

IEG CURRICULUM & QUALITY COMMITTEE

June 19, 2024

4:30 PM - 6:30 PM

Stamford College

ATTENDANCE

PRESENT

Pamela Kilbey (Chair)

Jonathan Teesdale

Rod Allerton

Vincent Brittain

Steve Saffhill (Staff Governor)

Tony Warner (Staff Governor)

Charlotte Berry (Student Governor)

PRESENT

Joanne Ulyatt (Governance Director)

Angela O'Reilly (Vice Principal Curriculum)

Debbie Barker (Assistant Principal Quality)

Matt Shough (Assistant Principal Quality)

Sarah Young (Vice Principal Student & Staff Experience)

Julie Addison (Assistant Principal – Student Experience & Support)

Laila Bentley (Assistant Principal – Student Experience and Support)

Marie Peene (Group Director Apprenticeships)

APOLOGIES

Nicholas Crippa

Rachel Nicholls (CEO)

28. WELCOME

Standing item

Speaker: Chair

Time: 16:30

- a. Apologies for absence; Apologies were as noted.
- 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; None received.

29. MINUTES

Decision item

Speaker: Chair

Time: 16:32

- a. Minutes of the last meeting (06.02.2024)
 - b. Matters arising from the minutes
 - c. Actions from the minutes
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- a. Minutes of the meeting held on 6 February 2024 were confirmed for signature. **(ACTION 12)**
 - b. There were no matters arising.
 - c. All actions were complete;
 - An update was provided on the cost benefit piece relating to November re-sits and the impact on achievement rates. It was noted that circa 144 learners withdrew from their main programmes having completed November resits which would give rise to approximately a 4% drop if those achievements had not been banked. There is more work to be done on this with C&Q and CQSE to establish a clear process going forward in terms of whether to enter all students at every sitting or to make entries based on grade profiles. Generally the increase in exams is a growing financial risk and has been added to the Contingency Risk Register moving forward. There is an educational dilemma of balancing cost against likelihood of achievement at that sitting; it is an opportunity to improve grades, however, with exam boards increasing their fees, costs are escalating at a high rate.
 - It was confirmed that IEG will continue its relationship with Purlos into 2024/25 and this is in the budget. VPSSE is also involved in working groups with Purlos to develop richer information and a more user friendly dashboard.

30. IEG KPI REPORT

Discussion item

Speaker: Vice Principal - Curriculum & Quality

Time: 16:35

- a. The KPI update was provided.
- b. The struggles with attendance this year, particularly around 16-18 year olds, were reiterated; outturn is at 84.6% which is not out of kilter with the sector. The Committee discussed the impact of high grade boundaries last year on maths and English which led to 1000 additional enrolments and a huge number of learners on lower level programmes this year. There are good reports in place to monitor and staff do vast amounts of work around attendance, relentlessly chasing learners, contacting parents as appropriate, and getting them back into college. An increase in safeguarding and mental health issues has meant that sometimes, for those learners, coming into college is not the priority. IEG have chosen not to withdraw them where there are opportunities to help them achieve,

instead running intervention lessons to try to work with them and get them through their maths and English. The teams will continue to work on this right through until the end of the year.

c. Staffing was discussed in view of the planned growth in September. The 2023/24 growth had been planned for, however, the GCSE grade boundary challenges then generated overwhelming volumes of additional maths and English enrolments which led to staff shortages and classes had to be doubled up in places. Staffing for maths and English is challenging across the sector, and it is also difficult for the college sector to compete with schools who offer higher salaries, however, even schools are struggling to recruit in the current environment. Where IEG does manage to recruit and train lecturers, they often then leave for more money elsewhere. IEG is working on a range of mitigations for the next academic year to be prepared should a similar situation occur again as the likelihood of being able to go to market for additional teachers is unlikely.

d. Governors questioned if any notable lessons had been learned this year that could be used for next year; some curriculum areas have implemented different strategies for attendance which have been successful and will be taken forward next year as best practice for all to use. There has been some excellent work in supporting learners with mental health and wellbeing issues, though the increase in numbers affected is frightening. Governors were heartened to hear about initiatives that are working and how these tools can be adopted and moved forward into next year.

e. Governors asked if the attendance figures are likely to change; it is too late to move the attendance figures now for this year, so this is the worst case scenario.

f. Tools now available allow staff to instantly identify who is absent and student mentors are in place to start making phone calls; this active process has been very effective.

g. 16-18 retention is stable at 93.5% which is slightly improved on last year if this remains static, and 97.1% for adults. Figures are slightly lower for Stamford College which is mainly linked to A levels.

h. Progression has been fantastic and governors commended the excellent report that had been compiled.

i. Apprenticeships are moving in the right direction and are a high priority on the IEG agenda. Comparing dashboard data against the ESFA requirements, IEG is now behind on only one element. The accountability framework has been updated with new measures which reduced thresholds for tolerance; IEG is on track for all measures and work is ongoing to get it across the line.

j. 19+ looks impressive, however there is always some caution about achievement because they are roll on roll off courses, so there is a lot of monitoring still to do. However, attendance is really strong which is promising.

31. QIP UPDATE

Discussion item

Speaker: APs Quality

Time: 16:45

a. An update on the progress made against the two QIPs which have been reviewed throughout the year was provided. Apprenticeships had been split out to drive keener monitoring which has clearly had an impact on starting to drive improvements.

b. There had been excellent progress on a large majority of the areas; most areas had been closed down and when reviewing the data it was clear to see improvements being made.

c. If the predicted achievements come to fruition there will be nearly a 6% improvement on A levels. High grades for L3s were identified as areas of focus last year, with an ambitious target set of 75% achievement on or above minimum grade; in June this was up to 78%.

d. Some areas have work still required and there are some work in progress areas still to be reviewed when closing the QIP down; decisions will then be made regarding continuing focus on those areas.

e. RAG ratings had been removed as a result of Ofsted feedback; it was felt they were misleading, particularly since some of the reds remain for most of the year until year end results start coming through. There was further discussion around this and feedback from governors will be taken on board.

f. Governors noted that it was clear that splitting out Apprenticeships into a separate QIP had really worked in driving the necessary improvements, and asked whether it had also helped other departments in adding focus to other areas; the actions within the QIP have always had owners attached, but from an organisational and Quality team perspective, it has streamlined the document and made it easier to have everything in one place for Apprenticeships. Key aspects being reviewed monthly by the Executive team has also really helped with keeping it in focus.

g. Governors commented that there is still some work to be done on the QIP, for example, the timeline column is not being used effectively and progress made is not always clear because it is not easy on the eye for governors to read; Quality team to consider improvements to layout to better present this data. **(ACTION 13)**

h. Work experience challenges were discussed. It remains hard to place the volumes of learners, and some students have not been ready with employability skills due to mental health issues so have been flipped to work related learning instead. Some Employer Boards have been more successful than others, and making connections in some areas has proved challenging, but work is being done to build up links and to match students up with the opportunities and ensure they are ready. Covid has had an impact, with some employers stating that lots of 16-17 year olds do not now have resilience since the pandemic. Plans are in place to address these challenges.

i. In terms of the Apprenticeship approach, governors asked how successful the team feel the hybrid model has been since implementation; meetings which are taking place fortnightly with Heads of Faculty which the CEO attends along with Apprenticeship staff, have driven collaboration and clear ownership/responsibility is now being taken. Whilst it is early days, things are going in the right direction.

j. The Apprenticeship funding model was discussed. The team are currently collating an overarching training plan for everyone involved in Apprenticeships.

32. INTERNAL PROGRESSION & STUDENT APPLICATIONS UPDATE

Speaker: VP SSE

Time: 16:55

a. Applications are strong at 7802 and exceeding numbers from the same time last year by 20%. With a target of 6091 for 16-18 year olds, the Group anticipates achieving 5540 after the first 42 days, indicating positive growth. Converting applications to enrolments is a key focus, with efforts being made to keep applicants engaged with keep warm activity. At first point of application, and to help with curriculum planning, it is now being monitored whether IEG is their first choice provider.

b. T Level recruitment continues to be strong; a great deal of work has been done with schools to ensure careers advisors have the relevant knowledge to inform learners about the provision.

c. Next Friday IEG is hosting a taster event with just over 1000 confirmed attendances for PC and 700 for SC which is another great measurement of the positive engagement. This transition event is a fantastic opportunity to give potential learners a positive experience of the college. This is not a new initiative and a well-defined plan is in place to ensure a successful event.

d. The 'Getting Ready for College' online link to support the enrolment process will be sent out during July to support high conversion rates.

e. The team can identify where IEG is not first choice and this often tends to be where the Group is being used as a safety net for A level learners. All but 3 of the feeder schools have their own 6th form and they act very aggressively to retain them.

f. 14-16 numbers have doubled since last year as more young people move into being home schooled, in the main as result of mental health challenges. This can pose different challenges due to maturity levels and how they cope with the environment. The team leading the provision has done an excellent job in working with LBs team to provide wraparound support for those vulnerable learners.

- g. Footfall has continued to increase at Open Events, further reinforcing confidence in growth numbers coming through.
- h. Increased numbers of Level 3 learners are choosing IEG as first choice rather than staying at 6th Form. Demographic growth between now and 2030 is known and that growth is projected to come through so IEG has planned for it. The COO is working on the Estates Strategy to accommodate the growth numbers. Built environment growth is expected due to the Centre for Green Technology.
- i. 96% of students had completed the internal progression applications at the time of writing report which was really impressive, and 61% have said they want to return; their applications have been reviewed by Curriculum and places offered. The process also captures intended destinations so curriculum staff can see where their students are planning to go which adds additional richness of data on the dashboard. This process has contributed significantly to overall application numbers.
- j. Next steps reported.
- k. Governors were disappointed to see that only 4 students were planning to go to UCP. More work than ever has been done in this space. IEG commissioned Athene to undertake a perception report on UCP and HE in Peterborough which is expected to be received imminently. Focus groups with students in secondary schools are being held to try to understand whether staying local is not appealing and what the reasons are. A recent Discovery Day at UCP was hosted to raise aspirations and give insight into HE, showcasing what UCP can offer, and this saw 2 applications converted, but there is clearly more work to do. There is a cultural piece to undertake with staff to help them recognise that it can be a great choice for our learners. The message will also be reinforced through careers work. Student mentors are targeting L3 learners to promote the benefits of UCP and that it is not too late. IEG needs to find ways to improve the pipeline for UCP. Governors suggested earlier signposting in year 1 to open up the opportunity and they requested an update at the next meeting as to how many IEG learners actually went to UCP (**ACTION 14**)
- l. Destination data indicates that high numbers of IEG learners go to Nottingham Trent University for courses so they are not travelling far at all. A lot more work needs to be done and this will be a focus.

33. CURRICULUM PLANNING UPDATE 2024/25

Discussion item

Speaker: Vice Principal - Curriculum & Quality

Time: 17:05

- a. Earlier in the year documents to begin the curriculum planning were shared, and the process that was undertaken thereafter was outlined. This planning is now all complete and signed off for the year.
- b. Next year sees an expansion of T levels following successes this year and there have been over 600 applications already. They are very different both in terms of delivery and how they are assessed, however, staff are really impressed with the qualification.
- c. This year at Stamford College, the Inspire Hub was developed to help young people with mental health issues by taking them out of the classroom to build confidence away from the larger cohort, and this initiative has helped 60-70 learners not to be withdrawn. There are now plans to replicate this at Peterborough College; whilst it is quite an expensive model, it really helps to stop young people becoming NEET which is a primary aim of FE colleges.
- d. Plans are in place to get DofE up and running for more cohorts, which helps with developing resilience, confidence and self worth, and offers extra options to help keep young people in education.
- e. Governors congratulated the team on the fantastic job they have done in successfully implementing T Levels. A huge amount of CPD has been undertaken and AOR is incredibly proud of her staff.

34. STUDENT PROGRESS: PREDICTED OUTCOMES

Discussion item

Speaker: APs Quality

Time: 17:15

- a. The report was presented, noting that predictions are made with extreme caution and staff try to be as accurate as possible.
- b. This is reviewed on a student by student basis and the process was outlined.
- c. The investment in the OneGrade platform was highlighted; this system asks staff to predict grades all the way through the course. A guide for staff around how to use OneGrade was provided and they are becoming much more confident in making predictions. There will be a further rollout of this next year.
- d. Predictions last year compared to outturn were very accurate so the team are confident in the predictions provided.
- e. Achievements are predicted at 89.2% this year against 88.2% last year, and the teams are trying hard to push that up to 90%.
- f. 866 enrolments are yet to be predicted; this relates largely to a new contract in place with Learning Curve who IEG are partnering with for AEB with a roll on roll off 12 week programme. 818 of the 866 are students that have just enrolled in the last month, so whilst they are expected to achieve, a prediction cannot be put in for them.
- g. Of the 703 predicted not to achieve, staff have been cautious if there is any risk; of those 703, circa 300 are sitting English and maths qualifications where there have been some significant staffing challenges. The teams are still doing a lot of work on intervention sessions and targeted support so it is hoped that some of these will turn into positive outcomes. Worst case scenario figures were discussed.
- h. Overall the picture looks very positive and promising in terms of levels of confidence in the predictions.
- i. 8 learners predicted not to achieve with UCP are on short courses in L5 coding which were introduced online this year at UCP; some challenges on that are being worked through. This is non-prescribed HE, not full degree or foundation programmes.

35. ARRANGEMENTS FOR STAFF DEVELOPMENT WEEK & STAFF CONFERENCE JULY

Discussion item

Speaker: VPSSE

Time: 17:25

- a. A full programme of events for staff to engage in across IEG development week was shared with governors, including dedicated CPD days and a planned programme of activities for 'Wellbeing Wednesday'.
- b. Targeted sessions will be delivered on Thursday.
- c. The Committee commented on the exciting line up, and a number of governors plan to attend the Staff Conference on the Monday.

36. UPDATE ON QUALITY IMPROVEMENT INITIATIVES INC. TLA

Information item

Speaker: APs Quality

Time: 17:30

- a. The report was provided, updating governors on the Holistic Review Process trialled across both campuses. Following the pilot undertaken in the Business department, the Quality team in conjunction with the Business department, reviewed, reflected on and improved the process to ensure it works well for both campuses going forward. Incorporating this learning and feedback gathered from the pilot, the processes subsequently undertaken in the Engineering department at Peterborough College and Animal Care at Stamford College were fully embraced and proved very successful; the teams

found the process and feedback supportive and instrumental in identifying areas that could be optimised. Fundamentally it is a process that is done with the departments, not to the departments to ensure it is nurture, not attack. The process seeks to highlight strengths as well as considering how to develop and improve.

b. 259 Learning Visits were conducted to enhance teaching practices across all faculties; as the Quality Lead Practitioner (QLP) role expands this support will increase to ensure effective onboarding for all new staff.

37. END OF YEAR SURVEY

Discussion item

Speaker: AP Quality

Time: 17:40

a. Completion rates are strong with 3116 students having completed the survey, an increase of 687 on the previous year. This is, however, a dip from start of year and mid year numbers, likely due to learners that have left.

b. The data shows that standards are being consistently maintained across the college.

c. Learners are recognising the value of feedback in helping them to make progress on their courses, but there is more work to do within staff development and this is ongoing.

d. A bolt-on to One Grade called Delta is to be implemented which will improve attendance monitoring and reporting opportunities to allow issues to be tackled more swiftly.

e. In terms of comments from learners, there was some really positive feedback, along with some negatives that are already being working on around ensuring learners feel safe in all college spaces, acceptable behaviour, and knowing the reporting lines when things are happening that they are not comfortable with.

38. STUDENT UNION ACTIVITY & ACCOUNTS

Speaker: Student Governor

Time: 17:50

a. A report was provided to update governors on progress and spending against the planned activity shared at the first meeting of the academic year.

b. There had been slightly limited activity due to a decline in student union membership; there was discussion around the decline which has been evident over a number of years. The model has been reviewed collaboratively by the Student Wellbeing and Engagement teams and the Governance Director, and consequently a paper has been written for Board in July proposing a new approach to address these challenges. The proposal has been shared with the remaining SU members who were positive and supportive.

c. Governors thanked CB for the commitment made to being SU President and all the work she has put into it.

39. APPRENTICESHIPS UPDATE

Discussion item

Speaker: CEO

Time: 18:00

a. A detailed paper was provided to give assurance and confidence.

b. At 328, starts are down on last year which has been factored into forecasting for the year. This could possibly be pushed up to 340.

c. Achievement rate is now at 57% (national average 57.8% for GFE providers) which is 3% above outturn for last year. The current forecasted position is 62.8% and there is confidence in achieving

that; a further 139 apprentices must achieve to realise that 62.8% and a breakdown was provided as to where they are to come from and what stage they are currently at.

d. ProSolution is used for predictions and the process was explained.

e. An overview was given of programmes predicted to outturn higher than national average, and those that need further focus.

f. Attendance is good at 89.7%; plans are in place where apprentices are not attending and this has also been factored into the overall predictions.

g. There had been 283 EPAs in the academic year and a breakdown of pass rates was provided; Electrical at 51% are out of kilter with other areas but the rest are quite strong.

h. For apprentices beyond planned end dates, there has been focus on what can be done to support them to achieve; many now have EPAs planned for August/September.

i. The Apprenticeship Review has been fully implemented and the restructure concluded, and Mark Blackman has joined IEG as Apprenticeship Delivery Manager. Drop-In sessions were held for staff to raise any concerns. There had been some angst around the Apprenticeship Mentor role, so separate meetings were held with them to review the job description and ensure they can focus on supporting effectively. An additional two Apprenticeship Mentors have been appointed to support the Construction and central Apprenticeship team, bringing the total to five, which gives a caseload of circa 170 apprentices. Being a completely new role, it has taken a little time to ensure the focus of role is as anticipated.

j. An office move to bring colleagues together has been completed.

k. Work around adherence to funding rules to ensure risks are minimised included a review of the training plan format; there is further work to be done next year around summarising that for employers.

l. The team are undergoing an internal audit which will be reported on at the next meeting.

m. A new Apprenticeships Personal Development Programme is under development in preparation for launch in September 2024.

n. Work has been ongoing on timetabling and finalising the Apprenticeship Journey, and the launching of a "Getting to Good Strategy", mirroring that put in place at merger to prepare for Ofsted, to share key drivers for continuous improvement.

o. Governors commented on the huge volume of work underway and the real focus that this area has been given, thanking all staff involved for their hard work and determination.

p. Governors were content with actions to date and endorsed the planned activities for the future.

40. STUDENT VOICE & ENGAGEMENT UPDATE

Information item

Speaker: AP SES

Time: 18:10

a. An update on activities undertaken since January across the two campuses was provided.

b. Cultural Awareness Week had been really positive and engaging for students and staff.

c. DofE provision was discussed; this is being extended to more cohorts.

d. YTD IEG had recorded £66,813 of fundraising activity and 1299 hours of volunteering by staff and students.

e. Increasing numbers of students had participated in surveys. 96.5% of students said they felt safe in college and governors probed as to why this was not 100% as this made them uneasy; focus groups have been implemented to understand this further and it is believed this is partly due to interpretation of safe and comfortable spaces, for example, some students have identified that they do not feel comfortable in certain areas because they are busy rather than not feeling safe. This will continue to be unpicked, understanding where the issues are and working on any actions identified to improve on this. Questions have been drafted for Have Your Say to drill down to a more granular level in order to understand which areas feel unsafe to some students. Governors requested a further update on this follow on work and analysis on the use of the word safe, and any actions taken to improve.

- f. Lots of feedback has been received from students as to what they would like to see on offer which will continue to be worked on to be included in the programme.
- g. Next steps were outlined.
- h. A paper going to Board in July will propose a Student Leadership Programme to really seek student voice around 5 Pillars of Focus.
- i. Governors raised the issue of Life Engagement Skills since there has been a lot of reports in the press around lack of financial skills amongst the younger generation in terms of banking and budgeting, and governors would like to see these skills supported; these skills are already developed within schemes of work, and Barclays Life Skills team are coming in to do some work with students. It has also always been touched upon in tutorial programmes and is covered as part of the Personal Development Programme, but the teams will further consider whether more is needed. The teams continuously review resources provided and update them to encompass new topics, and more pop-up sessions and drop-ins in relation to this could be implemented with signposting to further advice and guidance.

41. SAR TIMETABLE FOR 2024/25

Information item

Speaker: AP Quality

Time: 18:20

An update on the proposed process for the 2024/25 academic year and the timeline to be worked to was shared, with no changes from last year to report.

42. URGENT BUSINESS (ITEM 28C REFERS)

Standing item

Speaker: Chair

Time: 18:-25

None requested.

43. DATE OF NEXT MEETING: TBC

Scheduling

Speaker: Chair

Time: 18:25

Governors thanked all staff for their hard work across the year, noting the quality of the reports which cover a good deal of detail but remain easy to read, allowing governors to challenge and congratulate appropriately. The impact that has been achieved can clearly be seen and is commendable.

There being no other business the meeting closed at 18:26.