

Minutes of the meeting of the Curriculum and Quality Committee (CQC) held at Peterborough College at 1730 hrs on 9 February 2023.

Present	Angie Morris (Chair)	Pam Vaughan	Jenny Brassington	Anthony Warner (Staff Governor)
	Jonathan Teesdale	Steve Saffhill (Staff Governor)	Rachel Nichols (CEO)	Liam Cudlipp (Student PC)
In Attendance	Joanne Ulyatt (Governance Director)	Angela O'Reilly (VP C&Q)	Sarah Young (VPSSE)	Matt Shough (APQ)(SC)
	Laila Bentley (APSE&S)(PC)	Julie Addison (APSE&S)(SC)		
Apologies	Cheryl Thompson (APQ)(PC)	SC Governor		

14/22 ELIGIBILITY, QUORUM, DECLARATION OF INTERESTS

- Apologies were as noted.
- No notice had been received of any Member becoming ineligible to hold office, the meeting was quorate and there had been no interests declared.
- There were no requests for urgent business.

15/22 STANDING ITEMS

- The Minutes of the meeting held on 20 October 2022 were confirmed for signature. **(Action 5)**
- Matters Arising. There were no matters arising.
- Outstanding Actions. All actions from the last meeting were complete.

See referenced minute for full action.		Status
Action 1	2/22a. Last minutes (16.06.22) confirmed for signature.	complete
Action 2	3/22g MS and CT to review Deep Dive Data tables	complete
Action 3	5/22c Complaints data to include whether upheld or not	complete
Action 4	6/22d Safeguarding Policy recommended to Board for approval	complete

The information was noted and received.

Actions had been identified. (See Register at end of document)

16/22 IEG ANNUAL EDI REPORT 2021/22 - STUDENTS

- Paper presented giving oversight of EDI activity across the Group, including strategies for embedding EDI, prioritising it at all levels, and flagging any gaps in the student cohort in order to identify actions and strategies to reduce.
- A new Steering Group has had very good take-up of membership and there has been interest across the Group. Successes already achieved were outlined.
- Achievement gaps are not unusual across sector. Reductions in all groups compared to the previous year which is positive. Key item that stands out is number of students presenting themselves with mental health challenges; there is still some fallout from Covid and lockdown. Lots of work ongoing by the Wellbeing and SEND teams, and it is also a key priority for the curriculum team. The significant impact on retention rates was noted, particularly for A levels; actions and strategies to tackle this were outlined and it is also addressed within SAR and QIPs.
- Governors noted that homophobia in some communities in Peterborough is significant but less visible than racism and not therefore being dealt with to the same extent; the Executive Team are aware and looking at mechanisms to support staff and students with this

- e. Calculation of achievement rates was explained to put in context that pass rates are in high 90%^s but achievement rates which are impacted by retention stand at 84%.
- f. An EDI report, combining both the student data and the staff data reviewed by F&R Committee, will go to Board for approval along with an EDI Action Plan.
- g. Special Interest Groups are being grown and there is fantastic work and developments in this regard.
- h. 19+ in particular ethnic groups under-achieving compared to national average; this is in many ways impacted by the volume of learners and communities IEG works with, for example supporting large numbers of asylum seekers for ESOL provision, and also the variety of programmes offered. Many of these learners are hard to reach adults who have been out of work for a considerable time who are on roll on/roll off programmes but then do not complete if offered jobs, etc. VPCQ to consider if there is anything more that IEG can or should be doing to improve achievement rates in this area. **(Action 6)**

The information was received and noted.

Actions had been identified. (See Register at end of document)

17/22 DESTINATION DATA 2021/22

- a. This is IEG's second year in a part-funded project with the CPCA to engage with Purlos to look at how they can engage with students that leave and understand destinations in more detail. An overall presentation provided by Purlos was in the pack which captures great feedback on IEG's impact on young people.
- b. Out of almost 4000 respondents, 91% are in positive destinations. The data can also be sliced by funding streams, showing 93% positive destinations for ESFA 16-19 study programmes.
- c. Data sitting behind the report will help inform curriculum planning. Purlos have been asked to drill down further on the 'Other' category as this comprised a significant number but is unclear what the category would encompass in relation to the other categories.
- d. Response rate was circa 75% which is significantly better than previous years, although rates are variable in terms of questions that respondents chose to answer.
- e. Evidences that IEG are supporting learners to positively progress. The report promotes and celebrates the work being done by IEG and how time at college translates to positive destinations. The data is being shared with current students via case studies and success stories being put up around the campuses. In curriculum they will be talking about internal progression, next steps, careers and opportunities, and this data will be used during National Careers Week as a great motivation tool.
- f. In terms of NEETs, 43% cited lack of opportunity and governors asked for further detail on the split between SC and PC; VPSSE to send further information to Committee members outside of the meeting. **(Action 7)** The IAG team will be following up and working closely with Job Shop to try to re-engage these respondents.
- g. In terms of next steps, Purlos will do a further follow up in 3 months' time which will help to build a more accurate picture. This is a 3-year pilot project but is providing such rich and robust data that IEG would be keen to invest in this beyond the CPCA funding being removed.

The information was received and noted.

Actions had been identified. (See Register at end of document)

18/22 IEG KPI REPORT

- a. KPIs were presented with a positive direction of travel overall, but some issues around attendance, particularly at PC. Interventions in place were outlined.
- b. Retention is high as staff are working hard to keep young people who are making progress, but that have significant dysfunctionality that surrounds their lives, on track and in learning. Bringing retention down to increase attendance is possible but is not considered the right thing to do. This approach is being carefully managed; for any learner with fluctuations in attendance, HoFs are required to complete a document expressing the issues being experienced and the support in place to mitigate.
- c. There is further work to be done around work experience. Reviews are currently underway to consider what needs to be put in place to ensure industrial placements for T-levels.
- d. In the wake of Covid there are some issues with learners on the second year of L3 courses who are coming in with artificially high grades but no resilience to cope with sitting formal exams; work is underway to address this.

The information was received and noted.

19/22 QIP REVIEW

- a. Update on QIP provided with detailed report sitting behind the summary paper. Making good progress despite some real challenges.
- b. A number of initiatives to support staff and improve morale in challenging times have been put in place.
- c. Areas requiring further input were highlighted; behaviour and attitude; personal development; and, high needs.
- d. It was noted that the QIP contained some differing data from the Purlos report; the Purlos report had not been received in time to update the QIP but it was felt it would be good to share it with governors at the earliest opportunity.
- e. Governors asked if any data was available yet from the January audit of timely and constructive feedback; it was not available yet but once received will be added to the Impact on Students column.
- f. Regarding the Access to HE programmes under the adult provision, a small restructure has just been undertaken with a new job role brought in. One of the objectives is to develop a strategy around developing Access courses and pathways are being considered.

The information was received and noted.

20/22 QUALIFICATION REFORM & IMPACT REPORT

- a. Information was provided around the Sainsbury Review and Skills for Jobs which present some real challenges in relation to qualification reform. By 2026, if the government plan continues on its current trajectory, then the curriculum portfolio will be entirely different. BTECs will be defunded from 2024 so IEG will need to consider a new approach as there are high levels of lower level learners for whom the new T-levels will simply be out of reach. Staff are planning for T-levels and addressing challenges around that, but the real concern is that young learners will not have a pathway to access and will become NEETs. L2 qualifications are also being reformed. A briefing on the consultation is awaited and AoC are lobbying on behalf of colleges. It is imperative to find pathways to help young people to stay in education.
- b. Given the significance of this item, the Chair proposed an extra 30 minute session dedicated to T-levels at the end of one of the remaining Committee meetings this year to delve deeper. The Chair thanked AOR for providing assurance that this is already being considered. **(Action 8)**

The information was received and noted.

Actions had been identified. (See Register at end of document)

21/22 TEACHING, LEARNING & ASSESSMENT REPORT (inc. Quality Improvement Initiatives)

- a. The report sets out areas of focus, an overview of staff development and quality improvement initiatives, including learning walks. All evidence suggests that TLA across the Group is very good. The approach is risk-based, incorporating SAR data and student feedback.
- b. Level 2 IT qualification had been reduced to a certificate to allow more time for students to gain the necessary skills and knowledge; this was done to help ensure that learners will be able to progress onto another programme due to the removal of some units that were not required in the final year of lockdown.
- c. Governors commented on learning walks; if they are only up to 30 minutes and they are looking for a range of assessments then this could be setting up for failure and perhaps it should be recording if any assessment is seen rather than a range of assessment.
- d. There was discussion around the work scrutiny section in terms of whether explicit progress is required rather than just progress tracking, and how there could also be checks through checking planning to ensure that what should be taught is being taught to ensure learning outcomes and objectives are met.
- e. Governors asked how many QIIs were allocated at each campus; SC had 2 this year but one was postponed due to staffing issues. QIIs are risk-based so it is good that numbers are low and sends the message to staff that continuous improvement strategies are being utilised in the right way. The Quality Team use their limited resources really effectively to continue to improve and bring about consistency. Numbers are much higher in PC than SC since the two colleges are so different in terms of student make up; higher volumes of L3 at SC whereas PC has much higher numbers of L1 and L2. PC also has more learners

with very low GCSE grades and often some dysfunctionality causing them to cope less well than those on higher level programmes.

- f. Governors queried whether the use of Ed Puzzle was helping with behaviour management because the videos and content were more interactive and engaging; as a result of PCs not having speakers, students have to wear headphones which cuts out noise and distraction and as a result has seen improved behaviour. Staff have really engaged with it and utilisation has been really good and is growing all the time.

The information was received and noted.

22/22 STUDENT PROGRESS/PULSE REPORT

- a. Student progress was highlighted, explaining how the measures are calculated. This is a key indicator of expected outcome. No projection entries were explained, largely relating to the intentional front loading of BTEC exams in order to ensure re-sit opportunities but with grades not available until March. There are also a few courses delivering long units which works well for SEND learners. Sitting beneath this is Mark Book which staff can use to enter mock grades, assessments, etc. to ensure they have an indication of where their students will outcome if they have no projections from PULSE as yet. Unfortunately, this does not pull through to the main data and it would be helpful to find a way to pull through other assessments.
- b. Governors noted concern at having some learners with no projections at this stage of the year and asked if there was any scope for internal assessments that could contribute to PULSE to give a little more certainty. The system clearly works better for some awarding bodies and qualifications than others but the VPCQ assured governors that the system had not failed yet and data shows improvement year on year which is bucking the trend against other colleges. It was reiterated that HoFs can interrogate the data at a deeper level which gives the VPCQ confidence, however, with such extensive qualification reform in the pipeline this system would have to change moving forward anyway. Governors advised that they are content with the headlines but that further narrative around no projections would be helpful to assure them that leaders know what is underneath that. This is clearly a tool that works well alongside other tools and has served IEG well. It is a good system for overview and teachers will know how learners are progressing but at the top level for governors it does not show all the detail.
- c. The possibility of an additional level of sophistication within PULSE to track groups by ethnicity etc. was discussed and is certainly something to consider for the future as the system evolves to align with qualification reform as this could reveal patterns for those underachieving allowing issues to be addressed earlier.

The information was received and noted.

23/22 STUDENT VOICE & ENGAGEMENT UPDATE

- a. A summary of key student voice activities was provided, including work with the Stamford Youth Council and Peterborough Citizens, and a range of guest speakers and engagement activities across both campuses.
- b. Governors noted that there is some incredibly impressive activity and some great examples of work undertaken, approaching this in many and diverse ways to ensure that everybody has an opportunity to use their voice. Collaboration and cohesion of an IEG approach across the Group is clearly demonstrated.
- c. It was noted that one of the final questions in the Student Surveys asks for them to highlight anything positive and there are some lovely responses that can be pulled out to be used as avenues into student perspective
- d. The mid-year survey which closes this week will provide further updates on the position.

24/22 COLLEGE NURSERY OFSTED INSPECTION

- a. Governors were advised of a recent Ofsted Inspection carried out at the College Nursery. The process is very much the same as for other areas except that they call in the afternoon and arrive the next morning.
- b. The Committee were advised of the grade but the formal outcome is yet to be published.
- c. The team did exceptionally well, having worked through challenging times in Covid and with a number of changes in Early Years. The Nursery Manager has been doing a fantastic job in her first management role and with an inexperienced team, and this was her first Ofsted visit.

- d. Governors would like to send their direct feedback to the Nursery Manager to both thank and congratulate her.
- e. Once the report is received it will be uploaded on the website and a post-inspection action plan will be prepared.

25/22 URGENT BUSINESS

There had been no urgent business requested.

26/22 DATE OF NEXT MEETING

The next meeting would be held on Thursday 20 April 2023 at Peterborough College.

ACTION REGISTER

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

The meeting closed at 7:10pm.