

Minutes of the meeting (electronic) of the Curriculum and Quality Committee (CQC) held at 1730 hrs on 20 May 2021.

Present	Dr Mary Kiernan	Alex Johns	Angie Morris (35-40/20a only)	Janet Meenaghan (CEO)
	Anthony Warner	Paul Wingfield (Chair)		
In Attendance	Julie Addison (DC (ACS))	Ralph Devereux (Interim DG)	Alison Fox (EDBD)	Julian Kirkpatrick (APQ)(PC)
	Matt Shough (APQ)(SC)	Cheryl Thompson (DOQ)(PC)	Sarah Young (VP)(CQ)	
Apologies	Angie Morris (early departure)	Jonathan Teesdale	Angela O Reilly (VPQ)(PC)(Attendee)	Gary McPartland (DC (TCV))(Attendee)
	Rachel Nicholls (DCEO)			

35/20 ELIGIBILITY, QUORUM, DECLARATION OF INTERESTS

The apologies were accepted. No notice had been received of any Member becoming ineligible to hold office, the meeting was quorate and there had been no interests declared.

36/20 STANDING ITEMS

- a. The Minutes of the meeting held on 11 March 2021 were confirmed for electronic signature. **(Action 1)**
- b. Matters Arising. There were no matters arising.
- c. Outstanding Actions. All actions from the last meetings were considered and discussed:

See referenced minute for full action.		Status
Action 1	26/20b. Meeting format agreed.	complete
Action 2	27/20a. Last Minutes (12.11.20) confirmed for signature.	

- d. Urgent Business. There were no requests for urgent business.

The information was noted and received.

Actions had been noted. (Register 44/20 below)

37/20 CURRICULUM PLANNING

- a. Attachments (Annexes A-F inc) were not available on Board IQ and had been circulated separately by email.
- b. The IEG academic offer for 2021 was the first to reflect combined curriculum planning through increased collaboration by the two colleges. (Peterborough College (PC) & Stamford College (SC)) Higher Education (HE) delivery would also all be managed through University Centre Peterborough (UCP). Group Management had reviewed the rationale for the offer. Covid related challenges, which had influenced much of the current academic year, were hopefully reducing and the focus for the coming year was continuation of the core offer and utilisation of online delivery expertise through blended learning. The plan reflected the present Group position and realistically looked, toward:
 - (i) an aspirational increase of 236 in the 16-18 funding target;
 - (ii) retention of the current adult engagement level;
 - (iii) growth in apprenticeship provision; and

- (iv) modest growth in the full cost offer.

Full detail, including HE, was included in the report and at Annexes A-F. The information would inform the IEG Budget for 2021.22 after progression through the Finance and Resources Committee (FRC), the Corporation and the UCP Council. The detail would be set up on both learner management systems (EBS & Pro-Solution) to facilitate timetabling and merging of the data into a single system was planned for 12-19 July.

- c. The report was considered and discussed, additional government funding, announced over the last few months and in the recent White Paper was welcomed; elements had already been received. The increased and willing cross Group departmental co-operation had allowed consistency and was welcomed. The general approach of the offer was to provide high quality provision focused on the separate local need, for example HE provision would centralise at UCP but both centres would retain discrete offers. Recruitment could be affected by an increase in applications to main universities through more favourable A Level results and schools sixth forms were increasingly offering BTEC provision. Offers of integrated provision directed “career pathways” would be examined. This forward looking combined plan, although hampered by the Covid demands, would enable further consolidation over the next couple of years.

The information was received and noted.

38/20 ASSESSMENT 2021

The decision that the summer examinations would not proceed had prompted the Office of Qualifications and Examinations Regulation (Ofqual), the Joint Council for Qualifications (JCQ) and other Awarding Organisations (AO), which applied specifically to the IEG, to publish individual guidance frameworks detailing the methodology for awarding processes and had informed the resultant comprehensive, fair and accurate Qualification Teacher Assessed Grades (QTAG), which was a fully managed IEG process throughout; a full range of evidence would support the QTAG and inform scrutiny and moderation through to the final submission. This process comprised 4 stages, all were fully detailed in the paper and were individually explained and discussed. Students, parents and employers were kept informed of progress and any changes or additional information was shared on the website, the student hub and on Google classrooms. Functional Skills and online vocational examinations would continue and practical assessments would continue throughout the summer. Looking forward:

- a. AO would publish further guidance on the appeals process;
- b. all grades to be submitted through the AO portals by 18 June to ensure certification by 10&12 August; and
- c. review process for students to receive their grades.

The Assessment and Qualifications Alliance (AQA) had informed that results would be published by 4 August but general release would be embargoed until the 12th; this was welcomed since it would allow more time to ease the workload. Special attention had been given to arrangements for SEND and other vulnerable category students, including appropriate representation on moderation panels; any special circumstances would be considered. Members welcomed the full and clear detail on the clearly thorough arrangements for this sensitive process.

The information was noted and received.

39/20 PROGRESSION AND DESTINATIONS

Student progressions and destinations for both Colleges had been agreed to continue as individual processes for 2020.21; the detail would be aligned on the new Management Information System (MIS) from September 2021. Agreed Key Performance Indicators (KPI) for both Colleges were detailed in the report and were noted. PC progression at 69% was lower than SC 85%, but was expected to recover before the end of term. Both PC&SC were preparing learners for “sign off” during which, the intended destination would be obtained and submitted to the Department for Education (DfE) on the R14 Return in October 2021 and reported to the Committee later that month. Each College had been running individual pilots to collect “actual destinations”:

- a. SC. SC had used a live MIS portal to record the destination 6 months after departure. The former students were contacted and asked whether the actual had remained as the notified intention and gathered associated information, such as whether the study programme had achieved what had been originally envisaged. Should the individual be experiencing employment of educational challenges the student advisors were available to provide support. The response of only 180 students had been disappointing and consideration was underway to improve the data.
- b. PC. PC had used “Pro-engage” to capture actual destinations but the results were currently unavailable resulting from the recent cyber-attack.

Group processes would be further reviewed to improve outcomes for 2020.21 leavers. Full detail of internal progressions at PC and SC was included in the Report and was discussed. Future students’ intentions would be monitored to maximise future opportunities including by internal progression; personal advice and support on the optimum and appropriate route would be available throughout. It was important to realise that students were likely to change original career plans and to seek a change in direction. Destination plans for each leaver would be captured before departure and a Group process to capture and report would be developed for use from October 2021 the present “Destination Form” was at Appendix. The information was an important element of planning future provision patterns, particularly in the (briefly considered in 37/20) development of individually bespoke “career pathways”, where a routing through educational levels eventually delivered the student appropriately qualified to embark on their career choice. This would be given further consideration and a paper would be brought to the next meeting. **(Action 2)**

The information was noted and received.
Actions had been noted. (Register 44/20 below)

40/20 PREPARATION FOR 2020.21

The comprehensive report explained how the Group was developing arrangements for a successful recruitment, enrolment and induction for the coming academic year; the narrative was supported by 3 specialist and impressive annexes. The report considered 3 integral elements of the process:

- a. School liaison and taster events. An impressive and detailed “post 16 transition” information brochure (Appendix 1) had been widely circulated to schools and digital welcome packs had been produced in time for circulation in June for despatch to all those offered a place at either College. That information would be supported by further and personal detail such as the “Air and Defence Welcome Pack” for SC, each curriculum area had developed similar information and a comprehensive programme of taster sessions.

Angie Morris left the meeting.

- b. Enrolment and timetabling. Initial enrolment would not be completed on line for all students; those progressing will be enrolled by June, additionally results would be announced one week earlier allowing enrolment from 12 August. Vulnerable students would be seen personally at both campuses. Academic staff had agreed a flexible approach to annual leave to ensure that all have a proper holiday whilst ensuring there would be sufficient staff to administer the enrolments. Last year’s challenges with the Management Information Systems (MIS) had been resolved and the systems should operate smoothly. Timetabling had been thoroughly reviewed, taking account of Department for Education (DfE) guidance regarding primacy of face-to-face teaching, and 3 principles had been determined:
 - (i) English and maths (EAM) as fundamental to the study programme will be face-to-face delivery;
 - (ii) all Level 1&2 programmes will be delivered in college; and
 - (iii) delivery of L3 courses may be blended (2 days in college – 1 day remote).
- c. Induction – the first 6 weeks. In line with the early enrolments the start of the academic year had been brought forward to 1 September to allow students earlier engagement and to maximise the “Steps to success” implementation. A comprehensive and helpful on-line

induction platform had been developed, which would ensure consistency to all and enhance the student experience.

Members were positively impressed with the standard of the presentations at the annexes and the clearly detailed and thorough planning that was so obvious throughout the report. The Chair recorded the following statement..... “On behalf of the IEG Curriculum and Quality Committee I would like to express our thanks and well done for the incredible work undertaken this year. Despite the unprecedented challenges, the Governors would like to recognise the hard work and dedication of all staff to ensure that our students continue to receive the best possible experience and highest levels of support to succeed and achieve.”..... The APQ & VPCQ were asked to pass these sentiments directly to those concerned in the work. **(Action 3)**

The information was noted and received.

Actions had been noted. (Register 44/20 below)

41/20 APPRENTICESHIP AND ADULT EDUCATION BUDGET (AEB)

The comprehensive report updated on a wide range of business development matters for both PC and SC for the current year. The decision, discussed at previous meetings, to concentrate on recruitment of apprentices for the next academic year had been justified and the Covid related reluctance of employers, which had prompted low enrolments in January, was recovering and there were now 370 starts for September. This compared with 317 for this whole year was with particularly strong engagement from the construction industry. All 7 sub-contracts had been set, in line with the decisions taken and approved by the Corporation last August;

- a. there were 7 well established sub-contractors at SC all detailed in the paper; and
- b. there were 3 also well established partners at PC; the lower level of engagement with Peterborough City Council (PCC) through Covid related challenges to Princes Trust activity was noted. The Ofsted safeguarding assessment of “reasonable assurance” at Peterborough Skills Academy (PSA) and the support in preparation for the repeat visit was again noted.

2 additional staff members had been appointed to support the Cambridgeshire and Peterborough Combined Authority (CPCA) additional work, they were working cross-college, and had settled in well. The Business Development team had now been successfully restructured and was working as a group with consequent benefit such as the ability to transfer students between campuses.

The information was received and noted.

42/20 URGENT BUSINESS

There had been no urgent business requested.

43/20 NEXT MEETING

The next meeting details would be notified.

44/20 ACTION REGISTER

See referenced minute for full action.		Resp	By
Action 1	36/20a. Last Minutes (11.03.21) confirmed for signature.	Clerk	wie
Action 2	39/20. “Career Pathway” bespoke plans to next meeting.	JK/AoR	Oct 21
Action 3	40/20. Pass appreciation to those concerned with Item 6.	JK/SY	wie

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Final Audit Report

2021-10-28

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