



— Inspire Education Group —

## IEG CURRICULUM & QUALITY COMMITTEE

February 6, 2024

4:30 PM - 6:30 PM

Online

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### ATTENDANCE

#### **PRESENT**

Pamela Kilbey (Chair)

Jonathan Teesdale

Vincent Brittain

Rachel Nicholls (CEO)

Tony Warner (Staff Governor PC)

Steve Saffhill (Staff Governor SC)

#### **IN ATTENDANCE**

Joanne Ulyatt (Governance Director)

Angela O'Reilly (VP Curriculum & Quality)

Sarah Young (VP Student & Staff Experience)

Matt Shough (AP Quality – SC)

Trisha Franklin (AP Quality – PC)

Julie Addison (AP Student Experience & Support)

Marie Peene (Group Director of Apprenticeships)

#### **ABSENT**

Rod Allerton

Alison Fox

Emilie Shaw (SC Student Governor)



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## 14. WELCOME

Standing item

Speaker: Chair

Time: 16:30

- a. Apologies for absence.
- b. Confirmation of eligibility and declarations of interest.
- c. Requests for urgent business.

- a. Apologies were as noted. The student governor for Peterborough College, Fatimah Fati, had resigned her position in the week prior. The SU Vice President has expressed interest in stepping up into the role.
- b. No notice had been received of any Member becoming ineligible to hold office and the meeting was quorate.
- c. There had been no requests for urgent business.

## 15. MINUTES

Decision item

Speaker: Chair

Time: 16:32

- a. Minutes of the last meeting (23.11.2023)
- b. Matters arising from the minutes
- c. Actions from the minutes
  - Google Classroom/Google Analytics Update (TW)

- a. Minutes of the meeting held on 23 November 2023 were confirmed for signature. **(Action 8)**
- b. There were no matters arising.
- c. All actions were complete, except for Actions 4 and 6 which have been delegated to the Chief Operating Officer and Group Director Human Resources to complete ahead of the HR Report going to the Finance & Resources Committee in March 2024.  
A brief update on the action around Google Analytics indicates a step in the right direction for Google but the functionality is not yet where it needs to be in terms of its development. An "export to csv file" option would allow greater analytic functionality which has been raised with and taken onboard by Google. Governors hope to see further progression in the near future to allow the level of drilldown and granularity that is required to make it a really useful classroom tool.

## 16. DESTINATION DATA 2022/23

Information item

Speaker: Vice Principal - Student & Staff Experience

Time: 16:35

- a. The report provided a summary of destinations of students, the data for which was captured as part of the Purlos project in collaboration with the CPCA which uses contact via WhatsApp to collect the data. With 4396 actual known destinations, this is the highest return since IEG began completing the survey and displays a very positive 93% positive destinations for all ages. Overall positive destinations for adults was lower at 85% but with the highest level of responses from Job Smart and community



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provision, many are on short courses aimed at getting them into employment, so this slightly lower figure is expected.

b. A headline summary of the data and a presentation prepared by Purlos was provided with additional data. The first question is mandatory but then the response rate drops off as the survey progresses which has been fed back to Purlos as the output would be improved if further responses were mandatory to support richer data gathering, yielding greater information and richer case studies.

c. Some examples have been extracted which have been useful to look at IEG's relationships with employers and how to develop them further, and the data has been shared with curriculum managers to be used in shaping curriculum plans for next year. This is the final year of the Purlos project that is part-funded, so now is the time for discussion around value for money as to whether to continue to engage Purlos or develop in-house tools to track this data.

d. Governors questioned whether Purlos has developed or remained static during the course of the 3-year project, and whether there is an opportunity for internal development of a tool that meets IEGs needs; Purlos are very keen to take onboard feedback around features that would enhance the capabilities, and IEG has never had such a wealth of data and information so it has certainly strengthened understanding of student destinations where it has previously been challenging to collect, but if no further funding from the CPCA is forthcoming then the team need to understand the costs involved and whether it would provide sufficient value for money. However, the real power of Purlos is the ability to make contact via WhatsApp after students exit the organisation, and to reproduce this would be really difficult, but equally, when looking at the proportion of data IEG feeds in to Purlos, much of it is meshed together by MIS data relating to re-enrolment, etc.

e. At the outset of the project costs were in the region of £25K; current costings and an update on whether the CPCA plan to support this cost going forward are expected in the next week and will be shared with governors for consideration. **(Action 9)**

## 17. IEG KPI REPORT

Discussion item

Speaker: Vice Principal - Curriculum & Quality

Time: 16:45

a. Attendance in some areas is the worst it has been for 5 years. In general, post-pandemic attendance issues are being seen across colleges and schools, in many cases as a result of a marked rise in mental health issues. At IEG this has particularly impacted attendance on lower levels. L1 is heavily affected at PC, and L2 is low across the Group. There is not one specific reason that accounts for the dip; there are increased mental health presentations and referrals for safeguarding, and a national picture of an overall drop in attendance. The local schools forum are also reporting being really challenged by poor attendance. It is important that governors are aware that the teams are doing a lot to focus in on this and unpick the reasons, working hard with these young people to understand why they are failing to attend.

b. Retention is very strong, particularly at PC.

c. Progress at 77% is probably the best it has ever been at this point in the year (usually 65-66%) and the student survey also had a really high and positive return across the board.

d. The impact of GCSE grade boundaries was noted; whilst IEG had planned for growth, the enormous impact of the additional English and maths enrolments was not anticipated. There has been strong attendance at GCSE sittings and results are reasonably good.

e. Governors questioned whether illness was impacting on attendance; there is certainly an impact to some extent from winter illnesses, but it is not thought to be the main focus and is more often to do with the student backgrounds and circumstances. Attendance remains a really key issue for IEG and



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whilst they are mildly concerned at this stage, the team are working hard to understand the pinch points and doing as much as possible to keep these students on track, engaged, and completing their studies. All of the IEG team are playing their part with the student at the centre. Attendance will be one of the pertinent points raised in RNs next CEO communication. There is possibly a sense that some students became accustomed during the pandemic to engaging online and not having to attend college, so there may be some work to do to re-establish the expectations.

f. The mid-year student survey is currently underway which may provide some useful information from the student point of view.

g. Apprenticeship attendance is strong at 89.9%. The retention rates factor in a reduction for withdrawals. Completions are the key focus; the Accountability Framework measures those that would currently be at risk and monthly meetings with teams are being held to hone in and focus on those past their end date. The achievement rate for 24+ is lower than for 16-18 and 19-23 years; this is being impacted by leavers on the Food & Drink Maintenance programme which has now been withdrawn as an area of provision. The employer survey will be run after Easter, and satisfaction from the student survey was very strong.

h. Governors noted their reassurance at receiving the level of detail provided in the dashboard.

## 18. QIP UPDATE

Discussion item

Speaker: APs Quality

Time: 16:55

a. The update outlined the targets and detailed actions underpinning them, along with a summary of where good progress is being made and where further work is required.

b. Governors challenged as to the slightly different format which has removed the RAG rating column, suggesting that they could not readily see the progress at the moment with the new layout. This change resulted from a recommendation from the Ofsted Monitoring Inspection but can be reviewed going forward if governors wish to add it back in. It was explained that in the new format, the first box gives the target followed by a comparison with the current data set.

c. A separate Apprenticeship QIP was provided due to the extent of the improvement required, and bearing in mind the apprenticeships span a number of years. It is felt that this is moving in the right direction, but recognising that they are difficult programmes with lagged implications which impact on following years; Executive Team updates on a monthly basis are offering additional transparency and challenge to keep things ticking forward.

## 19. CURRICULUM PLANNING

Discussion item

Speaker: Vice Principal - Curriculum & Quality

Time: 17:05

a. The process around curriculum planning and the timeline that is being worked to was outlined, along with an overview of aspects covered within curriculum planning and targets agreed with the CFO in relation to each funding area.

b. Planning of new curriculum and further development of access online is going very well so there are plans to extend this out further with more pathways. A proposal will be submitted to Exec tomorrow to move accountancy qualifications to a blended learning platform. The blended platform allows access to see where students are up to, what they are engaging with and where they are struggling.



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- c. The Centre for Green Technology is scheduled to open on 29 November and a curriculum overview was shared.
- d. Curriculum Planning Reviews are to be scheduled at the end of the year for formal sign off with key stakeholders invited to attend, including governors. Heads of Faculties will present their plans in detail and the rigour that this goes through will be good for governors to see so they were encouraged to attend.
- e. Governors challenged as to how the employer input is being evidenced; IEG has employer advisory boards linked to all of the T Level areas with HoFs in attendance, and also through use of the LSIP. The team are also working with employers directly; engineering employers have been instrumental in coming forward to request specific elements that they want to see included and the plans have then been amended to incorporate. There is great scope with apprenticeship standards to shape them to meet the employers individual needs, and this is similar with T Levels, which offers more flexibility in terms of the programmes and what you deliver/how you deliver it to ensure that students are well equipped with the skills required for employability.

## 20. QUALITY UPDATE

Discussion item

Speaker: APs Quality

Time: 17:15

- a. A number of updates on quality were provided in the overview, including Quality Assurance Improvement Processes. The first holistic review has been completed as part of the trial to ensure it is fit for purpose. It was a supportive process in conjunction with HoFs and AHoFs. Feedback has been taken from the area to see how they felt about the process and this will be taken onboard to ensure the process is shaped accordingly.
- b. Thematic reviews were discussed and any outstanding practitioners will be asked to run a carousel event.
- c. CPD sessions were well attended and strong feedback was received. There has been a lot of work on AI which will hopefully help with staff workload going forward, and some funding from Google has been secured to give Business Support staff some additional training. The team would also like to operate some more specific CPD sessions in areas where improvements need to be driven forward.
- d. Teaching and Learning Updates are slightly lower than at the same point in previous years but will be increasing. Lesson visit details were included in the appendix.
- e. Mid-year survey results are awaited.
- f. Governors noted that there had not been many lesson observations undertaken at SC and asked about reasons for that and whether they are planned to be picked up this academic year; the team are in the process of recruiting and training QTLs for SC. HoFs and AHoFs have been going into lessons in the meantime and are very aware of the quality of teaching and learning in their departments, and whilst this is not their main focus, it is being monitored and recorded. The figures are expected to increase substantially once recruitment is complete. Governors were reassured that it is not the case that there has been no other lesson visit activity.

## 21. ENGLISH & MATHS UPDATE

Discussion item

Speaker: Assistant Principal - Quality

Time: 17:25



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- a. A brief overview was provided of this new paper brought to governors. English and maths form over a third of overall enrolments so achievement in these areas does significantly impact the overall achievement rate for IEG.
- b. Attendance at the November exam sitting was excellent, with only 69 that did not attend out of the 1000+ enrolled. A list of names of those that did not attend has been given to each faculty to ensure that their attendance is managed at the summer sitting. The November sitting gives an opportunity to secure early achievement and the focus will now be on increasing grades. GCSE maths outcomes were similar to achievement rates last year but with much increased numbers. The next cohort will now work on improving their skills in readiness for the summer to move to high-grade achievement.
- c. Governors congratulated the team in relation to the high numbers enrolled and the achievements secured in the short time to November where these students have previously failed at school. They also commended the report for a very good level of analysis of the data. This is a cornerstone of what IEG does for study programme students to enable them to get onto their next steps and is definitely something to shout about and celebrate.
- d. Governors challenged around the cost of this level of resits which is extensive; in maths there were 1400 resits which secured 86 high grade achievements so whilst this frees up capacity, it is an awful lot of money to spend on exam fees. Equally, it is recognised that this adds achievements to the bottom line so there is a balance there. Governors requested that this be reviewed at an operational level to consider a cost benefit analysis; with over 2200 students resitting GCSEs the Group must ensure that this approach is the right thing to do going forward. **(Action 10)** It was noted that many grade 2 students coming to IEG who are not removed from GCSE but continue on do manage to achieve a 3 in the November sitting and if that level of analysis would show that movement even from 2 to 3 gives the student a confidence boost to show them that they are on the right path, then it is worth the money spent.

## 22. STUDENT PROGRESS - ONE GRADE REPORT

Information item

Speaker: APs Quality

Time: 17:35

- a. An update on student progress in year and expected outcomes was presented. This was the first One Grade Report for monitoring and predicting student progress and is far more sophisticated than the previous process, allowing for the import of DfE national data to make comparisons against, and for more granular filtering of the data outputs. One Grade also links in effectively with Pro Markbook and Pro Monitor to capture grades and pull the information through. Staff are being asked to also make a professional judgement on outturn using all of the key indicators available three times per year to provide predicted achievements.
- b. Findings are very positive. Predicted outcome is currently strong at 77%. This can now be split out across qualifications, and against both MAG grades and Pass/Fail qualifications which allows teams to really interrogate the data at each level to identify where improvements and support are needed.
- c. Governors asked whether the predictions are likely to increase or decrease as the year progresses; staff have been asked to approach this in terms of where they expect students to outturn at the end taking into account all they know about the student and any other factors affecting them, so it is not intended as just a snapshot of now, and as such no extreme deviations are anticipated.

## 23. APPRENTICESHIPS UPDATE

Decision item

Speaker: Group Director, Apprenticeships

Time: 17:45



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- a. A summary of salient points from the report was provided, including apprenticeship start numbers. Bricklaying and plumbing have been hit by the external environment, with 3 apprentices made redundant unexpectedly last week. The team are still striving to achieve new starts for the remainder of the year and anticipate circa 375. Bricklaying starts were delayed until after Christmas but feedback from companies is that they are still unable to commit at this time. Governors were made aware of the impact a lower number of starts can have on achievement rates.
- b. Current achievement rates are 49.8%. There are 333 continuing apprentices on programme with planned end dates before the end of the year; best case scenario for achievement rates assuming they all achieve would be 78.7% and with a current forecasted position of 62.8% informed by monthly focussed meetings on in year achievers. 61 of those 333 have their end point assessment booked, 8 are in the process of confirming EPA bookings, and 47 have completed their programme and are in the process of being claimed.
- c. The teams now have greater detail on every apprentice and if there are any known risks then there is a holistic approach with curriculum. The Apprenticeship team are working with MIS towards a more granular approach to allow drilling down in greater depth.
- d. Attendance is good at 89.9%, however 26 apprentices have levels of attendance that are a cause for concern and this has been factored into achievement rate predictions.
- e. End Point Assessment results remain extremely strong with a pass rate of 97%
- f. Apprenticeship achievement rates are At Risk at the moment against the Accountability Framework, but with predictions factored in this should move Needs Improvement to On Track.
- g. An update on the restructure was provided which will allow real focus across the roles and for key aspects to be improved, including apprenticeship onboarding, early identification of risk and support required, robust personal development programme for wider skills, and focus on progress and attainment. The proposed restructure is for a hybrid model and more work-based delivery.
- h. Predicted achievement rates will inform the curriculum offer for next year.
- i. Outcomes from Apprentice Voice surveys were shared and Apprenticeship forums will be held where there is less than a 90% agreement rate in the survey responses.
- j. Internal Audit will be reviewing learner funding with MIS and Finance to ensure systems and processes in place meet funding regulation demands.
- k. Governors challenged around whether retention rates which need improvement are beyond IEG's control in some circumstances through external factors, or whether it is mainly internal issues; there are a mixture of issues at play which were outlined, including redundancies, hairdressing apprentices moving salons, and some dismissals addressing behavioural issues, etc. Governors further challenged as to whether the proposed changes will address the issues; 360 surveys and conversations with employers have been undertaken to nip issues in the bud and look at behaviour and attendance, with associated action plans put in place as necessary.
- l. RN reiterated that a great deal of work is being undertaken in this area and it is absolutely acknowledged that improvements are required; this is the highest area of focus currently and staff are working hard to focus on getting the right students on the right courses, with good advice and guidance, and ensuring that both apprentices and employers are fully committed to the arrangement. Structural changes to roles should enable these improvements, and more regular communications with employers will enable closer management of the apprenticeship journeys. The issue is not around achievement but around retention and this must improve. RN will hold meetings once the restructure is complete to reinforce expectations and ensure the new postholders feel fully supported in their roles to ensure that the improvements required are realised.

*The Committee **endorsed** the actions to date and planned actions for improvement.*



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## 24. STUDENT VOICE & ENGAGEMENT UPDATE

Information item

Speaker: AP SES

Time: 18:05

- a. A report was presented to give a sense of what is being done to collect student voice and the activities currently underway, including a range of opportunities for students to share their opinions and outlining a considerable amount of engagement opportunities to enrich their study programmes.
- b. Engagement with Good For Me, Good for FE initiatives, which IEG has been involved in for a number of years, was outlined; to date students have achieved nearly £700 worth of charity fundraising across the Group, and collected 150 gifts as part of a Christmas appeal for elderly and underprivileged children.
- c. Lots of extra-curricular activities for students to engage with positively have been provided, as well as the engagement calendar throughout the year.
- d. Have Your Say Week has been changed slightly this year and received the highest response to date. Data is now being collated for analysis. The team are conscious of triangulating data and making clear to students what has changed as a result of their responses, and that this is done in a timely manner.
- e. Governors commended the team on an exciting series of activities in place for students.
- f. Governors questioned whether targeted interventions with students failing to attend college are being made to gauge their views on student life, and why they are not engaging; the team are doing some work to ascertain how these issues can be identified sooner for earlier intervention.

## 25. CAREERS & PROGRESSION OPPORTUNITIES FOR APPRENTICES & ADULT LEARNERS

Discussion item

Speaker: AP SES

Time: 18:15

- a. Governors were provided with a summary of IEG's approach to careers and progression for apprentices and adult learners following a request for further information at the previous meeting.
- b. The Careers Lead Governor met with the team last week and had the opportunity to read the paper and explore this information in more detail with the team. The paper summarises the careers offer and sets out what students are entitled to in terms of engagement with careers advisors and the wider resources that are available to help support decisions regarding next steps.
- c. All students get access to a range of wider careers programme aspects, as well as a wider personal development piece, including guest speakers, visits, workshops and opportunities to think about next steps beyond their courses. Start Profiles are utilised to provide information on topics such as CV writing and how to stand out at interviews, and the team have been tasked to re-engage and really promote this resource which is a great tool, however it is not currently possible to assess how many students are accessing it.
- d. There is further work to be done to measure the touch points and interactions that students have and assess their engagement, as well as continuing to promote and fully embed the progression programme.
- e. Part of the restructure in Apprenticeships sees the introduction of new Apprenticeship Mentor roles which will have a clear and targeted focus on the personal development of apprentices.
- f. Governors will be asked to consider if they, or their employers, might be able contribute to the IEG careers programme, perhaps as guest speakers or by running a workshop, for example. **(Action 11)**





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## 26. URGENT BUSINESS (ITEM 14C REFERS)

Standing item

Speaker: Chair

Time: 18:25

None received.

## 27. DATE OF NEXT MEETING: WEDNESDAY 19 JUNE 2024 (STAMFORD COLLEGE)

Scheduling

Speaker: Chair

There being no other business, the meeting closed at 18:20.