

# IEG CURRICULUM & QUALITY COMMITTEE

November 26, 2024

4:30 PM - 6:00 PM

Boardroom, Peterborough College

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## ATTENDANCE

### PRESENT

Vincent Brittain (online)  
Nicholas Crippa  
Pamela Jane Kilbey (Chair)  
Rachel Nicholls  
Jonathan Teesdale  
Steve Saffhill  
Tony Warner  
Marley Sheridan (Student Governor)  
Kris Varslavs Da Silva (Student Governor)

### IN ATTENDANCE

Julie Addison  
Julia Bates  
Angela O Reilly  
Matt Shough  
James Whybrow  
Sarah Young  
Jane Spurgin (for Governance Director)

### ABSENT

Debbie Barker  
Joanne Ulyatt (Governance Director)

## 1. WELCOME

Standing item

Speaker: Chair

Time: 16:30

- a. **Apologies for absence:** Apologies were received from Debbie Barker (Assistant Principal – Quality). The Chair welcomed the two new student governors to their first meeting.
- b. **Confirmation of eligibility and declarations of interest:** No notice had been received of any Member becoming ineligible to hold office, the meeting was quorate and no interests were declared.
- c. **Requests for urgent business:** None received.

Before the normal order of business, the Chair asked the CEO to update members on two recent events/developments:

**Government Official Visit:** The CEO was pleased to report that IEG had hosted a significant event yesterday at Peterborough College and University Centre Peterborough for the launch of the government's White Paper 'Get Britain Working'. The Secretary of State for Work and Pensions Liz Kendall, Minister for Employment was welcomed together with Minister for Employment, Alison McGovern, MP for Peterborough - Andrew Pakes and the Mayor of Cambridgeshire and Peterborough Combined Authority, Dr Nik Johnson.

The CEO was contacted late last week by Andrew Pakes MP, who asked if we could host the visit. She advised that she is so thankful and appreciative to the staff who worked tirelessly over the last four days to make this event such a success. The campus looked fantastic, the logistics and arrangements relating to marketing and PR, the preparation of apprentices and employers, the briefing to all involved, the refreshments for all our guests and the brilliant staff in Engineering who facilitated the workshop session. Our students, apprentices and employers were excellent with the students asking great questions - we really did show what an 'Exceptional Learning Organisation' IEG is.

We now wait to find out more detail regards the White Paper and the potential additional funding going to various areas of the country to help young people not in education, employment or training. However 8 trail blazer areas have been identified, of which our area is one (potentially an additional £5m funding). Liz Kendall has just thanked IEG for hosting the visit yesterday, and Dr Nik Johnson has congratulated us on a great event, expressing how proud he was of us.

**SAR Discussion:** The CEO explained that each year the college assesses its performance, reviewing everything that impacts students. Those views are moderated and a number of governors joined the moderation panel process last Monday. There followed significant discussions around the Apprenticeship grade which was moderated up to Grade 2 in light of its positive improvement. This led to a discussion about the impact of that changed grade had on the whole Group performance and, as a consequence, the overall Grade for the whole Group has moved to Outstanding. A due diligence assurance task is now in hand to ensure that the grade can be appropriately evidenced and the outcome will go to the full Board in December. The Committee was pleased to note the position, congratulated the CEO and her teams and embraced the positive impact it's work has had as a part of the improvement journey.

## 2. MINUTES

Decision item

Speaker: Chair

Time: 16:40

- a. **Minutes of the last meeting (19.06.2024):** The Minutes of the last meeting were confirmed for signature (**ACTION 1**).

- b. **Matters arising from the minutes:** None
- c. **Actions from the minutes:** Actions completed with members noting that improvements have been made to the QIP layout and details of the progression of IEG learners to UCP considered at Agenda Item 12.

### 3. APPOINTMENT OF COMMITTEE CHAIR

Decision item Speaker: GD Time: 16:45

The Curriculum & Quality Committee **proposed** to reappoint Pamela Kilbey as Chair for 2024/25. Proposal to be shared with the Board for ratification **(ACTION 2)**.

### 4. REVIEW COMMITTEE TERMS OF REFERENCE

Decision item Speaker: GD Time: 16:50

The Curriculum & Quality Committee considered its Terms of Reference which had been updated to amend the Executive membership posts to reflect the new Executive Team (Item 3b). The amendments were **approved** with the proposal to be shared with the Board for ratification **(ACTION 3)**.

Members **noted** that Jonathan Teasdale is stepping down as a full Corporation Governor but will remain as a co-opted governor, attending this Committee.

### 5. APPRENTICESHIP UPDATE

Information item Speaker: Group Director – Apprenticeships & Employer Engagement Time: 16:55

The Committee received a detailed report on the Apprenticeship position, noting the following key points:

#### *Apprenticeship Enrolments 2024/2025*

- Apprenticeship starts have declined year-on-year, tracking national trend, with challenges including staffing and capacity.
- There are 227 new starts this year (187 enrolled and 40 confirmed and in progress), slightly behind plan (240). Currently, 626 apprentices are continuing their learning, with 108 of these beyond their planned end date. Once all new start are enrolled, there will be 853 apprentices in learning.
- Enrolment compliance has been strengthened to ensure accuracy and reduce audit risk for funding.
- There is a high dependency in first term in respect of app starts

#### *2023/2024 Apprenticeship Achievement*

- The position shows a 9.2% improvement overall (63.3%), with direct delivery up by 10.8% and partner delivery (Inspire+) up by 13.6%. The data reflects a positive improvement year on year
- Apprenticeship achievement in future years will be impacted by prior-year withdrawals.
- Key actions have been implemented to enhance EPA processes.
- Implementing a cap on number of EPA attempts is positively impacting first-time success rates.
- Positive performance against the ESFA Apprenticeship Accountability Framework.

### *Quality Improvement*

- A quality improvement plan is underway (to be completed by end Nov 24) to address identified areas for improvement. Focus areas include improving functional skills, attendance and early intervention.
- Strengthened coordination on reporting, invoicing, and payment tracking, with monthly monitoring of employer co-investment.
- Enhanced apprentice onboarding and support, including welfare calls, monthly progress reviews, and a new Apprentice Development Programme.
- Launched industry-specific employer campaigns and an employer-apprentice survey to guide future improvements.

### *Apprenticeships Self-Assessment*

- Whilst initially assessed at Grade 3 'Requires Improvement', key improvements in tracking, EPA processes, and support for at-risk apprentices has resulted in a moderated assessment at Grade 2 'Good'.

### *Curriculum Planning*

- Apprenticeship durations have been reviewed to align better with IFATE recommendations likely to improve quality and success rates.
- Ongoing difficulties in recruiting and retaining staff in key shortage areas (engineering/construction) continue to constrain growth and capacity.

### *Employer engagement*

- IEG continues to prioritise strong relationships with employers, aligning the apprenticeship offer with industry needs. A notable 28% of employers were new, while 16% did not continue, reflecting the region's small-business landscape and fluctuating hiring needs and the need to focus on relationship management.

### *Risk mitigations*

- Monthly tracking, attendance monitoring, and QIP updates support apprentice progress and retention.
- Restructured team enhances recruitment and onboarding; employer satisfaction is strong at 3.5 (target: 2.5).

In response to members queries it was explained that:

- Apprentices who are 'fully compliant for funding' must meet the following criteria satisfactorily: meet milestones and have fully compliant paperwork. A complex area, the challenges include having robust processes in place internally; effectively track funding rule version control changes; ensuring that the employer paperwork/agreements are in place – an area fraught with error and challenge – and getting the data right first time which will help further down the line.
- Accountability framework – IEG performance is now 'green' which is a huge shift and a good indicator of where we are.
- Looking forward it is hoped to effectively reduce the numbers of apprentices who go past their planned end dates (thereby becoming non-funded) by adhering closer to the advisory length of frameworks, which had been reduced in some cases in the past.
- The White Paper announced this week introduces new approaches to apprenticeship delivery, including a Growth and Skills Levy and Youth Guarantees. IEG will assess these developments as details emerge to align opportunities.
- Members asked for details to be included as to the profile and diversity range of IEG apprentices at the next meeting (**ACTION 4**).

Members welcomed the very useful report, **noted** the progress that has been made and the improvements planned for the future.

## 6. STUDENT OUTCOMES REPORT 2023/24

Information item

Speaker: Vice Principal - Curriculum & Quality

Time: 17:05

Members were pleased to receive the positive report on student outcomes 2023/24, which covered all provision. It was noted that performance shows:

- o an improved position for Apprenticeships, A levels and HE;
  - o Education & Training outcomes in line with last year at 88.2% reflecting a maintained position;
  - o GCSE/FS English and maths have a very mixed outturn and require further investigation although the outturn performance remains well above the national average.
- Education and training achievement rates align with last year at 88.2%, demonstrating further improvement in vocational outcomes for some curriculum areas. Achievement rates for 16-18-year-olds are outstanding at 6.4% above the national benchmark. It is believed that IEG is high performing in the sector which it is expected to be confirmed in the NARTS benchmark report which will be released by the DfE in March 2025.
  - Functional Skills maths and English performance has declined by 6.9% to 79.7%, but remains 11% above the national benchmark of 68.7%. 19+ provision for English and maths decreased by 11.2% - maths decline is 14.7% and English is 7.8%. Members noted that both maths and English outcomes for 19+ students are above the national benchmark - maths +1.4% and English +21.7%. Members were further advised that the dip down is believed to be due to an increase in enrolments and difficulty in recruiting maths teachers. 16-18 year olds are doing well but 19+ is where the dip is. Functional Skills outcomes have dipped but remain significantly above the national average.
  - GCSE English and maths enrolments rose sharply in 2023/24 with 289 additional enrolment in maths and 137 in English. 16-18 English high grades achieved were 10.6% above the post sixteen national benchmark of 19.3% and maths high grades declined by 2.6%. 19+ English decreased by 28.3% and maths dropped by 13%. Members noted that a further scrutiny of performance is underway via a holistic review.
  - A levels performed well this year with an increase in high grades.
  - 2023/24 data shows apprenticeship performance out turning at 63.3%, with both direct delivery and partner delivery improving - direct improved by 10.8% and partner delivery by 13.6%.
  - Higher Education - UCP is performing above the national benchmark, with strong results in key degree programmes supported by exceptional teaching and student support.

Members discussed the challenge of dipping 19+ maths & English outcomes which are the result of, it is believed, less positive results from the online digital programme and at the JobSmart Centre and of the challenge in recruiting really good maths teachers. IEG does well at supporting its new teachers but may need to do more to support on how to teach good maths and this is being explored. It was advised that applied maths is being trialled this year in a number of areas (e.g. construction) – the requirement to deliver 4 hours of maths to 16-18 year olds who have not achieved a Grade 4 or above at GCSE remains unless the new government amends the requirement. IEG is carrying a few vacancies and, although the Government offers a funded training initiative for new people wishing to train to be maths teachers, this can only be applied for by the individual. Teachers pay in the FE sector compared to schools remains a significant issue.

The maths holistic review will come to this Committee as a quality initiative (**ACTION 5**).

The Committee **welcomed** the mostly positive results and the plans to explore areas of dipping performance and congratulated Angela O'Reilly, Vice Principal Curriculum & Quality, for her work in achieving these results. It was recognised that she has driven improvement over the past years and that this is her last meeting, as she leaves IEG at Christmas.

## 7. ANNUAL COMPLAINTS & COMPLIMENTS REPORT 2023/24

Information item

Speaker: Assistant Principal Quality

Time: 17:10

A report was presented to the Committee offering an analysis of complaints (and compliments captured within the Quality Department) received during the past academic year and identifying key areas where IEG can enhance its services and student support. IEG is committed to actively listening to feedback, addressing concerns proactively, informing strategic decisions and strengthening governance oversight.

The report provided governors with a clear understanding of the types and volume of complaints received, critical areas of concern, and the potential impact of these issues on students. The report evidenced IEG's commitment to continuous improvement and desire to cultivate a culture of openness and transparency.

In summary it was advised that:

- The number and spread of complaints was broadly in line with previous years – each complaint is tracked and examined via a robust process with service standards in place dictating response timelines
- The initial number of formal complaints has increased slightly but the number upheld has declined slightly
- Stamford College received 52 complaints of which 22 were upheld
- Peterborough College received 53 complaints of which 16 were upheld
- Full details of all complaints and outcomes was provided
- There are some trends in Business Support around Exam Access Arrangements (access rights processing)
- There are relatively few compliments included in the report (total 24) with the majority not necessarily captured within the Quality Department,

Members reviewed the report's findings, noted that tracking and analysis seem to be in place and, where necessary, appropriate action is taken involving HR as required. It was discussed that there are more compliments than have been captured in the report and recognition that tracking could be/should be better. It was felt that social media, High 5 and student survey compliments need to be included in future reports (**ACTION 6**). Members also requested that the inclusion of service standard performance would be welcome (i.e. respond to complaints within 2 working days and investigation completed within 15 working days (**ACTION 7**)).

Members thanked the team for their work on the report and **noted** the details.

## 8. STUDENT ENROLMENT UPDATE 2024/25

Information item

Speaker: Vice Principal Student & Staff Experience

Time: 17:15

A student enrolment update report on the recruitment position at 42 days was provided to the Committee providing a summary of the position to date for 2024/25. Members were pleased to note that:

- Overall, 16-19 enrolments are strong with 5,556 students, exceeding the target of 5,536 and representing significant growth of 460 compared to last year – a very positive picture. This increase is vital for in-year growth funding and securing lagged funding for 2025/26. The report highlighted a notable rise in Level 1 and 2 and strong T Level recruitment (above expected), exceeding targets. There has been no real change in the split: 55% new students and 45% progressing students.
- Adult enrolments are progressing as expected with 2,142 enrolments to date (1,366 distinct learners) across short and long courses. IEG is ahead on adult numbers compared to this

time last year – resulting in a squeeze on accommodation. If the same level of growth is experienced next year there may be some tough decisions to make – a good problem to have but a problem nonetheless.

- HE recruitment stands at 383 students (351 FTE against a target of 398 FTE), with at least 74 additional students (31 FTE) targeted for January 2025 with a focussed marketing campaign to recruit to the upcoming HTQ and Counselling start dates.
- Apprenticeship new starts total 227 apprentices (187 enrolled and 40 confirmed and in progress) with approximately 813 in learning. Cleaner data offers a clearer view of active apprenticeships which provides a firm baseline for more accurate future planning. Members queried the reducing numbers and whether that trend is considered likely to continue. It was advised that the apprenticeship standards are staying but new flexibilities might stimulate more interest. In terms of staff cost reductions to map reducing apprenticeship numbers, it was reflected that groups just get smaller rather than whole groups not running.
- Next steps include analysing conversion data to predict future enrolments and capacity needs, leveraging local market insights to forecast growth and risks, and using data to inform curriculum planning for 2025/26.

Further details were explored as follows:

*Enrolment Summary Report:* an indication of cohort levels was examined with the largest proportion of students at Level 3 across the Group – there is particular growth in Level 3 at Peterborough. MIS will be looking at areas of growth against the curriculum plan in December to provide greater analysis. Members queried whether IEG has the right number of staff in place to support the growth in student numbers and were advised that there had been a significant recruitment exercise completed over the summer with 83 new members of staff engaged. There are no areas understaffed/not completely covered except perhaps for maths which is an area where good teachers, as discussed earlier, are harder to recruit. There are some pressures in the safeguarding and welfare areas due to the increased numbers of students and a careful assessment of funding is currently being undertaken to support any decisions about additional posts for student support. Student governors reported that they have not themselves experienced or heard specifically of any problems with the level of student support offered.

*Year 11 feeder school leavers versus actual enrolments report:* detailed information on the IEG market share of young people, as provided by the Vector tool, was examined revealing useful information about feeder schools and that 54% of young people from Peterborough study at IEG – a significant responsibility. Members endorsed that we should be very conscious that we need to support and protect them and ensure that the curriculum is meeting their needs. Regarding the Vector data, it was suggested that private school leavers might usefully be pulled into the report (**ACTION 8**).

Members were **pleased to note** the overall very positive report and, in particular, the growth in 16-18 student numbers.

## 9. STUDENT INDUCTION REPORT 2024/25

Information item

Speaker: Assistant Principal Quality MS

Time: 17:25

A detailed report was received by members summarising the student induction process for the 2024-25 academic year, highlighting key findings and recommendations for future improvement. It advised on the effectiveness of the student induction process and provided insights on student experiences during this initial critical period.

Key points noted were:

*Holistic Review:* IEG implemented a new and comprehensive review process this year, including Learning Walks, staff reflections, and student feedback via an induction quiz. This is the first themed holistic review undertaken capturing feedback from lesson visits, student



and staff voice and surveys. The findings were very positive. The Quality team had prepared resources for curriculum teams which they could adapt and spread across a period of time to embed lots of subject based activities. Analysis is now being undertaken in more detail.

*Positive Outcomes:* The induction process successfully supported students in their transition to college life.

*Identified Strengths:* Areas of strength include efficient student onboarding, administrative flexibility, well-structured yet adaptable delivery, and a range of diverse and engaging activities.

*Focus on Continuous Improvement:* The report outlined recommendations for further enhancing the induction experience in the 2025/26 academic year.

Members were particularly interested in the example of the Construction area induction pilot (two day induction model) and whether it is to be rolled out in the future to all areas. They were advised that a different area for induction had been assigned to ensure consistency (which is key) - piloted at Peterborough this year and at Stamford last year. Students acquired a taster across all skills sets and the feedback was very positive. It was noted that this specific approach does not necessarily suit all areas however – induction has to be owned by the curriculum teams and, whilst guidance is given, it is up to them to tailor their approach to suit their cohorts.

Members **noted** the details within the report and the positive feedback received.

## 10. PROPOSED KEY PERFORMANCE INDICATORS 2024/25

Decision item

Speaker: Vice Principal Curriculum & Quality

Time: 17:30

Members reviewed the proposed Key Performance Indicator (KPI) dashboard template for the 2024/25 academic year.

It was noted that KPIs are critical metrics that enable governors to:

- Monitor performance: Gain a clear overview of performance across key areas
- Challenge leadership: Hold leadership accountable for achieving strategic objectives
- Improve performance: Identify areas of strength and weakness to inform strategic decision-making

The proposed KPI dashboard outlines key metrics for monitoring progress and success, aligned with the Governor Dashboard. It reflects how different types of provision are externally measured by the Department for Education (DfE) or Education and Skills Funding Agency (ESFA):

- 16-18: Accountability Measures
- 19+: Accountability via ESFA
- Apprenticeships: Training Providers Accountability Framework

It was noted that the template remains the same as for 2023/24, providing headlines for the colleges and at IEG group level with three year trend data, and that the first set of KPI data for all FE provision types will be reported to the Curriculum and Quality Committee in February 2025 for review.

The Committee **approved** the KPI Dashboard template for 2024/25, as presented.

## 11. QUALITY IMPROVEMENT REPORT 2024/25



Members were asked to review and provide feedback on the enhanced documents outlining IEG's 2024/2025 approach to Teaching, Learning, Assessment, and Quality Improvement. These documents have been updated to reflect a more collaborative approach between curriculum and quality teams, setting out the strategy for enhancing teaching and learning in 2024-25. The refinements build on previous processes to drive continuous improvement.

Members noted that:

#### *IEG 21st Century Teaching, Learning, and Assessment (TLA) Strategy*

The strategy has been rewritten to align with IEG Ambition 2030, Priority 2: Inspire and Engage Students. The TLA strategy focuses on seven key priorities to create a dynamic learning environment that empowers students and transforms lives through inspirational, innovative teaching. It aims to drive substantial quality improvements in teaching and learning and is intentionally ambitious in its scope.

#### *The Quality Improvement Guide*

The Guide provides a comprehensive overview of quality improvement at IEG, detailing principles, scope, roles, responsibilities, and processes. It underscores a collaborative, student-focused, and evidence-based approach, encompassing all quality improvement strategies across the Group. No substantial changes have been implemented.

#### *Quality Calendar*

The Calendar provides a comprehensive overview of critical dates for 2024/25, including exams, parent evenings, progress reviews, and surveys. This ensures all staff are aware of their role in the quality cycle and can plan accordingly. In response to staff feedback, the Calendar now includes all planned events, providing greater oversight and advance notice of upcoming activities.

#### *Staff Guide to Student Progress and Performance 2024*

This enhanced document provides comprehensive guidance on tracking and monitoring student progress and performance. It outlines the use of ProMonitor, OneGrade, and Delta, key dates for reviews and reports, and detailed procedures for conducting progress reviews, setting SMART targets, and addressing students at risk of not achieving their potential.

#### *Holistic Review Guide*

Enhanced reviews are a collaborative approach to quality improvement, focusing on the entire learner journey. This process involves gathering evidence, analyzing findings, and developing action plans to enhance the student experience. By adopting a cross-college approach, the partnership between Quality and Curriculum teams has been strengthened. This collaborative effort empowers staff to share insights, identify challenges, and prioritise actions based on both qualitative and quantitative data. In response to a governor query it was advised that the review process has been built on the existing approach, prioritising support, non-judgmental feedback, and a culture of risk-taking. The removal of grading from teaching observations years ago aligns with this approach. This approach was piloted last year and feedback has been used to adapt the process. Members asked if support services are linked in as well and it was advised that the 11 areas of the learner journey (Student Services/Personal Development/Student Support, etc) are examined – if highlighted they will become an area of focus.

#### *New Staff Support Programme*

This document outlines IEG's comprehensive support program for new staff. Key elements include a structured induction program, ongoing coaching and mentoring by Quality Lead Practitioners (QLPs), and targeted professional development opportunities. The program, delivered by Quality Lead Practitioners (QLPs) focuses on teaching and learning and is designed to help new staff quickly become effective.

#### *The Quality Improvement Schedule for 2024-25*

This document outlines the proposed schedule and scope of Holistic Reviews for 2024-25. The self-assessment process guides the selection of areas for review. Members asked for more detail on how areas for holistic reviews are identified – SAR moderation panels/curriculum level/ areas which are strong or need support/ that determines which areas are scheduled for review. Any selected area will be compared across the Group to identify best practice.

The Committee thanked the AP/Quality team and commented that these are truly impressive documents, well-aligned with long-term strategic plans. The rewording and rebranding are effective, giving the documents a fresh and modern feel. It's clear that significant time and effort have been invested in looking to the future.

Members **commended** the enhanced document, **agreed** the choice of SAR areas and **approved** the proposed Holistic Review schedule.

## 12. CAREERS PROGRAMME AND PERSONAL DEVELOPMENT UPDATE REPORT 2024-25

Information item                      Speaker: Assistant Principal SSE Julie A                      Time: 17:50

Having previously read the update report providing a summary of the Personal Development and Careers provision at IEG for the 2024/25 academic year (both designed to ensure students are well-prepared for their future), it was noted that:

- The PDP focuses on developing students into active and engaged citizens, through weekly sessions, guest speakers, and engagement initiatives.
- The Careers Programme offers a range of activities and support to enable students to make informed decisions about their future pathways. Everything we do is mapped against the Gatsby benchmark – in January they are moving slightly: 2 different standards (one for schools and a different one for colleges. IEG is pleased by the changes.
- Both programmes have seen positive student engagement and outcomes.
- A new Personal Development Group Lead has recently been appointed who is already making a good impression looking at the quality assurance of Personal Development and working with the quality team.

Members further noted the key priorities for the year ahead:

- Launch the 2023/24 Destinations Data collection using the Purlos system.
- Implement real-time tracking of Personal Development through a new Power BI dashboard.
- Review and enhance the Personal Development Programme to ensure continuous improvement.
- Expand the use of online platforms to improve access to virtual work experience and career opportunities.
- Recruit and embed a Careers and Employability Coach to support adult learners' progression and employability.

The appendices to the report provided supporting details on the strategy, calendars and roadmap for Careers and Personal Development.

Members discussed the previously requested information provided on progression to UCP from IEG - of 428 offers accepted, 57 progressed to UCP of whom 32 are from part time adult courses (counselling/teacher training). There are local opportunities for students who wish to stay closer to home for their higher education and these are shared strategically at parent events discussing higher education opportunities - 'Discovery Days'. There is targeted work undertaken within certain curriculum areas but noted that UCP has a place for some students, but not for every student. IEG links careers advisers with school sixth formers now

who could access UCP in the future and members noted that there is some excellent work going on there.

It was advised that Level 3 learners hear about HE all the time and attainment is discussed all the time. For example, Careers attend drop in sessions, Finance drop in to talk about finances and there are introductions to UCP – it's all interlinked.

Other issues discussed were:

- Thinking about *work experience opportunities*, members heard about 'Spring Pod' – a free resource/platform available to students, offers virtual work experience opportunities. It was developed during Covid but has been expanded to give young people access to employers – a different way to achieve/bolster work experience hours. In addition, students have access to Peterborough Prime (hub in the library which is a warm space available from 9-5 daily). There are plans send T Level students out into the local community to support mental health initiatives - exploring now ready for January.
- 75% of students go on a trip or receive guest speakers which is very positive.
- *Critical thinking* – IEG is considering differentiating students' tutorial experience to avoid repetition (returning students) and there is some work to be done on this.
- *AI generated fake news* – there is an urgent need to raise awareness to support students to better understand what is real and what is not real.

Members **welcomed** the Personal Development and Careers Programme for 2024/25 endorsing the view that it is everyone's responsibility to support the development of young people's overall skills to enable them to progress successfully into their chosen career pathways.

### 13. URGENT BUSINESS (ITEM 1c REFERS)

Standing item

Speaker: Chair

Time: 18:00

No urgent business items. However, the Chair took the opportunity to officially thank Angela O'Reilly for her exceptional contributions. She emphasized that Angela's work has demonstrated the power of individual impact and has played a crucial role in driving positive change. The Committee expressed its sincere gratitude for Angela's hard work, which has made a substantial difference to the lives of many.

### 14. DATE OF NEXT MEETING: TUESDAY 18TH MAR 2025

Scheduling

Speaker: Chair

Time: 18:00

Date confirmed as 18.03.25

**Meeting closed at 18:01**