

ENFIELD COLLEGE

BOARD OF GOVERNORS

COMMITTEE	QUALITY AND SELF-ASSESSMENT
Date of meeting	Thursday 12 February 2009
MINUTES	

MEMBERS

Mr K Bevis (Chairman), Miss J Carter, Ms M Hayward*, Mr W Marsterson, Ms J McCulloch*, Mr P White

(* denotes absence)

In attendance

Mr S Jakubowski (Vice Principal)

Mr A Jeffery (Clerk to the Board of Governors)

Ms B McAnespie (Director of Curriculum - Foundation and Progression Studies)

Mr N Price (Personalised Learning Manager)

Mr J Rosenberg (Director of Curriculum - Vocational and Professional Studies)

Mr M Sableski (Director of Planning and Information)

Q/1/2009 APOLOGIES FOR ABSENCE

Apologies for absence were received from Governors McCulloch and Hayward and the Quality Manager, Kim Railton.

Q/2/2009 DECLARATION OF RELEVANT INTERESTS

There were no declarations of relevant interests.

Q/3/2009 MINUTES

The Minutes of the meeting held on 13 November 2008 were confirmed and signed by the Chairman as a correct record.

Q/4/2009 MONITORING ACTIONS FROM THE QUALITY AND SELF-ASSESSMENT COMMITTEE MEETINGS HELD ON 11 JUNE AND 13 NOVEMBER 2008

RECEIVED report number Q280-12.2.2009 from the Clerk to the Board of Governors.

NOTED:

- 4.1 It was noted that the Governors' Workshop on 12 March 2009 had been cancelled. A joint workshop with Conel will be held on 8 May 2009.

Q/5/2009 MATTERS ARISING FROM THE MINUTES

There were no matters arising from the minutes.

Q/6/2009 QUALITY STRATEGY

RECEIVED report number Q276-12.2.2009 from the Vice Principal.

NOTED:

- 6.1 The Instrument and Articles of Government issued in January 2008 stipulate that Governors are required to approve the College's quality strategy.
- 6.2 The Quality Strategy Framework was presented in diagrammatic form mapped against the Framework for Excellence.
- 6.3 The College's Planning Framework was also presented to the Committee and it was noted that all levels of staff are involved in the quality assurance process. The Planning Framework shows the 3-year Development Plan and details College headline performance targets in respect of Participation (student numbers), Quality (success rates), Funding and Workforce Capacity (proportion of qualified teachers within the staffing establishment).
- 6.4 In order to achieve the milestones within the 3-year Development Plan the College has developed a planning framework based upon three key documents:

- a) The annual Self-Assessment Report (SAR)
- b) The annual Operational Plan
- c) The annual Quality Improvement Plan

6.5 It was noted that the LSC are modifying the Framework for Excellence and the new version will be brought to the next meeting of the Quality and Self-Assessment Committee.

6.6 Ofsted had commended the robustness of the College's quality planning framework.

RESOLVED:

6.7 The Quality and Self-Assessment Committee recommends to the Board of Governors for approval, the College's Quality Strategy Framework (see Appendix 1 attached to these minutes).

Q/7/2009

COLLEGE PERFORMANCE REPORT

RECEIVED report number Q272-12.2.2009 from the Director of Planning and Information.

NOTED:

Draft College Performance Report 2007/2008

7.1 The College achieved 98.1% of its FE funding allocation; since this is safely within 3% tolerance, the College was not subject to clawback on its main FE allocation.

7.2 The College aggregate Success Rates will be 76%, which is 1% point above the current national average. It is anticipated that the national average for 2007/2008 outcomes will be closer to 77% after final analysis.

Headline Performance Targets 2008/2009

7.3 The Headline Performance Targets were identified in the Development Plan for 2008/2009.

7.4 The College will achieve its 16-18 Learner Responsive recruitment numbers but low SLN values will see a shortfall against LSC funding allocation. This could lead to a year-end deficit of approximately £400,000. A recovery plan is in place but the issue with SLN values is difficult to resolve.

7.5 The challenge of recruiting to 16-18 learner number targets in 2008/2009 is a common experience for most London colleges. It is expected that this challenge will persist in subsequent years and that future LSC allocations will reflect the decline in learner numbers of 16-18s in FE.

- 7.6 The Adult Learner Responsive (ALR) element is currently performing to target. The College is currently generating £4,087,666 related to ALR funded aims, which is 100.1% of the College's ALR allocation for 2008/2009 (£4,059,320).

Q/8/2009 QUALITY OF PROVISION

RECEIVED report number Q273-12.2.2009 from the Quality Manager.

NOTED:

- 8.1 The report considered by the Committee followed the Framework for Excellence model and provided information on four main areas:

- a) Ofsted Annual Monitoring Visit (November 2008)
- b) Curriculum Area Inspections 2008/2009
- c) Observation of Teaching and Learning 2008/2009
- d) Progress against Quality Benchmarks.

8.2 Ofsted Annual Monitoring Visit (November 2008)

- a) The visit took place on 19 November 2008 and the following observations were made. A copy of the Ofsted report is attached to these minutes at Appendix 2.
 - (i) Inspectors were pleased with the areas that had made progress in the quality of teaching and learning.
 - (ii) Inspectors noted the development of an enterprise culture within the College.
 - (iii) There had been insufficient progress in key skills which is being addressed by reducing the number taken from 3 to 1.
 - (iv) There had been reasonable progress in achievements and standards with a 3-year upward trend.
 - (v) There had been a very positive meeting with the LSC on success rates with notable improvements in achievements (86% aggregate amounts).
 - (vi) Although progress had been achieved in most areas, there is still some way to go.

8.3 Curriculum Area Inspections 2008/2009

a) **Early Years and Social Care**

- (i) The Committee considered the report of the inspection of the curriculum area undertaken in November 2008 and the notes of the Governors' Inspection Panel on 14 January 2009. The overall effectiveness of the programme was classified as 'Inadequate' (Grade 4) and the capacity to improve was classified as 'Satisfactory' (Grade 3).
- (ii) The poor performance of the area was attributed mainly to structural (staffing) issues. The team has demonstrated what it needs to do to improve achievement and retention. It was noted that a significant number of students who completed their studies achieved.
- (iii) The Governors' Inspection Panel agreed with the Inspection Team's findings. The action plan produced by the School Management Team provided a sound basis for improvements. The Senior Management Team will draw up a separate action plan to address additional presenting issues which have impacted upon quality and performance in the curriculum area.

b) **Information and Communication Technology**

- (i) Following a poor inspection report in April/May 2008, the area was re-inspected in December 2008. The Committee considered the report of the re-inspection and the notes of the Governors' Inspection Panel on 14 January 2009.
- (ii) The Governors' Inspection Panel considered the outcomes of the re-inspection and concluded that: there had been improvements in overall student performance in a number of areas; a more rigorous and evaluative self-assessment process had been developed. The Quality Performance Committee and the Senior Management Team will monitor the impact of the inspection action plan on student performance.

c) **Curriculum Area Inspection - 9 to 13 February 2009**

- (i) The area of Business, Administration and Law will be the subject of inspection during 9-13 February 2009 and the outcomes will be reported to the Governors' Inspection Panel on 1 April 2009 and the Quality and Self-Assessment Committee on 21 May 2009.

8.4 **Observation of Teaching and Learning 2008/2009**

- a) A report was presented on lesson and tutorial observations from September 2008 to January 2009. The figures included grades of 9 observations undertaken by a Quality Improvement Agency consultant.
- b) The report indicated that there had been more attention given to tutorials.
- c) There is now a better profile of teaching and learning grades with a decrease in the number of grade 1s and an overall more realistic grade profile.
- d) The consultant confirmed that the grading was more rigorous and accurate.
- e) The Ofsted monitoring visit showed a greater consistency in the curriculum offer and student outcomes.

8.5 **Progress against Quality Benchmarks**

- a) Currently the Admissions and Information Services Team and the Student Liaison Team have the Matrix kite mark.
- b) The Investors in People (IIP) review is due for the week beginning 11 May 2009. A staff survey is planned after the February 2009 half-term. The review shows the relationship between setting targets for staff and the performance of students.
- c) The Skills Pledge is part of the Train to Gain service and helps organisations ensure that their staff have the right skills to do the best job and take the business forward. The College has signed the Skills Pledge, and for making this commitment the College will be awarded a Skills Pledge kite mark.
- d) The Training Quality Standard (TQS) is the benchmark of quality responsiveness with a clear link to the Framework for Excellence and the Skills Pledge. The College has improved its ability to deliver to employers. TQS replaces the CoVE designation and demonstrates quality in all areas, rather than just one specific area. Conel has the TQS standard.

Q/9/2009 DRAFT SELF-ASSESSMENT REPORT 2007/2008 - UPDATE IN RESPONSE TO EXTERNAL MODERATOR'S REPORT

RECEIVED report number Q279-12.2.2009 from the Director of Curriculum (Foundation and Progression Studies).

NOTED:

9.1 Draft 1 of the Self-Assessment Report 2007/2008 (SAR) was agreed by the Board of Governors at its meeting on 11 December 2008. The SAR was then sent to consultant, Clive Bolton, in January 2009 for external moderation.

9.2 The key recommendations from Mr Bolton's report are as follows:

- a) To regrade one area (Sport, Travel and Tourism) from a Grade 2 to a strong Grade 3.
- b) He agreed on a Grade 2 for Science and Maths.
- c) To reformat strengths and areas for improvement in bullet points.
- d) To include more evidence for key improvements.
- e) Leadership and management to remain at Grade 2.
- f) Literacy and Numeracy - in 2007/2008 the vocational areas delivered basic skills qualifications in preference to key skills which exerted a negative impact upon basic skills provision.

9.3 In response to Governors' questions about how the Early Years area will improve, it was reported that it has been subject to a Curriculum Area review and the evidence suggests that it is moving towards a Grade 3. There are still presenting issues but the current level of attainment is good and there are higher levels of satisfaction reported by students on Year 2 of the course.

RESOLVED:

9.4 The Quality and Self-Assessment Committee recommends to the Board of Governors for approval, Draft 2 of the Self-Assessment report 2007/2008. A final version of the Draft 2 will be submitted to the Board at its meeting on 2 April 2009.

Q/10/2009 REVISED GUIDANCE ON GOVERNORS' LINKS WITH CURRICULUM AREAS

RECEIVED report number Q275-12.2.2009 from the Principal and Chief Executive and Vice Principal.

NOTED:

- 10.1 The existing framework for Governors' links with curriculum areas was considered to be inadequate and confusing for Governors.
- 10.2 The new guidance was designed to 'facilitate greater understanding of a particular curriculum area' by enabling Governors to understand what was going on in a curriculum area. The proforma to record Governor curriculum visits has also been amended to ensure consistency with the guidance.
- 10.3 It is important for students and staff to see that the Board takes

an interest in the work of the College.

RESOLVED:

- 10.4 The Quality and Self-Assessment Committee agreed the revised guidance on Governors' links with curriculum areas and proforma to record details of visits.

Q/11/2009 EQUALITY AND DIVERSITY AS A QUALITY INDICATOR

RECEIVED report number Q281-12.2.2009 from the Director of Curriculum (Foundation and Progression Studies).

NOTED:

- 11.1 There is no significant difference in performance due to ethnicity.
- 11.2 Usually female students are more successful compared to male students, but this year it has been reversed with male students being more successful; currently 74% and 68% success rates respectively. This change could be related to the difficulties in the Early Years curriculum area.
- 11.3 Staffing has remained static for the past three years with females over represented.
- 11.4 People with disabilities are under-represented in the College.
- 11.5 The Board of Governors is not representative of the College community.
- 11.6 The results of the Equality Impact Assessment showed that the reorganisation of middle management had no overall impact on equality and diversity in the College.

Q/12/2009 RESPONSIVENESS TO LEARNERS

RECEIVED report number Q277-12.2.2009 from the Quality Manager.

NOTED:

Student/Governor Panel meeting - 21 January 2009

- 12.1 The Student/Governor Panel meetings have been very successful. Student responses have been positive, especially in terms of the level of support provided to students by staff.
- 12.2 Student representatives have been well prepared for the Panel meetings and they have developed confidence in the way they communicate their views.
- 12.3 The Voice of the Learner Framework has shown the following:
 - a) Students have a voice within the College.
 - b) There are now focus groups for each School.
 - c) Students have become more eloquent in presenting to the Student/Governor Panel.

- d) Student comments have become more realistic and tend to focus more on teaching and learning.
- e) It provides information to Senior Management on how they can improve the College.
- f) It has enabled students to develop their social skills as part of the Citizenship initiative.

12.4 In response to a Governor's question about concerns over the Learning Centre, it was recorded that it tends to be noisy because students need to talk as part of group work exercises. The problem is exacerbated by the small size of the current Learning Centre. It is envisaged in future that there will be several learning centres throughout the College thus relieving the problems mentioned.

Complaints 2008/2009

12.5 The College records and analyses formal complaints as part of its quality assurance procedures. The Quality Manager reviews the complaints regularly and ensures that the complaints are addressed and resolved by the appropriate senior manager. Management action is regularly monitored by the Senior Management Team.

12.6 It was reported that all complaints this year had been responded to and that there was no discernable pattern to the complaints.

Learner Surveys

12.7 Learner surveys are carried out throughout the College. There is dissatisfaction in some areas where there are known problems. The issues to arise include:

- a) Good practice - indicates the importance of having inductions spread over a period of time and ensuring that they are stimulating.
- b) Negative responses - concern was expressed by the response to the statement 'The College gives me good chances to learn'. This issue needs to be checked further as it is a serious issue.

RESOLVED:

12.8 The Quality and Self-Assessment Committee agreed that the notes of the Student/Governor Panel meeting held on 21 January 2009 be attached to these minutes so they could be considered by the Board of Governors at the April 2009 meeting (attached at Appendix 3).

Q/13/2009

RESPONSIVENESS TO EMPLOYERS

RECEIVED report number Q274-12.2.2009 from the Director of Curriculum (Vocational and Professional Studies).

NOTED:

13.1 The report considered by the Committee provided an update on previous reports on the College's responsiveness to the needs of employers. It covered four areas of activity:

a) **Ofsted Annual Monitoring Visit - 19 November 2009**

- (i) It was noted that 'Significant Progress' had been made by the College in relation to its responsiveness to employers.

b) **Train to Gain**

- (i) Good progress was reported with an increase in contract size from 85 to 410 enrolments in the past year.
- (ii) The College has benefited from working in a partnership relationship, while at the same time, developing its own niche markets.

c) **Training Quality Standard (TQS)**

- (i) The TQS is the benchmarking of quality responsiveness with a clear link to the Framework for Excellence. The College has produced a development plan for the implementation of the TQS.

d) **Prince's Trust**

- (i) The College is contracted with the Prince's Trust to deliver the Team Programme at the College from February 2009.
- (ii) The programme is aimed at NEETS (not in education, employment or training). It builds upon an existing programme aimed at NEET learners funded by the Pupil Referral Unit.
- (iii) The College has recruited a Team Leader and an Assistant Team Leader as required for the successful delivery of the Team Programme.

Q/14/2009 ONE VOICE FOR THE SECTOR (SELF-REGULATION)

RECEIVED a verbal report from the Principal and Chief Executive.

NOTED:

- 14.1 The outcome of the report on self-regulation of colleges was reported.
- 14.2 The College should become self-regulating in the future but this would be a matter for consideration for a merged college.
- 14.3 Funding for colleges will be linked to their self-regulatory status.

Q/15/2009 DATE OF NEXT MEETING

Thursday 21 May 2009 at 6.30 pm

CHAIRMAN Date