

**The Corporation of the College of Haringey, Enfield and North
East London**

COMMITTEE	STANDARDS
Time and Date of meeting	10am Wednesday 2 December 2009
MINUTES (UNCONFIRMED)	ENFIELD

MEMBERS

D. Goddard (Chairman), K. Bevis (Vice Chairman), J. Bax, M. Wing (from Item 7), *G. Ortanca, L. Faizi, *M. Hayward

(* denotes absence)

In attendance

J O'Neill	Vice-Principal (Curriculum and Learner Experience)
D Mathieson	Secretary to the Corporation
K Hintz	Director of 14-19
B McAnespie	Director Quality and Equality
H Jeffrey	Director of Learner Support
P Gowan	Director Vocational Skills
D Stylianou	Director Skills for Life

S1/1209 APOLOGIES

Apologies for absence were received from:
G Ortanca
M Hayward
J Rosenberg (Staff)

Apologies for lateness were received from:
M Wing

S2/1209 ST006 Declaration of Interest
There were no Declarations of Interest.

S3/1209 Urgent Business
There were no items of Urgent Business

S4/1209

ST007 MINUTES

RESOLUTION

The Committee AGREED to:

- i) APPROVE the minutes of the Standards Committee meeting 7th October 2009 as true and accurate record.**

S5/1209

Matters Arising

There no matters arising from either set of minutes.

S6/1209

Reports from Committees

ST007

There were no reports from Committees.

S7/1209

ITEMS FOR INFORMATION

ST008

a) Induction Learner Survey Report

- 7.1 Ms McAnespie reported that feedback had been positive from both centres with high levels of satisfaction being recorded in the way in which learners had been treated by helpful and supportive staff, and usefulness of the induction process. 95% of Learners felt that they were more confident about joining the college. The return rate had been high.
- 7.2 Lower levels of satisfaction were recorded in the speed of the application and enrolment processes relating to specific programs, and the awareness of college procedures. The reasons for these concerns are understood and action is being taken to address them.
- 7.3 The Chair queried whether the right questions were being asked. In response the background to the survey questions and the way issues would be followed through focus groups was clarified.
- 7.4 Benchmarking data produced by the LSC would now be used for the college survey results

RESOLUTION

The Committee NOTED the report.

b) Impact Data – Learner Support

- 7.5 The report showed that the impact of learner support funding has decreased since 2007-08. A key factor in this is the change in the way success rates are calculated introduced by the LSC for 2008-09. The details of the changes in the

new methodology were explained describing the impact on retention rates which have dropped and the consequential effect on success rates.

- 7.6 Success data is being subjected to rigorous examination to enable a full understanding of the issues. Data from Enfield College is less robust than that at CONEL but the single system developed across the merged college will ensure that sound comparative data will be available for the current year.
- 7.7 The College is taking action in response to the emerging issues including early identification of 'at risk' learners. Particular attention was drawn to those affected by poor socio-economic conditions, and those requiring childcare support.

RESOLUTION

The Committee NOTED the report

c. External Validation

- 7.8 Ms O'Neill reported on the process and feedback from the SAR validation process for the two colleges. A rigorous approach was taken that took account of the tougher OFSTED inspection frame work being introduced in 2010-11. The views of an external consultant, a trained OFSTED inspector, were taken on board in reviewing the grades.
- 7.9 There has been concern about quality issues with a major external provider. The reasons for this are understood and are being addressed by VP-CLE and VP-F&R.
- 7.10 Ms O'Neill clarified data on specific marginal areas of provision and the rationale behind the determination of grades.

RESOLUTION

The Committee NOTED the report and the changes agreed to the SARs of the two colleges.

d. Learner Disciplinary Interventions

RESOLUTION

The Committee NOTED the report

e. Committee Work Plan

RESOLUTION

The Committee NOTED the report

f. Post Merger Review

- 7.11 Ms O'Neill reported on progress with the restructuring across the college confirming the outcomes of the appointment of Directors and Assistant Directors, Heads of School, and posts within the Directorate of Quality and Equalities. Other areas will take a little longer including Learner Recruitment and Admissions where it is seen as prudent to ensure stability through the January enrolment period.

RESOLUTION

The Committee NOTED the report

g. Freshminds Report

- 7.12 Mr Jeffrey reported on issues and actions emerging from the Freshminds report on CONEL. He advised that the report indicates that the college has a low profile in terms of being seen as an attractive option to school leavers. A further concern is that Connections service staff appear to be poorly informed about the services offered by the college.
- 7.13 The college is working to address these issues and an 'Ambassadors' project is underway to recruit and train 25 young people to reach into schools, and represent the college at events such as recruitment fairs. The college is also working closely with Connections to ensure that their staff are fully aware of the work of the college and are able to offer more informed advice to applicants. It was noted that Haringey and Enfield are covered by separate Connections services and that Freshminds are carrying out a survey at Enfield.
- 7.14 The committee welcomed both the news that the current course guide had received highly favourable comments amongst the community, and that the college had been awarded a prize for the best display at a recent careers event held at Alexander Palace.
- 7.15 The Chair spoke of a number of initiatives in Enfield that might be helpful in promoting the College.

RESOLUTION

The Committee NOTED the report

S8/1209
ST009

ITEMS FOR DISCUSSION

a) SAR 2008-09
ENFIELD COLLEGE

- 8.1 Ms McAnespie presented the report advising that there was little change to the early version of the SAR. She highlighted an improvement in the achievement rates that are now in line with national averages. More in depth analysis is required of data relating to outcomes of young women and early years provision.
- 8.2 Referring to page 12 of the report, the Chair drew attention to the achievement of 16-18s and the need for more data on 'distance travelled' comparing entry data with actual attainment at the end of a course. Distance travelled will feature in next years SAR and explain how this data is used across the system.
- 8.3 Details of the issues associated with lower achieving areas and associated gradings were considered regarding Leisure and Tourism, and Business provision.
- 8.4 The need for and use of improved destination data was identified. The difficulty in collecting this data was recognised and strategies are in place to secure better quality data in the future.

RESOLUTION

The Committee NOTED the updated report.

CONEL

- 8.5 It was noted that the grade for Leadership and Management had been downgraded to 'Good' however the college has a strong base to build back up to a grade one in next year's SAR. Ms O'Neill explained that the decision to downgrade was a prudent one based on a slight drop in achievement and success rates and merger issues.
- 8.6 In response to a question on recruitment of young learners, Mr Hintz described how open evenings for prospective learners and their parents had been well supported. It was

noted however that higher levels of attendance by parents were generally experienced at similar events in schools. Future approaches to this issue were considered including direct contact with parents.

- 8.7 Mr Faizi asked about the acquisition of data relating to single parent families. Ms O'Neill advised that this information was generally only available from EMA grant applications. Other strategies for obtaining such data are being looked at.
- 8.8 In response to a question on 14-16 it was explained that these learners 'belonged' to the schools but that they saw college as being different and more grown up. Parents tend to be supportive and willing to engage in discussions about their child's progress.
- 8.9 The committee discussed issues related to strategies for raising low attainment. The complexity of the issue was recognised and it was recognised that there is no simple solution. The following key points were identified:
- The importance of the initial assessment to ensure learners are on the right course;
 - Identification of 'at risk' learners during the induction process;
 - Outcomes of the first assessment and follow up to prevent low attainers from dropping out;
 - Appropriate professional development for staff;
 - Exciting and inspirational lessons;
 - Early intervention is crucial.

RESOLUTION

The Committee NOTED the updated report

b) Quality Improvement Plan (QIP)

- 8.10 The meeting was advised that the report was an updated and finalised version of the one considered at the last meeting of the committee. Attention was drawn to the additional targets introduced following moderation.
- 8.11 Quality issues in franchising provision were considered and differing quality between providers noted. It was considered important that learners on franchised programmes receive similar levels of support to those on college provision.
- 8.12 More information is required about characteristics of learner intakes and clarification about out of borough shift.
- 8.13 Need to be clear about the targets and actions underpinning the QIP and link to course reviews. A report on Curriculum Area Reviews was requested for the next meeting

RESOLUTION

The Committee NOTED the updated report

ci) Success Rates - Key/Functional Skills

- 8.14 Ms Stylianou presented the report highlighting key points. Further data will be added to the tables when available however current information for CONEL indicates that there has been a decline in KS results due to; poor attendance at examinations; incidences of portfolio passes not entered on the system; long term absence of ICT CL; and changes to the data management requirements.
- 8.15 Enfield results showed an improvement on the previous year but were lower than those for CONEL. Changes in management responsibilities will allow for closer monitoring and prompt implementation of actions.
- 8.16 A range of other actions being taken to drive up results were identified. Ms Stylianou described the introduction of functional skills to meet foundation learning and apprenticeships agenda from 2010. An update report was requested for the next meeting.

cii) Achievement Success Rates

- 8.17 Improvements were noted in the results from Enfield with an increase from 75.2% - 76.4%. The headline success rate for Tottenham is 82.47% previously 86%. Ms O'Neill clarified the data in the context of the new methodology which impact on the ways results are recorded.
- 8.18 There are continuing poor results in 'A' Level provision. This will be replaced by different types of provision more suited to the needs of college learners.
- 8.19 Ms O'Neill clarified issues relating to off site provision. The Chair requested a report on off-site providers for the next meeting. It was noted that the actions on success rates are included in the QIP and monitoring reports will be submitted to the Committee.

RESOLUTION

The Committee NOTED the report

d. Self Assessment Report 2008-09

Enfield College

- 8.20 It was noted that the target setting process at Enfield College was different to that used at CONEL making it difficult to analyse information in the same way. Results for 2009-10 will come through a single process across the whole college. The college had demonstrated significant improvements in teaching and learning grades over the year. Grade 'A' financial status had been maintained.

CONEL

- 8.21 A 4% decline in retention, a 1% decline in achievement, and a 2% decline in success rates were recorded. This was mainly due to declining performances of 16-18 year old learners. Early interventions (as discussed elsewhere on the agenda) were one of the key actions being taken to drive improvements in performance. The importance of monitoring and understanding the impact of interventions was stressed. More accurate predicative data needs to be available earlier in the year.
- 8.22 Ms O'Neill advised that all but one of the Framework for Excellence grades had improved during the year.
- 8.23 Mr Faizi raised the point that there is inconsistency in the application of feedback mechanisms from students. This issue is accepted and it is recognised that, while the college has sound systems for learner feedback in different formats and at different levels, learners may not contribute effectively due to lack of confidence. Ms O'Neill advised that this year, with the introduction of centre reps, more training and support was being provided to develop learner's skills and confidence in engaging with issues. Regarding the attendance of learner reps at course team meetings, Ms O'Neill will look into the extent to which this happens across the college. Learner engagement issues will be revisited at the next meeting.

RESOLUTION

The Committee NOTED the report

e) Learner Forums

- 8.24 Learner Forum meetings have been held at both of the main college centres the notes of which were reported to the corporation meeting in October. The committee report summarised issues raised by learners and actions taken in response.
- 8.25 Mr Faizi stressed the importance of responding promptly to learner concerns due to the relatively short time that they are at college compared to the HE sector.

RESOLUTION

The Committee NOTED the report

f) Safeguarding Child protection Annual Report 2008-09

- 8.26 Separate reports were received from each of the two former colleges. Overall both colleges have developed and implemented sound policies and there is strong evidence of the positive impact of the results.

RESOLUTION

The Committee NOTED the report

g) Governors SAR

- 8.27 The Secretary reported on the various strands informing the SAR of the governance of the college. The meeting considered awarding a grade 1 for governance in the context that the overall grade for Leadership and Management had been prudently reduced to grade 2. It was however recognised that the SAR grading of governance was contributory rather than a grade in its own right. Taking account of the overall performance of the board during the year in undertaking its duties, and the exemplary way in which had seen through the challenge of the merger, it was felt justified to recommend that this be graded 'outstanding'.

RESOLUTION

The Committee NOTED the report determined that the self assessed grade for Governance is 1.

S9/1209 Date of Next Meeting

10am Wednesday 10 February 2010 at the Tottenham Centre.

S10/1209 Urgent Business

There was none.

Signed:.....
(Chair)

Date: 10 February 2010