IEG CURRICULUM & QUALITY COMMITTEE

November 23, 2023

4:30 PM - 6:00 PM

Boardroom, Peterborough College

ATTENDANCE

PRESENT
Pamela Jane Kilbey (Chair)
Vincent Brittain
Jonathan Teesdale
Rachel Nicholls (CEO)
Steve Saffhill (Staff Governor SC)
Tony Warner (Staff Governor PC)
Emilie Shaw (SC Student Governor)
Fatimah Fati (PC Student Governor)

IN ATTENDANCE
Joanne Ulyatt (Governance Director)
Sarah Young (Vice Principal Student & Staff Experience)
Angela O Reilly (Vice Principal Curriculum & Quality)
Julie Addison (Assistant Principal Student Experience & Support)
Matt Shough (Assistant Principal Quality SC)
Trisha Franklin (Assistant Principal Quality PC)
Carole Drury (External Board Reviewer)

1. WELCOME

Standing item   Speaker: Chair   Time: 16:30

a. Apologies for absence: No apologies were received. Introductions were made for the benefit of new student governors and Carole Drury, an external reviewer present for the meeting. It was noted that Pam Vaughan had resigned from the Corporation Board on 20 November 2023.

b. Confirmation of eligibility and declarations of interest: No notice had been received of any Member becoming ineligible to hold office and the meeting was quorate.

c. Requests for urgent business: There had been one request for urgent business which had been accepted and a paper was uploaded in advance of the meeting, relating to the Rainbow Flag Award.

2. MINUTES

Decision item   Speaker: Chair   Time: 16:32

a. Minutes of the last meeting (15.06.2023): Confirmed for signature. **(ACTION 1)**
b. Matters arising from the minutes: There were no matters arising.
c. Actions from the minutes: All actions from the last meeting were complete.

3. TLA SUMMARY 2022/23

Information item   Speaker: Assistant Principal - Quality
                    Time: 16:35

a. A paper was provided giving an overview across the Group of the performance of TLA in the previous year, including student feedback, the Ofsted report and a summary of TLA support provided to lecturers.
b. Performance within education and training was outlined, reinforcing findings from Ofsted, and with positive feedback reported from the student survey. It was noted that it was reassuring to see consistency across the Group both in the survey outcomes and Ofsted feedback, with no gaps in the quality of what was seen across the campuses and reaffirming that IEG is driving consistent standards across the board.
c. Feedback from Apprenticeships was less positive. Changes to how the survey was managed this year were flagged; previously this was managed by the Apprenticeship team but Quality has not taken this on and are approaching it slightly differently. Apprenticeships are currently undergoing a review and the survey feedback will be reported within the review.
d. Some points of clarification were made in terms of new software, One Grade, for tracking student progress and T level standardisation by the Quality team. It is important to review the quality process throughout the year for T levels, particularly because of the end point assessment. Supporting teachers, making sure they are on track and identifying any CPD required for new programmes, is critical.

e. Governors noted that 46 members of staff left IEG during probation periods and asked what activity was underway to stem this. The team are reviewing reasons in detail as the numbers are much higher this year than previously. More needs to be done to ensure that the demands of the job are known upfront at the point of recruitment to avoid wasting resource on supporting and training new joiners who leave at such an early stage.

f. Governors challenged regarding verbal feedback which should be ongoing all of the time. It was suggested that perhaps the question in the survey relating to this may need to be reviewed to better understand this in terms of different types of feedback, or to add additional questions about immediate feedback in classrooms as differing interpretations of the question could be skewing results.

g. The difference between overall satisfaction levels between PC and SC students was discussed. The reputation of PC has improved dramatically which is clearly demonstrated by the growth numbers, but the lower satisfaction score is disappointing and staff do not just want to accept this so will continue to analyse what is causing the score to be lower for PC than SC and are engaging student voice to explore this further.

4. IEG ANNUAL COMPLAINTS & COMPLIMENTS REPORT 2022/23

Information item   Speaker: Assistant Principal - Quality
                    Time: 16:40

a. The report was presented, highlighting differences in the way the analysis was presented this year to enable better scrutiny of themes or concerns. The data is now categorised against the EIF categories and also incorporates analysis against protected characteristics.

b. The larger proportion of complaints received from females was noted; this may have been skewed by a large number of complaints relating to a Counselling course which is an all female cohort. This will be monitored to ensure it is not a trend going forward.

c. Governors noted that by nature people make fewer compliments than complaints, but asked if there was any way to capture informal compliments. The High Five facility on the IEG intranet has been well embraced and captures hundreds of staff compliments, but there is no way to formally capture the data.

5. IEG ENROLMENT REPORT & RECRUITMENT UPDATE

Information item   Speaker: VP SSE   Time: 16:45

a. The report was presented noting incredibly impressive enrolment numbers; numbers at the time of the meeting were still holding above 5000 which is very strong.

b. Table 2 in the report was highlighted in terms of analysis of Group performance. Increased numbers of learners enrolling at L1 and L2 as a result of the GCSE grade boundaries impacting on the level at which they can come to study were noted. The staff team are working hard to manage the increased number of learners who are required to re-sit English and maths.

c. Both campuses have seen growth, but more so at Peterborough College. There has also been growth at all levels, particularly L3 which indicates young people studying in and around the city are now choosing the colleges as opposed to staying at Sixth Forms.

d. Next steps in terms of key priorities are to really understand the profile of students and to do further work on Appendix 1 to understand the market share and key feeder schools, which will be really beneficial both in working with school liaison teams and taking that data forward to inform marketing activity and curriculum planning. New ways in terms of outreach and marketing work are being utilised.

e. Governors noted overall a truly positive picture of growth.

6. IEG INDUCTION REVIEW 2023/24

Information item   Speaker: Assistant Principal - Quality
                    Time: 16:55

a. A report was provided outlining the review of induction which this year comprised both an induction quiz and the first student survey of the year, to focus on what is going well and where to drive improvements. Participation was very positive, with a significant increase on last year in terms of response rate to the survey.

b. Follow up work is underway with Heads of Faculty and focus groups within faculty areas to drill down into the responses and also to gather feedback on where questions could be tweaked for next year to make the outputs more useful.

c. 92.5% of students indicated that they would recommend IEG, which is improving year on year. The percentage is always higher at SC than PC and staff governors again noted a keen interest in digging further into this to understand why. This point was discussed at length and further consideration will be given to see if any amendments to the survey could be made for next year to unpick this.

d. Learners on Apprenticeships were given a separate quiz and survey in order to be really clear to focus on the issues within the different aspects of provision. Governors agreed that this approach was sensible.

e. Student governors were asked to provide feedback on their experience of taking the survey and whether they felt that students realised that it would be taken seriously and discussed at this level with governors; the PC student governor had completed the survey and felt that it was a positive part of the induction process and would communicate to peers that it is a great opportunity to have their voices heard at the top level of the organisation.

f. Key themes from the survey comments related to how supportive IEG is, that it offers a nice environment in which to learn, learners feel safe, that there is very good mental health support available, and that lecturers and staff are welcoming and approachable.

7. IEG PERSONAL DEVELOPMENT AND CAREERS PROGRAMME OVERVIEW 2023/24

Information item   Speaker: AP SSE   Time: 17:05

a. A report was presented sharing information about the personal development programme across the Group. When asked about the careers programme calendar and where to access advice, positive response was only circa 70% so work is underway with the teams to identify whether all learners had access to the information or if some were missed. Induction was very busy so this may need to be revisited as a further personal development session with Student Mentors but it will be addressed.

b. Information on key activities was highlighted.

c. The Personal Development Programme is planned for delivery throughout the year with students already making good progress. This supports the teaching of the wider skills students need to support their progression into HE and the world of work. A number of guest speakers have been engaged to enrich the activity and these sessions are always well received by students.

d. Priorities for next year were noted. Changes in staffing were highlighted; a Personal Development Group Lead has been appointed to drive PDP forward in a role concentrating solely on personal development activities across the Group; Careers is now sitting with the Group Manager for IAG which is a natural fit; and a UCAS Reviewer has been appointed to support the large volume of UCAS applications.

e. Student Mentors are working closely on attendance to ensure that at risk students are identified and supported.

f. It was suggested that governors should seek further assurance regarding work done on careers and progression for apprentices and adult learners to enhance their provision. Rod Allerton is the Link Governor for Careers and SY will pick this up as an area for discussion to explore at his first Link Governor meeting scheduled for next week. **(ACTION 2)** Governors noted that IEG are clearly meeting the Gatsby standards but to reach Outstanding they now need to focus on these two areas to excel and focus on; AP SSE to report back on this at the next meeting. **(ACTION 3)**

g. Staff governors assured fellow governors that this is not all just words as they have seen this in action across the Group. IEG is very proactive in terms of the personal development planned throughout the year and students understand why they are following the programme.

8. IEG QUALITY IMPROVEMENT/ASSURANCE UPDATE

Information item   Speaker: Assistant Principal - Quality
                    Time: 17:15

a. An overview of proposed changes to the quality processes was presented and governors were asked to endorse the approach outlined. The Quality Guide and strategy was delivered to governors last year as a 3-year plan, but post-Ofsted it is felt that the Group is now in a different place and different strategies are needed, hence the review of the Guide was brought forward. TF is also new in post on the Quality Team and brings with her a fresh perspective.

b. To move to Outstanding, particular themes and actions need to now be the key focus. The vast majority of TLA is at a very high standard but there are key areas to continue to strengthen such as quality of feedback and how feedback is used in classrooms to drive improvement.

c. The strategy proposes thematic reviews to identify key themes and key areas for improvement identified in consultation with HoFs. A series of learning walks and reviews would then be carried out followed by feedback and peer reviews. This approach was introduced at UCP last year and it is now felt that it would be a good time to introduce this in the colleges, but governors feedback on this overview of the approach was requested before the APs do more work to flesh out the proposal. Pilot areas, one in SC and one in PC, will be selected to do some testing of the process and the results of the pilot will be reported back to the Committee, confirming any changes of process to maximise impact.

d. Better mechanisms are in place to support new staff but governors urged the team to challenge and ask why staff are leaving at such early stages in their careers and what can be done better to retain staff. It was suggested that exit interviews are tabulated in some way to allow for analysis, with some tick boxes as well as free text to review the major reasons for leaving. This could then usefully be compared to primary and secondary leavers and analysed against a wider piece of work by the DfE to understand why teachers are leaving within the first 5 years to see if the reasons are the same. The

data collected needs to be able to be analysed and explored further; SY to pick up with the COO and Group Director of HR within her staff experience remit to improve this aspect in order that all of the great work being done to attract staff is not then wasted. **(ACTION 4)** There is a need to identify what can be done to help people stay in post. It was also noted that it would be useful to analyse any differences in experience between those on IEG contracts compared to QRS contracts.

e. The approach to thematic reviews was discussed, with governors suggesting that feedback from student surveys be used to help identify areas to review. It was noted that the starting point for identifying areas for thematic review is the departmental and Group SAR which includes both employer and student feedback as an integral part.

f. New metrics to measure the impacts of Google Classroom using Google Analytics were discussed in terms of providing engagement statistics. It was suggested that a pilot be carried out with the staff governor in the sports department and that if it proved useful this could then be extended. **(ACTION 5)**

g. Governors and Exec agreed that there is more work to be done around onboarding and staff retention and that this should be developed as a KPI in the HR report to set a target around retaining a certain percentage of people recruited within their first year, etc. RN accepted this as an action. **(ACTION 6)**

9. PROPOSED KPIS 2023/24 - FOR APPROVAL

Decision item   Speaker: Vice Principal - Curriculum & Quality
                    Time: 17:25

a. Proposed KPI templates were presented with refinements on the previous year, particularly around Apprenticeship monitoring. Targets aligned to the DfE accountability measures for 16-18 provision were included. 19+ is reviewed differently as this is driven by the ESFA and CPCA. Apprenticeships are the most complicated aspect in terms of accountability measures and this was covered in more detail in the Apprenticeships paper in the pack.

b. The dashboard was outlined showing IEG, PC, SC and then 19+ across the Group. Standard measures are in place for attendance which are not externally benchmarked, and retention and achievement are aligned to NARTs and QAR results with internal targets benchmarked against those. The second page looks at progression, actual destinations, student satisfaction using survey outcomes, and student progress using One Grade. The template for 19+ which goes across the Group was outlined.

c. The template for Apprenticeships was reviewed. Attendance targets are reviewed in much the same way, by age range, level and provision type. Retention and achievement is reviewed differently which was explained in terms of the length of course so that progress can be reviewed through the years. The overdue completions metric has been an issue where learners exceed the planned end date so this measure will track those more closely. Achievement is measured in the same way over the number of years of the course. Employer satisfaction via surveys is measured externally and needs to be report three times per year, alongside student satisfaction and student progress in-year against their standard. It was noted that employer satisfaction was not previously dashboarded but it is important to track this going forward. KPI papers will include some narrative on employer satisfaction, as is the case for student satisfaction, reporting outcomes of the surveys and actions to be taken forward. This will be a key document for governors in terms of how progress is measured as it is the only way that governors can hold staff to account.

d. The Committee is to receive an Apprenticeships Update at every meeting as well as the KPIs, and if a survey has recently been completed it will be included in the paper. As this is an aspect that needs

to improve, this dashboard and enhanced KPIs will ensure greater oversight of the Apprenticeship provision and will shine a spotlight on troublesome areas. Many colleges have struggled with apprenticeship provision so IEG are not alone in needing to improve in this complex piece of provision.

e. VB was asked if there was any further ways that he could add to this work using his experience to ensure that this aspect of provision improves; VB is keen to support and suggested a more in depth review meeting between the IEG team and members of his team to look at ways they might be able to assist. In terms of the KPIs the accuracy of progress recorded in One File will be critical and it is high on the agenda for IEG to identify key reports to be used for tracking and monitoring.

f. Off the job training and how this will be measured by the ESFA was explained further.

g. Governors **approved** the KPI templates and **agreed** that they would receive an Apprenticeship Update at every meeting.

10. APPRENTICESHIPS UPDATE

Decision item   Speaker: EDBD   Time: 17:35

a. Apprenticeship provision is a key area to improve and was covered extensively at the recent Governor Development Event. IEG is committed to offering apprenticeship provision in order to service local need but there is acute awareness that improvements must be made, and part of the required oversight for this sits with the Curriculum & Quality Committee. There are no short term fixes and it is the most difficult aspect of the provision to turn around as there are many moving parts. The paper provided outlines the current position, actions taken to date and the next steps to focus on.

b. The Exec Team have taken time to really understand the current status, what is going well, and to ascertain the areas that require improvement. They have engaged with two colleges with outstanding Ofsted grades for their apprenticeship provision in order to develop a set of actions and a proposed delivery model which involves significant change management. VB had kindly agreed to move from his position on the Finance & Resources Committee to join the Curriculum & Quality Committee, given his expertise in the arena, which it is felt will bring an added level of scrutiny and challenge as well as support.

c. Governors **endorsed** the actions already taken.

d. Governors noted that those colleges rated Outstanding for apprenticeships did not seem far ahead in terms of outcomes and queried whether it was transformational work that is required or tweaks that could be made that would transform the provision. To raise the bar and bridge the gap it will require significant work. It is a more complicated and difficult aspect of provision to improve quickly because of the way in which apprenticeships are calculated so it may take a couple of years to improve to the level IEG needs to reach. Critically it will require the right people in clearly defined roles with clear accountability.

e. The planned activities were clearly stated in the paper and the proposals were outlined and discussed. Changes to work experience will be additional to changes already made.

f. VB noted that the key to success in apprenticeships is not only offering high quality teaching and learning provision, but also having high quality motivated learners on the programme; extensive work on CVs and shortlisting for employers to recruit apprentices at the outset was advocated, noting that it does require capacity to undertake, but that it would support improvement in the longer term.

g. Governors **endorsed** the plan going forward.

11. QUALIFICATION REFORM UPDATE

Discussion item   Speaker: Vice Principal - C&Q   Time: 17:50

a. An update on qualification reforms was presented, providing a picture of what the sector is facing over the next 4 years, including the impact of defunding of qualifications that the Group currently offers. A caveat in terms of the changes that could be seen if the political landscape shifts was also flagged.
b. Planning for September 2024 is the priority in order to be ready for delivery of new qualifications, to support teachers in this preparation, and to link with Marketing in terms of the new provision being offered. This continues to be a momentous task as the landscape is changing all the time.
c. Governors enquired as to how closely staff are aware of the impending changes, and what is being done to keep them motivated. The Group is offering a hybrid mix this year so staff have been preparing well, working with other colleges already delivering the new qualifications, and lots of CPD has been undertaken. HoFs and AHoFs are providing their teams with constant updates and information meetings.
d. Pathways for progression are being carefully planned; if all of the proposed changes go ahead it becomes a very complicated process to move learners forward so it is imperative to ensure clarity of pathways for students, parents and staff.

12. URGENT BUSINESS (ITEM 1C REFERS)

Standing item   Speaker: Chair   Time: 18:-00

a. A paper relating to work ongoing at both PC and SC to achieve the Rainbow Flag Award was presented to raise governor awareness of the work completed so far and the next steps in the process.
b. Further updates will be brought back to the Committee as the next standards are achieved to highlight how the Group is working to support the LGBTQ community.
c. The next update will be included in the EDI Report at the Corporation Board meeting scheduled for March 2024.

13. DATE OF NEXT MEETING: TUESDAY 6 FEBRUARY 2024 (STAMFORD COLLEGE)

Scheduling   Speaker: Chair   Time: 18:00

a. Following changes to the committee membership it was agreed that remaining C&Q Committee meetings for the 2023-24 academic year would be moved forward to commence at 4:30pm. **(ACTION 7)**

b. All matters having been discussed, the meeting closed at 18:13.