move onto university, most plan to go to Lincoln, followed by UCP and only 15 to ARUP. In most cases, IEG do not have the courses available that those students are moving on to.
- f. Governors asked about plans to increase capacity of services to accommodate increasing numbers; this follows through from curriculum planning. Work is already underway in terms of catering and queues, and there is much more awareness now of issues that need to be considered as numbers increase due to lessons learned this year. Support staff is proving a challenging area to recruit to but work has been done around this to increase rates of pay, and it is challenging across the sector not just for IEG. Planning in case of a large influx is underway to ensure IEG is be prepared and can ensure a fantastic experience for all learners. Considerations include staggering breaks and lunches, etc.

The information was received and noted.

36/22 QUALIFICATION REFORM & IMPACT REPORT

- a. An overview of the review and direction of travel with technical routes being developed was provided.
- b. Impact will be felt in 2024/25 when any qualification that overlaps with T levels will be defunded. This will have implications for IEG learners who may not have pathways they can follow because they are not at a level to be able to access T levels.
- c. Governors noted that it appears a very binary option. Some sectors are not planned for development so it is not yet clear what will be in place, but any programme that will be funded will have to go through a rigorous process irrespective of what is in place currently. All qualifications will have to be reviewed and re-written and go through Ofqual. Every qualification at L3, if not a T level, is currently being re-written. Uniformed Public Services is not being talked about at all so seems it may disappear entirely. IEG is currently recruiting to 5 new T levels to be delivered from September. Even with a change of government the plans are likely too far down the line to be changed.
- d. T levels are a set of standards that a learner has to achieve over a period of time and part of that standard is a work experience requirement plus an end point exam. The new pathways do not recognise that learners learn in different ways, nor does it help in preparation for university where they have also moved away from end point assessment. BTECs have been useful to move students through progression. The local MP has been made aware of the impact this will have on young people in Peterborough. If there are no suitable pathways for learners then they become NEET. It was also noted that it is an extremely young age to make learners decide exactly what pathway they want to take.
- e. Governors noted that the frustration is evident but welcome the fact that IEG is working hard to plan and adapt as the situation continues to unfold.

- f. Some information on plans for L2 and L1 was released today; L2 will also be moving to standards rather than qualifications, and this will be the next thing IEG considers in terms of implications and how to prepare to take this forward. It was also noted that there is only one awarding body per T Level and everything is very pre-prescribed and narrow which removes any creativity in delivery.
- g. Another discussion will be held in the next academic year relating to this, and possibly for all governors at a Governor Development Event.

The information was received and noted.

37/22 URGENT BUSINESS

There had been no urgent business requested.

38/22 DATE OF NEXT MEETING

The next meeting would be held on Thursday 15 June 2023 at Peterborough College.

ACTION REGISTER

See referenced minute for full action.		Resp	By
Action 9	28/22a. Last minutes (09.02.23) confirmed for signature.	GD	wie
Action 10	33/22c SY to explore the possibility of tutoring to help with signposting for students interested in pursuing degree apprenticeships	VPSSE	wie

The meeting closed at 7:20pm.