

ENFIELD COLLEGE
BOARD OF GOVERNORS

COMMITTEE	QUALITY AND SELF-ASSESSMENT
Date of meeting	Thursday 21 May 2009
MINUTES	

MEMBERS

Dr 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)
Ms K Railton (Quality Manager)
Mr M Sableski (Director of Planning and Information)

Q/16/2009 WELCOME

Governor McCulloch was welcomed to the meeting.

Q/17/2009 APOLOGIES FOR ABSENCE

- 17.1 Apologies for absence were received from Governor White.
- 17.2 Apologies for non attendance were received from Noel Price and Jeff Rosenberg.

Q/18/2009 DECLARATION OF RELEVANT INTERESTS

- 18.1 Staff Governor Mandy Hayward declared an interest in the self-assessment of the Business Studies area.

Q/19/2009 MINUTES

The Minutes of the meeting held on 12 February 2009 were confirmed and signed by the Chairman as a correct record.

Q/20/2009 MONITORING ACTIONS FROM THE QUALITY AND SELF-ASSESSMENT COMMITTEE MEETING HELD ON 12 FEBRUARY 2009

RECEIVED report number Q286-21.5.2009 from the Clerk to the Board of Governors.

NOTED:

20.1 It was noted that actions had either been completed or were included on the agenda.

Q/21/2009 MATTERS ARISING FROM THE MINUTES

21.1 Minute Number 4.1 - Joint Governors' Workshop with Conel

NOTED:

The feedback on the Joint Governors' Workshop held on 8 May 2009 was very positive. The following characteristics were identified:

- a) Good, active communications.
- b) Like-minded approach by two colleges.
- c) Clear presentations.
- d) Both colleges recognised each other's strengths.
- e) The Governors' Workshops could have been more in-depth.
- f) The presentations from Conel were more informational than interactional.
- g) The explanation of Property Strategy was very clear.

Q/22/2009 COLLEGE PERFORMANCE REPORT AND LSC FUNDING ALLOCATION 2009/2010

RECEIVED report number Q283-21.5.2009 from the Director of Planning and Information.

NOTED:

22.1 Headline Performance Targets 2008/2009

Adult Learner Responsive (ALR) - The learner numbers target has not been reached but the cash value has been achieved.

16-18 Learner Responsive - The end of year figures will be on target. The previous forecast indicated a shortfall but recent additional programmes have made up for the shortfall.

Employer Responsive (ER) - The numbers have been overstated in the report and are 26 not 42. The LSC has applied an in-year variation to the College's Maximum Contract Value (MCV) for 2008/2009. The new MCV is £120,000, which reflects a reduction of £108,000. A more detailed report on this variation is being prepared for the Audit and Finance and General Purposes Committees. The College forecasts to reach the new MCV by year-end.

College management is monitoring enrolment numbers daily and working to offset the reduction in the budget.

22.2 LSC Funding Allocation 2009/2010

The College has now received its final 2009/2010 funding allocation and learner number allocations. Details of SLNs and learner numbers are yet to be confirmed for some elements of 16-18 and all of Employer Responsive allocations.

Overall the variation from 2008/2009 is £154,000 which will be taken into account in next year's financial modelling.

In response to a Governor's question about the relationship between Additional Learning Support (ALS) and learner target numbers, it was confirmed that the cost for each student's ALS is monitored and that there are no targets for ALS. If there are significant changes in the number of students receiving support and the level of support, Ofsted will comment on it. It was noted that ALS does have a positive impact on student success rates.

Q/23/2009 QUALITY OF PROVISION

RECEIVED report number Q284-21.5.2009 from the Quality Manager.

NOTED:

23.1 Curriculum Area Inspection

Two curriculum areas have been inspected: Business, Administration and Law (February 2009) and Creative Industries (March 2009). The Inspection Team's report for Business, Administration and Law was presented to the Committee together with the School's action plan. Conel's Vice Principal had attended the Governors' Inspection Panel meeting on 1 April 2009. The Inspection Team's recommendations were agreed.

Governor Masterson noted that the external observer (Vice Principal at Conel) was critical of standards set by the Business Team and they needed help with self-assessment and target setting. It was reported that the process will be amended to reflect the outcome of the Governors' Inspection Panel

An external practitioner with experience in the Creative Industries area had assisted the Inspection Team in considering teaching and learning. It was noted that this is a small department with limited resources operating in a region with limited art culture. However, the department has made significant improvements and feedback from external moderators has been excellent.

23.2 Observation of Teaching and Learning 2008/2009

The lesson observation data from September 2008 to April 2009 was presented and the following noted:

- a) The observation of teaching and learning is part of the Transforming Learning Project which aims to raise expectations. The College is on target to meet its objectives.

- b) There has been an increase in the rigour and accuracy of the observation process. The reports have been moderated whereas next year they will just be sampled.
- c) The College is working with the Quality Improvement Agency (QIA) and the outcomes have been as follows:
- (i) There has been an increase in observations completed.
 - (ii) Re-observations if observation at grade 3 or below.
 - (iii) An increase in level 2 observations.
 - (iv) Overall grade profile better matches actual performance levels.
 - (v) An increase in grade 4 observations that is directly linked to performance management.
 - (vi) Observations are part of a staff Continuous Professional Development programme.
 - (vii) The response from staff has been positive.
 - (viii) A lead tutor role has been established with responsibility for using coaching and motivational techniques to improve performance.
- d) In response to Governors' questions about how Conel had improved its Ofsted grades, the following actions were identified:
- (i) Improved success rates.
 - (ii) Improved infrastructure.
 - (iii) Mentoring of individual students.
 - (iv) Student Governor representatives support other students through a buddying system.
 - (v) Challenging underperformance.
- e) Input from an LSIS consultant contributed to improvements in teaching and learning. The Quality Manager referred to a recent report from LSIS which confirmed that the College was making good progress in raising the quality of teaching and learning.

23.3 IIP Re-accreditation

RECEIVED a verbal report from the Principal and Chief Executive.

NOTED:

- a) The College's Investor in People (IIP) status was reassessed on 12 - 13 May 2009. It was confirmed that the College met the IIP standards and was re-accredited for a further 3 years.
- b) The following characteristics of the College were noted:
- Culture of empowerment
 - Mutual support
 - Learner-centred culture
 - The necessity of change is recognised by staff.

- c) The full IIP report will be received within 5 days. Governors questioned the value of IIP as a quality measure and whether it added value to the organisation. The new Board of Governors might want to consider an alternative quality standard to replace IIP.

Q/24/2009 RESPONSIVENESS TO LEARNERS

RECEIVED report number Q285-21.5.2009 from the Quality Manager.

NOTED:

24.1 Student/Governor Panel meeting held on 6 May 2009

- a) Governor McCulloch reported on the Student/Governor Panel. The following observations were made:
 - (i) The meeting demonstrated the power of student informal networking in recommending the College to prospective students.
 - (ii) Some of the Early Years students had a negative experience at the College and would not recommend the College to others. The major difficulty in the area was the changes of staff.
- b) The Vice Principal reported that management action was in place to address the problems in the Early Years area. The Early Years area had self-assessed itself as a Grade 4. Some issues were related to individual members of staff. It was noted that Conel's Early Years provision is assessed as a Grade 1.
- c) In response to a Governor's question about how the outcomes of the Student/Governor Panel are fed back to students, the following were noted:
 - (i) A summary of what students said and the College's response and what still needs to be addressed.
 - (ii) The issues will be reported to the Quality and Self-Assessment Committee.
 - (iii) Individual complaints are channelled through the complaints procedure and any themes emerging are noted.
 - (iv) The Ofsted framework places greater emphasis on responding to a wide range of learners.

24.2 Complaints

- a) The College records and analyses formal complaints as part of its quality assurance procedures. The following issues were noted:
 - (i) At student inductions, all learners need to be clear about the complaints procedure.
 - (ii) There is little difference in the level of complaints compared with last year.

- (iii) When considering complaints by disability and ethnicity there is a similar pattern to last year.
- (iv) 44 formal complaints were received of which 3 are currently unresolved.

24.3 **Learner Surveys**

a) **LSC Learner Views Survey - February 2009**

The survey was completed by a sample of learners on line. As part of the Framework for Excellence it was planned to place the results within the public domain. Subsequently the LSC decided that the grades should only be available to the College and the LSC.

The following grades were received:

- Learner views - satisfactory
- Learner destinations - good
- Training Quality Standard - outstanding
- Financial health - outstanding
- Resource efficiency - outstanding.

The final grades will be reported to the other Committees and then to the main Board.

It is planned for the new merged college that there will be more frequent questioning and surveying of students.

b) **Exit Learner Survey - May 2009**

The QDP Exit Learner survey was distributed to Enfield College learners during the week beginning 18 May 2009. It is anticipated that following the merger with Conel, future learner surveys will be on line using Moodle and managed internally.

24.4 **Learner Policies and College Charter**

Any new policies and the Charter will be approved by the Corporation of the merged College. In the event of the merger not taking place, the College will retain its existing documents.

RESOLVED:

- 24.5 The Quality and Self-Assessment Committee agreed that the notes of the Student/Governor Panel meeting held on 6 May 2009 be attached to these minutes so they could be considered by the Board of Governors at the July 2009 meeting (attached at Appendix 1).

Q/25/2009 RESPONSIVENESS TO EMPLOYERS - UPDATE

RECEIVED report number Q282-21.5.2009 from the Director of Curriculum (Vocational and Professional Studies).

NOTED:

25.1 In the absence of the Director of Curriculum (Vocational and Professional Studies) the report was presented by the Vice Principal.

25.2 Train to Gain

- a) The College is a member of the North London Consortium led by Conel.
- b) The College is confident of meeting the target of 410 by 31 July 2009. The overall number of starts to date is 186, as of 30 April 2009.
- c) Five additional areas have been identified where additional activity will count towards the final figure.
- d) The success rates of existing NVQs are exceptionally high, some 30% above minimum level of performance as required under the Train to Gain contract.

25.3 Funding for Employer Responsiveness

- a) The College's Train to Gain contract provides additional income on top of that provided by the LSC.
- b) The College has received an increase in its funding for Employer Responsiveness for the next academic year but this does not fully reflect the level of activity this academic year as the funding has been capped. The College is involved in discussions with Conel to ensure that a similar level of activity for next year can be adequately funded by the Employer Responsive budget for the newly merged College.

25.4 ESF response to redundancy

- a) It was noted that the government has provided additional funding to support workers affected by redundancy. The College, in partnership with Conel, was involved in a successful bid to provide a range of education and training services for those affected by redundancy locally.

25.5 MODNET

- a) Modnet has been led by Middlesex University as an employer engagement project. Enfield has been a partner, along with other North London colleges.
- b) The project aims to raise the skills and capacity for enterprises to enable people in work to obtain qualifications ranging from Level 1 to Level 8.

25.6 **Careers Academy**

- a) The College has entered into partnerships with local schools, colleges and businesses to enable students to progress on to Higher Education and employment.
- b) The programme includes: mentorship, one-to-one support, visits, seminars and internships. It was noted that members of the Enfield College Board of Governors have agreed to become members of the Advisory Board.

25.7 **14-19 Diploma**

- a) The College has been involved in this government flagship initiative. Three diplomas are validated for delivery in 2010, with others scheduled for delivery in 2011.

Q/26/2009 REVIEW THE WORK PLAN FOR 2008/2009 AND CONSIDER A WORK PLAN FOR 2009/2010

RECEIVED report number Q287-21.5.2009 from the Clerk to the Board of Governors.

NOTED:

- 26.1 The work plan for 2008/2009 and progress against the plan was assessed. It was noted that the last item on Exception Reports required expansion to clarify the issues.
- 26.2 The work plan for 2009/2010 was discussed and it was agreed, that, if merger does not take place, a plan should be constructed using the 2008/2009 plan as a template.

RESOLVED:

- 26.3 The Clerk would amend the 2008/2009 work plan to accurately reflect the reports considered at this meeting (final version attached at Appendix 2).

Q/27/2009 SELF-ASSESSMENT OF THE QUALITY AND SELF-ASSESSMENT COMMITTEE 2008/2009

RECEIVED report number Q288-21.5.2009 from the Clerk to the Board of Governors.

NOTED:

- 27.1 Under the requirements of the College's Quality Assurance Framework, Committees/Working Groups of the Board undertake a self-assessment exercise at the end of each academic year to support an update on the strengths of Governance in the College.
- 27.2 The Committee was required to consider a draft report prepared by the Clerk, make any changes it felt appropriate, identify one key strength, any key weaknesses and grade itself against the LSC PFA grading system for both framework and effectiveness.

RESOLVED:

27.3 The Quality and Self-Assessment Committee agreed the following:

- a) That the key strength/added value was: The Committee has been stable and there has been continuity of observation.
- b) That the area for improvement was: There is a need to target areas for improvement, using detailed data/information.
- c) Following discussion the Committee awarded itself the following grades (final version attached at Appendix 3).
 - (i) Soundness and Operation of frameworks: 2
 - (ii) Effectiveness of frameworks: 3

Q/28/2009 ANY OTHER BUSINESS

28.1 Standing Items

It was noted that, pending the outcome of the merger decision, the following standing items were not considered at this meeting:

- a) Review of the Quality and Self-Assessment Committee Terms of Reference and Membership for 2009/2010.
- b) Election of Chairman and Vice Chairman for 2009/2010.
- c) Dates of Committee meetings for 2009/2010.

CHAIRMAN Date

ENFIELD COLLEGE

STUDENT/GOVERNOR PANEL

NOTES OF A MEETING HELD ON WEDNESDAY 6 MAY 2009

ATTENDANCE

Governors

Janette McCulloch, Governor and Chairman of the Student/Governor Panel
Wendy Nelson-Addy, Student Governor*
Murat Safak, Student Governor*

College Managers

Jeff Rosenberg, Director of Curriculum
Kim Railton, Quality Manager
Noel Price, Personalised Learning Manager

In attendance

Christina Marchant, Youth and Enrichment Worker

Students

Course

Sibel Ates	Beauty Therapy Level 2
Sharon Bartuccio	Beauty Therapy Level 3 NVQ
Lauren Dee	Beauty Therapy Level 2
Amber Dengel	Hairdressing Level 1 NVQ
Gemma Docksey	Diploma in Child Care and Education Year 1 (DCE)
Sara Hassanain	Diploma in Child Care and Education Year 1 (DCE)
Androulla Joannou	Hairdressing Level 2 NVQ
Gurpreet Kaur	Vocational Pathway Child Care
Iris Kasa	NVQ Facial Level 2 and Vocational Pathway Hairdressing Level 1
Danjela Lula	Beauty Therapy Level 3 NVQ
Selin Ozdal	Hairdressing Level 2 NVQ
Andrea Tsiakkora	Beauty Therapy Level 2
Nurgul Yanmaz	Cache Diploma in Child Care and Education Level 3

* Denotes absence

Copy to Senior Management Team, Heads of School, Deputy Heads of School,
Facilities Manager, Learning Centre Manager, Network Manager, Intranet

1 APOLOGIES FOR ABSENCE

There were no apologies for absence.

2 INTRODUCTION

2.1 The Chairman welcomed student representatives from the following Schools:

- Early Years and Social Care
- Hairdressing and Beauty

- 2.2 The Chairman explained that the Student/Governor Panel was one of the activities in the College which supports the voice of the learner. Panel meetings were held once per term to provide an opportunity for students to talk about their experiences at the College. The Chairman reported that the matters discussed and notes of the meetings are reported to College managers and to the Board of Governors.
- 2.3 Introductions took place. Students present at the meeting included those who were finishing their first year with the College and those students who had been with the College for a few years.

3 OPEN FORUM

The Chairman asked students to feedback on what they felt was going well and any issues that they would like to raise. Students commented as follows:

3.1 What was going well

- a) One student who was attending the NVQ Facial Level 2 course and Vocational Pathway Hairdressing Level 1 course, reported that she had come to the College on personal recommendation and felt that the College had met her expectations. She liked the teachers and the lessons and was improving her English and writing by undertaking literacy classes.
- b) Another student comes to the College from Finsbury Park and commutes two hours each day. She explained that this was because she did not feel comfortable in other areas of London and felt that Enfield College was in a good area. She said she had been at the College for 2 years on a Hairdressing course and receives a lot of support from the teachers and would recommend the College to her friends. She will be applying to do the Beauty Therapy Level 2 course at the College next year.
- c) Two other students on the Child Care programme said that this was their third year at the College. They had found their experience this year to have been better than last year. They said their lessons were interactive and enjoyable, that teachers listened to their ideas and they felt valued.

3.2 Issues raised

a) Early Years - Staffing

Students reported on the problems with the lack of staff they had experienced last year and the lack of organisation on some courses. In some cases there had been no cover until the end of the year and they were still catching up on assignment work this year from last year. There had also been some confusion surrounding the number of work placement hours/days required to complete the course. Students had been led to believe it was a number of hours and were then informed that it was a number of days, which had left them struggling to find the additional days at late notice. One of the students said she would not be recommending the College to anyone because of her experience. The Chairman apologised on behalf of

the College for the very difficult circumstances created by staff shortages in this School. It was also noted that students had done extremely well to cope with this situation.

Action: The Director of Curriculum will investigate with the Head of School about the lack of clarity concerning work placements hours/days.

b) **Early Years - Reference Books**

Students reported on books in the Learning Centre being out of date which means they cannot reference from them. They also said the Learning Centre was too small.

Action: The Personalised Learning Manager would encourage teachers to review the criteria for courses and ensure that appropriate books are purchased.

c) **Early Years - Assignments**

Apart from catching up on a number of assignments in a very short timescale, some Students reported on an assignment which had been left off the original schedule and they now had a 4-day deadline to meet to research and complete this assignment. Students also referred to the need to come into College during their 2-week block placements to hand in coursework in hard copy and have relevant record sheets signed. This meant they were reducing their placement hours by having to come into College.

Action: The Director of Curriculum will look into these particular issues regarding handing in coursework and unscheduled assignment work.

d) **Hairdressing and Beauty - Lockers**

Students appreciated the refurbishment that been undertaken in the salon area but this had meant that the only lockers available are upstairs which they felt was not a secure environment. Their kit was heavy and they were having to bring this to and from the College on the bus. Discussions amongst the students which had been reported to teaching staff, was that students would be prepared to pay for their lockers for the year which means they would look after them.

Action: The Director of Curriculum to raise the matter of lockers and their positioning with the Head of School and Facilities Manager.

e) **Hairdressing and Beauty - Security**

Students reported on some thefts of mobile phones, money and hair and beauty products and gave examples. They were also concerned that when bags were left in rooms there was a possibility that the room would not always be locked. They said that the dispensary was buying cheaper products because some better quality items were being stolen. However, the students felt that in some cases this was not providing the clients with a good quality service.

The Quality Manager informed students that each course had elected representatives who should be invited to attend course meetings once a term. These meetings were crucial because they provided an opportunity for local matters of concern to be discussed so appropriate action can be taken. These meetings are in addition to Focus Group meetings which include all the student representatives from all the Schools which take place once a term; the Student Council meetings which take place twice a year to report to students what action has been taken by the College and the termly Student/Governor Panel.

Action: The Quality Manager and Personalised Learning Manager will confirm the framework for Course Team meetings with teachers and make sure students are issued with the schedule of course team meetings at the beginning of the year and check that the meetings were taking place.

f) **Hairdressing and Beauty - Toilets**

As part of the refurbishment, the toilets in the Hairdressing and Beauty area can only be used by male and female clients. Students need to go to the second floor which means they can be away from a client for 10 minutes which is unacceptable. They reported that the toilets were dirty and soap in the dispensers was not replenished. These issues were common in toilets throughout the College and it was noted that there was no excuse for this.

Action:

- **Regarding access to toilets in the Hairdressing and Beauty area by students - the Director of Curriculum will raise the matter with the Head of School and Facilities Manager.**
- **Regarding the matter of cleanliness and replenishing supplies in toilets in the College, the Personalised Learning Manager will raise the matters with the Facilities Manager.**

g) **Food Hall**

Discussion regarding the Food Hall included the following:

- (i) Not enough space for everyone to sit
- (ii) Tables not cleared of food
- (iii) Not enough healthy options
- (iv) Not enough choice
- (v) Request for a salad bar
- (vi) Prices
- (vii) Size of Portions

The Youth and Enrichment Worker reported on discussions which had taken place with the Food Hall Manager and students and progress which had been made particularly with providing food which has less salt and fat.

Action:

- **The Youth and Enrichment Worker will arrange another meeting with the Food Hall Manager and students before the end of term to discuss the above matters and students interested in attending were asked to give their names to the Youth and Enrichment Worker. Posters would be put up so that information about the service and products available is easy for all students to access.**
- **The Food Hall is currently undertaking a student survey and the Personalised Learning Manager will ensure that the surveys are circulated to tutor groups.**

4 CONCLUDING REMARKS

- 4.1 The Chairman thanked everyone present for attending the meeting and making managers aware of the current issues. The notes of the meeting would be available within 4 weeks through the Youth and Enrichment Worker/Student Union.

**QUALITY AND SELF-ASSESSMENT COMMITTEE WORK PLAN 2008/2009 - (APPROVED 11 JUNE 2008)
REVIEW OF PROGRESS - 21 MAY 2009**

N.B. It is the responsibility of the appropriate College Manager or Clerk (as appropriate to the specific subject matter) to ensure that all relevant topics are brought to the Committee's attention in a timely fashion and in appropriate detail, either via inclusion in the annual Work Plan or via requesting the Clerk for an additional agenda item in-year.

NB in line with the 2004 internal audit report recommendation, key links to the Committee's terms of reference are made at the end of each of the action points.

ACTION POINT	ACTIONED BY	ACHIEVED/NOT ACHIEVED
AUTUMN TERM MEETING:		
College Self-Assessment Report 2007/2008. Terms of Ref 11.2 ii) and 11.3 c)	Principal and Chief Executive/Quality Manager	ACHIEVED a) QSA received a summary of the agreed key strengths and areas for improvement and SAR grades for curriculum areas 2007/2008 on 13.11.08. b) The Draft College SAR 2007/2008 was presented to and agreed by the Board on 11.12.08. c) Following external moderation of the SAR, QSA considered Draft 2 and recommended approval by the Board. d) The Board approved the final SAR 2007/2008 on 2.4.09.
Monitoring - draft College Performance Report 2007/2008. Terms of Ref 11.3 c)	Head of Planning and Information	ACHIEVED by QSA in November 2008 and February 2009.

ACTION POINT	ACTIONED BY	ACHIEVED/NOT ACHIEVED
Autumn Term Continued:		
Approve, on behalf of the Board of Governors, the draft programme for the Governors' Workshop(s). Terms of Ref 11.2 d) and 11.3 d)	Principal and Chief Executive/Clerk	N/A. The Enfield Governors' workshop on 12.3.09 was cancelled and a joint Governors' workshop with Conel took place on 8.5.09.
Annual review of items classified as "confidential" to see if they should be made publicly available (Instrument 17 (3)). Terms of Ref 9.2 e)	Clerk/Committee	NOT REQUIRED
Review/Approve revisions to the Policy Statement on Teaching and Learning (next due 2008 and then 2010). Terms of Ref 11.4 a)	Vice Principal	ACHIEVED
Monitoring - Findings of the policy testing process undertaken in 2008 and proposed timetable for the annual testing of policy statements in 2009 (findings to be reported Autumn 2009). Terms of Ref 11.4 a)	Director of Human Resources	ACHIEVED
Annual report on Child Protection including the annual review of the Child Protection Policy Statement .Terms of Ref 11.4a)	Vice Principal	ACHIEVED
<p>Annual Equality and Diversity Report:</p> <ul style="list-style-type: none"> • overview of the achievements of students in 2007/2008, analysed by ethnicity, disability and gender • EDIMs report on staff as well as the curriculum • progress with the equality and diversity schemes and action plans • updated information on physical improvements completed to ensure compliance under the Disability Discrimination Act (DDA) (if any) <p>Terms of Ref 11.2 f)</p>	Director of Curriculum (Foundation and Progression Studies)	ACHIEVED (Feb 2009 meeting)

ACTION POINT	ACTIONED BY	ACHIEVED/NOT ACHIEVED
SPRING TERM MEETING:		
Consider the College's Quality Strategy prior to Board approval. Terms of Ref 11.2 a)	Principal and Chief Executive	ACHIEVED
Monitoring - final College Performance Report 2007/2008. Terms of Ref 11.3 b)	Head of Planning and Information	ACHIEVED
Feedback on the Governors' Workshop. Terms of Ref 11.3 d)	Principal and Chief Executive	N/A (see above)
SUMMER TERM MEETING:		
Annual approval of the College Charter, on behalf of the Board of Governors. Terms of Ref 11.2 e)	Vice Principal	ON HOLD PENDING THE OUTCOME OF MERGER
Review/approve revisions to Policy Statement - Lesson Observation (required 2010). Terms of Ref 11.4 a)	Vice Principal	NOT DUE UNTIL 2010
Review Work Plan for current year and agree Work Plan for the following year. Terms of Ref 11.4 c)	Clerk	ACHIEVED 2008/2009 PENDING MERGER, NOT REQUIRED FOR 2009/2010
Annual Self-Assessment of the Committee. Terms of Ref 11.4 c)	Clerk	ACHIEVED
Annual review of the terms of reference and membership of the Committee. Terms of Ref 11.4 d)	Clerk	PENDING MERGER, NOT REQUIRED FOR 2009/2010
Election of Chair and Vice Chair (from first meeting of the Autumn Term 2009 to the first meeting of the Autumn Term 2010). Terms of Ref 3.1 c)	Clerk	PENDING MERGER, NOT REQUIRED FOR 2009/2010
Agree dates for next year. Terms of Ref 6.1	Clerk	PENDING MERGER, NOT REQUIRED FOR 2009/2010

ACTION POINT	ACTIONED BY	ACHIEVED/NOT ACHIEVED
STANDING ITEMS:		
Monitoring the Headline Performance Targets 2008/2009 - making recommendations to the Board as appropriate. Terms of Ref 11.1a), 11.2b) and 11.3 a)	Head of Planning and Information	ACHIEVED
Three Year Development Plan - as required. Terms of Ref 11.3 a)	Principal and Chief Executive/Vice Principal	NOT REQUIRED
Teaching and Learning (including Lesson Observations, outcomes of the internal inspection system and other quality monitoring systems as required). Terms of Ref 11.2 a), 11.2 b) and 11.2 c) and 11.3 c)	Quality Manager	ACHIEVED
Responsiveness to learners (i.e. Learner Surveys, Student/Governor Panel and Complaints). Terms of Ref 11.2 b) ii)	Quality Manager	ACHIEVED
Responsiveness to employers. Terms of Ref 11.2 b) i)	Director of Curriculum (Vocational and Professional Studies)	ACHIEVED
National Initiatives - as appropriate e.g. Self-Regulation. Terms of Ref - as appropriate	Principal and Chief Executive	ACHIEVED Received information from the Principal on Framework for Excellence and Self-Regulation.
AS REQUIRED:		
Ofsted monitoring activities. Terms of Ref 11.2 b) ii)	Principal and Chief Executive	ACHIEVED Outcome of Ofsted Monitoring Visit in November 2008 was reported to QSA in February 2009.
Policy Statement - Framework, Approval and Codification of the Policies - 4 year review. Next due 2010. Terms of Ref 11.4 a)	Director of Human Resources	NOT DUE UNTIL 2010
Exception reports on issues arising from the Operational Plan and Quality Improvement Plans.	Vice Principal	NOT REQUIRED

**QUALITY AND SELF-ASSESSMENT COMMITTEE - SELF-ASSESSMENT REPORT 2008/2009 - APPROVED
21 MAY 2009**

STRENGTHS	EVIDENCE
<p>Leaders and managers set and monitor a clear direction leading to high quality education and training</p>	<p><i>1. Demanding targets for retention, achievement, progression and employment are set and met</i></p> <ul style="list-style-type: none"> • Key achievement and retention features for 2007/2008 were considered at the Spring and Summer term meetings. • With regard to 'How well do learners achieve?' the Board of Governors agreed that the Key strengths in 2007/2008 were: <ul style="list-style-type: none"> (i) Success rates for 16-18 year olds on level 2 Long programmes have improved slightly from 2007/2008 and are now 7% above the national average ; (ii) Aggregate success rates for level 3 long programmes have shown significant improvements in both age cohorts. (iii) Success rates for very short programmes continues to be above the national average. (iv) Success rates for learners on Work Based Learning Programmes have demonstrated a significant increase. • The Board agreed that the key areas for improvement were: <ul style="list-style-type: none"> (i) Level 1 long programmes where aggregate success rates have fallen for both 16-18 year olds and adult learners. (ii) Success rates for 19+ learners on long level 2 programmes. (iii) Key Skills success rates have fallen in comparison to previous years and are under review. • In respect of College targets 2007/2008, there has been a 3-year trend of increasing aggregate success rates which at 76% is now 1% point above the national average (2006/2007). There was a significant improvement in success rates for learners on short programmes which are now above the 2006/2007 national average. On long level 3 programmes success rates for adult learners are above the 2006/2007 national average. • The Self-Assessment grade for Achievement and Standards remained satisfactory (grade 3). • Targets for enrolment and success (achievement and retention) were approved by the Board within the Three Year Development Plan 2007/2010 and were monitored by the Quality and Self-Assessment Committee. • Information on the attendance, progression and destinations is recorded in the On Track tutorial documentation by personal tutors and is reported in the Course SAR and Course Reviews. This is now split by gender, ethnicity and disability.

- The Managers have acknowledged that if the College is to achieve an overall “good” grade at the next inspection, the student achievement data must improve to above national benchmarks and the curriculum grade profile will need to improve.
 - The following improvement indicators have been identified within the SAR for 2007/2008. Progress against them will be monitored in the context of the College’s Operational and Quality Improvement Plans for 2008/2009:
 - (i) Success rates for 19+ students on level 1 and 2 programmes.
 - (ii) Performance of Key Skills.
 - (iii) Achievement rates, although improving, remain below national average.
 - (iv) Raise the profile of employer engagement
 - (v) More timely interventions to address in-year presenting performance issues.
2. *The quality assurance arrangements are systematic and informed by the views of all interested parties. Staff understand and are fully involved in the organisation’s quality assurance arrangements*
- A detailed schedule of lesson observations was introduced in 2006/2007 which, by sharing good practice, aimed to increase the proportion of good/excellent lessons/tutorials.
 - The College has continued to target the improvement of teaching and learning with notable improvements in the proportion of lessons identified as good or better.
 - In 2007/2008 a total of 140 lesson and tutorial observations were conducted of which:
 - 54% were good or better;
 - 42% were satisfactory
 - There has been an increase from the previous year (2006/2007) in lessons graded just satisfactory. This is largely due to the increase in rigour of the moderation process where it was found that there were instances of over-grading and appropriate adjustments were made to grades. A ‘health check’ of the lesson observation system undertaken in 2008 by an external consultant resulted in a revision of moderation and observation procedures.
 - In 2007/2008 the College demonstrated significant progress in implementing strategies to improve the quality of teaching and learning through the mini inspection process, now referred to as Curriculum Area Reviews. The process directly involves Governors in evaluating the outcomes of the process and agreeing and monitoring the resultant action plans, as is seen by teachers as valuable and a more natural evaluation of teaching and learning.
 - The profile of Lesson Observations has been regularly reported to the Committee in curriculum areas with issues debated. In 2005/2006 all lesson observers were placed in the new 4-point scale within the new Common Inspection Framework.
 - The Voice of the Learner is monitored in a number of ways - through the Student/Governor Panel, the Student Focus Groups and the learner surveys which are regularly conducted. Induction and exit learner surveys for full-time students are operated by QDP Services which provide benchmarking against similar responses from other colleges. The findings are published on the Staff Intranet and issues addressed appropriately. Positive findings are used in marketing/promotional leaflets.

- Responsiveness to employers is under developed and will be the focus of future management activity within the Framework for Excellence.
 - Complaints are investigated and actioned effectively. The Committee receives a summary report at each meeting on complaints received and any outstanding issues. The Complaints Procedure was revised in 2006/2007 so that students and clients had the opportunity to log compliments as well as complaints. The revised procedure also now captures ethnicity and disability data with the results being presented to the Committee.
 - There are many different types of communication channels between the College management and staff which are at varying levels of formality etc. The College is committed to ensuring multi-faceted communication with staff.
 - Various relevant policies are considered by the Committee and either approved or passed to the Board for approval e.g. the Quality Assurance, Teaching and Learning and Tutorial Support Policy Statements, Information and Communication Policy Statement and a framework for the Development, Approval and Codification of the Policies of Enfield College, Lesson Observation Policy Statement.
 - The College works towards achieving external quality benchmarks including Matrix Awards.
 - The Committee introduced a system for the annual internal auditing of policy statements in 2002 which has been maintained.
3. *Rigorous self-assessment leads to identified priorities and challenging targets for improvement*
- In the Autumn term 2008, the Committee received the College Self-Assessment Report for 2007/2008 produced in accordance with the Common Inspection Framework and mapped against the 5 key questions contained within it. The performance data was subsequently revised and considered by the Committee.
 - Key messages from the Self-Assessment Report were identified by College management and highlighted to Governors.
 - The College's annual Operational Plan 2008/2009 and the College's annual Quality Improvement Plan 2008/2009 seek to address the areas for improvement indicated.
 - All staff were involved in the production of the Self-Assessment Report 2007/2008.
4. *Performance is monitored and evaluated through quality assurances and self-assessment and steps taken to secure improvement*
- The detailed course-level self-assessment reports are working documents and are reviewed at least annually.
 - Regular reports are received on the College Performance Report. These have been based on reliable data which has been analysed in a consistent format - especially in relation to attendance and retention - allowing Governors and Management to identify trends and emerging issues and address the latter.
 - Curriculum Area Reviews are conducted on a sample of curriculum areas annually with full Governor participation in the process at review panel level. Reports are regularly reported to the Committee to demonstrate progress and to receive an action plan to address areas for improvement.
5. *The information needs of managers and other staff are met, and management information is used effectively to the benefit of learners*

- The College's Director of Planning and Information has worked during the year to ensure that the needs of the College for appropriate data are met. This has led to further improvements in the collation, use and analysis of data which has supported more informed self-assessment of the curriculum areas and has identified some key issues for College performance.
 - The College has improved its capacity for target-setting and planning and associated decision making based on real improvements in the production and analysis of the management of information.
 - Key conclusions are drawn from the analysis of data which in turn leads to areas of improvement being identified and appropriate actions being taken.
- 6. Adequacy and suitability of staff, including effective processes for recruitment and selection of staff, to ensure that learners are well taught and protected*
- The College will aim to meet its 2008/2009 targets for teacher qualifications as agreed within the College Development Plan.
 - The main thrust of the staff development in 2008/2009 was aimed at improving the quality of teaching and learning within the College, including the sharing of good practice through peer observations.
 - The consistency of the assessment of Teaching and Learning showed a marked improvement during the year.
- 7. Governors regularly monitor the quality of provision and their own performance*
- Governors are actively involved in the new Curriculum Area Review panels which assess the quality of teaching and learning and student performance in designated curriculum areas.
 - The Committee members receive reports entitled "Responsiveness to Learners" which report on any learner surveys conducted, the complaints received and the outcomes of the Student/Governor Panel meetings held termly.
 - The Board of Governors agrees the College's Three Year Development Plan and the Committee monitors the implementation of the following areas – student performance, curriculum and teaching and learning, quality assurance and support for students - via in-year updates of the progress against the headline performance targets as well as receiving reports on the College's planning framework.
 - All Governors are routinely invited to College events such as displays, award ceremonies, exhibitions, open evenings etc and a list of attendees maintained by the Clerk.
 - Governor links to curriculum areas was reviewed actively during 2008/2009 and reports received by the Clerk. The Terms of reference for Governors Curriculum Links were revised and new operational guidelines produced.
- 8. Equality of opportunity is promoted and racism and discrimination are tackled so that all learners achieve their potential*
- The Committee receives an annual Equality and Diversity Report which includes the annual revision of the Students' Disability Statement. The College is moving towards an integrated framework for Equal Opportunities in line with national policy.
 - The College's Self-Assessment Report included performance data relating to ethnicity and gender.
 - The QDP Services learner surveys allow for the charting of responses by different ethnic groups.

<p>Governors meet their responsibilities effectively and efficiently</p>	<ul style="list-style-type: none"> • The College Charter is reviewed as required. • See terms of reference updated July 2002/2003/2004/2005/2006/2007/2008 (review in 2009 is on hold pending merger). Terms of reference reviewed annually and then signed by each Committee member to indicate their acceptance. • Work Plans reviewed and produced annually to ensure timely consideration of key reports and to ensure that work of the Committee accurately reflects the Terms of Reference. Completed the 2008/2009 Work Plan and considered topics for a Work Plan for 2009/2010 should merger not take place. • Wide ranging and relevant expertise present – see pen portraits/skills audits. The Committee members are self-critical and confident about raising issues surrounding policies and procedures so that these are regularly improved on an incremental basis. • Members committed to improving quality standards within the College - see above. • The Board annually reviews the membership of the Committee. • College management perspective is represented by the attendance of the appropriate staff. • Papers are sent out at least seven days in advance of meetings, tabled papers are rare, action points are monitored until completion, minute taking is regularly performed by the Clerk to the Board. • Minutes circulated to Board members with opportunity to ask questions. • Non-confidential agendas/minutes/reports lodged with the Learning Centre. • Attendance by members in 2008/2009 shows little improvement and was 78% during the year (72%, 85%, 68%, 84%, 73% in previous years)
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WEAKNESSES	EVIDENCE	ACTION IDENTIFIED	TARGET COMPLETION DATE

Self-Assessment Grade: Soundness and Operation of Frameworks: 2

Self-Assessment Grade: Effectiveness of Frameworks: 3

<p>STRATEGIC PRIORITIES FOR ACTION – 2009/2010</p>
