
INFORMATION RELEASED UNDER THE FREEDOM OF INFORMATION ACT

Information released title	Investors in People Assessment of the College of Haringey, Enfield and North East London
Original request	<p>Under the FOI 2000, I would be most grateful if I can have access to the following:</p> <p>1) The final report that IIP issued in 2014 when granting the IIP status to the college of Haringey Enfield and North East London based at Tottenham High Road London N15 4 RU.</p> <p>2) The last report when the college held the IIP circa 2008/2009 and the full reasons why the status was withdrawn back then.</p>
Date of release	20.03.2015
Requester type	Individual

Information released:

Your response has been generated by the UK Commission for Employment and Skills (UKCES). In April 2010, ownership of the Investors in People (IIP) framework and brand moved from Investors in People UK to the UK Commission for Employment and Skills. We are now responsible for developing and maintaining the integrity of the Investors in People framework.

1. Please find attached the Investors in People assessment report of the College of Haringey, Enfield & North East London, which was completed in April 2014. We have decided to release this report under the Freedom of Information Act 2000 (FOIA), having taken account both of UKCES' statutory duties and the views of the College.

As you may be aware, in some circumstances, certain types of information requested may be withheld under an exemption or exemptions articulated in the FOIA. In this situation, you will note that a name has been redacted. This is because UKCES considers that this name is exempt under section 40(2) of the FOIA.

Exemption 40(2): Information is exempt information if disclosure would breach one of the data protection principles.

The reason that this exemption is engaged is due to this information consisting of personal information, in the form of the name of the Specialist who conducted the Investors in People Assessment. Release to the general public would be likely to breach one of the data protection principles. This is because we would not be meeting our duty to process personal data fairly and lawfully, as set out in the first data protection principle. The name was held as part of the Investors in People assessment process. To process this information for any other purpose – as in this instance by releasing it under the Freedom of Information Act - would not be the reasonable expectation of that individual - and therefore a breach of the principle.

2. UKCES does not hold an accreditation report for the College of Haringey, Enfield and North East London in the period around 2008/2009 and has not, at any point, withdrawn the College's Investors in People award. In line with our statutory duty to provide advice and assistance, some contextual information is provided below.

Our records show that the College of North East London achieved Investors in People accreditation in June 2008 and Enfield College in May 2009. In August 2009 the two colleges merged into one institution, the College of Haringey, Enfield and North East London. In situations such as these, in which two organisations merge, Investors in People policy sets out the course of action: 'a discussion must take place between the organisation, the Specialist and the Centre to agree whether the merger affects the organisation's accreditation and the most appropriate course of action.' In the case of the College of Haringey, Enfield and North East London, the organisation committed to a new accreditation process, which resulted in their achievement of the Investors in People award in April 2014.

I can confirm, therefore, that neither the College of East London nor Enfield College were de-recognised during the time in which they were operational. Following the merger and subsequent formation of the College of Haringey, Enfield and North East London, the records of the two predecessor organisations were amended to reflect the fact that they were no longer in existence.

The College of Haringey, Enfield and North East London

Investors in People Assessment Feedback

May 2014

Presented by [REDACTED]

Senior Investors in People Specialist and Managing Assessor



Introduction

This report presents feedback from the Investors in People assessment of The College of Haringey, Enfield and North East London. The assessment was carried out in late April 2014, and consisted of interviews with around 28 people across both sites, representative of all levels.

Executive Summary

The steady improvement of the College, from merger through the many intervening challenges, to the point where it recently topped the performance tables for London, is testament to what could be a case study of driving improvement through investment in people. As the recent Ofsted confirms, leadership and management is clearly outstanding and benefits from a great deal of unity or purpose and method at senior levels. This is in turn enabled by a highly engaged management team, within a culture that places trust in them whilst monitoring performance outcomes tightly. Aided by the passion that is so evident from the College's staff, the end result is an organisation beginning to realise its full potential.

That this excellent achievement comes to pass alongside painful financial demands is indicative of the paradoxes within the FE sector and a national picture that lacks clarity of future vision for FE colleges. Within this, the College has remained committed to its own vision and culture that can best weather these demands and deliver for its students. There are myriad examples across the organisation of good leadership, management and investment in the development of people *directly delivering improved outcomes for students*.

Learning and development is well managed and aligned quite tightly with strategic need, is executed well and available to all. Associated processes such as appraisal and 1-2-1 are well embedded and seem to be delivering positive outcomes. The level of communication and involvement within teams is high, and most people feel able to influence decisions on a local level within reasonable expectation.

The way the many features of the College come together within the Investors in People context is very impressive, and in these difficult times should be taken as a real affirmation of the strategy and culture in place. Seldom has the assessor encountered as unified and focussed a senior team, nor such positive and consistent feedback about Directors and their willingness to trust and support.

The way forward lies in maintaining momentum and capitalising upon it: there remains much to do to achieve the vision, but both Ofsted and this Investors in People assessment confirm that the building blocks are very sound. The excellence in leadership, management, structure, strategy and devotion to what has been at times a fraught journey is testament to staff and leaders at every level.

Challenges for the future include, of course, negotiating pending reductions in staff as painlessly and supportively as possible. More widely, though, there remains a need to find solutions to recruitment and selection challenges, and to absolutely maximise retention (and have effective strategies where patterns of turnover are inevitable) whilst building capacity for future leadership from within.

The College has many features that are required for the more advanced Investors in People awards, and the potential to seek higher levels of accreditation is undoubtedly present.

At a highly demanding time on its journey, the College is now experiencing the coming-together of a strategy that has been consistently applied with commitment at every level, and whatever the future holds this

demonstrates the potential of the organisation to achieve the best for its students and the communities it serves.

Areas of Excellence

Unity of purpose and philosophy at senior levels

There is a very strong sense of unity at the top level, with the senior leadership team focused and seeming to share the same overall philosophy on the way forward, the culture required and the actions required to meet future challenges. In many organisations there is evidence of variable buy-in at the senior level, to the people piece in particular, but this is notably absent at the College and this represents a real asset for the future. With momentum behind this unity there is every reason to expect the organisation to continue to improve.

Engagement of managers and building a sense of team

A great deal of investment is made in efforts to engage managers and to make them feel empowered to influence decisions and be truly part of a College team moving forward. The management forums are the key mechanism enabling this, bringing together managers from across the College within a problem-solving, networking and open environment. There was every indication that managers find this positive and feel enabled by both the forums and the wider culture of involvement.

Improvement in communication

The sharing of information, news, challenges and changes has improved markedly over the past year or so and the majority of people interviewed commented positively on this. This will be tested significantly during the coming period of financial cuts: see later in this report. However the College seems to have strong, effective processes and practices now in place that ensure that people are connected with the work of their team, involved and able to influence it, and kept abreast of the College-wide changes taking place.

Excellent feedback about senior managers and Directors

Managers were very positive about the accessibility and supportive style of their own leaders, up to and including Directors and VPs. The senior team appear to have a good grasp of the challenge of managing management teams, and to compliment that with the trust and openness to help it flourish.

Willingness to invest in development

Undoubtedly the College is very willing to invest in the development of staff at all levels, and across the piece people were very positive about the training and other learning available. Learning is clearly well managed strategically, tightly aligned with the needs of the organisation, accessible and flexible in many cases. There is good evidence of evaluation and monitoring, alongside reporting to SLT and even to staff. Overall the effectiveness of the whole learning and development strategy is clear, and its impact (along with wider leadership and management activity) is very apparent in the excellent results the College is achieving.

Consistent messages and vision

Central to the success that the College has experienced and its steady, impressive improvement in results has been the consistency and clarity of its vision and the improvement journey it has remained tightly aligned to throughout the past few years.

Sustained improvements in managing performance

Most commentators from amongst the staff suggested that the College has got steadily better at managing performance; supporting those who need to improve, setting meaningful improvement goals for people and ensuring the support is provided. Though there are those who do not welcome the need to improve (for example, those graded as a '3' in their teaching and learning observations) all of the evidence suggests that the organisation is consistent, determined and clear about the required levels of performance.

Extensive and intelligent use of data

Probably somewhat taken for granted in an environment *required* to produce a great deal of data, it is nonetheless clear that the College is making quite sophisticated and very meaningful use of a wide range of KPIs and other data to help understand how it is performing and where the improvement potential lies.

Remuneration and conditions are towards the top of the range

The College recognises the need to work hard in order to attract staff and retain them, against some of the challenges faced in recruiting to a part of London with a less-than-ideal reputation: remuneration is at the higher end of sector benchmarks and shows the pragmatism of the organisation and its willingness to invest in order to maintain, as far as possible, a stable and talented staff base.

Trust and autonomy afforded to managers where justified

Managers at levels and from across the College were also very positive about the trust and autonomy placed in them, where their performance and that of their team warrant it. They are very much aware that things are still closely monitored, but senior managers seem to be very good at stepping back and affording people the space to perform.

A deep culture of continuous improvement

The practices and processes of the College all combine with the overall ethos to create an environment in which continuous improvement is a powerful and constant part of life. From the expectation to be working continually on maintaining or improving performance, through to the ability to suggest and implement new ideas, working together at staff events to generate feedback, to teams working on local improvement strategies, to the clear expectation that teaching and learning should be as good as it can be: the College is quite an impressive example of an organisation with an effective culture of improvement in place.

Absolute passion and commitment from so many people

What is also very apparent is that the vast majority of staff across the organisation are extremely dedicated to their work, passionate about the impact they can make on learners and about the pride they have in their course/s and outcomes. The experience of talking to staff was frequently inspiring and uplifting as a consequence.

Strong Curriculum Manager layer

Whilst there was very good feedback from all layers of staff, it was particularly striking and noteworthy that Curriculum Managers seem positive, very well supported and enabled to deliver. This is noteworthy as it is

often identified as one of the most difficult roles in the structure, and the culture of CMs has a direct and highly tangible effect on performance: many colleges have struggled not only to recruit but also to design the role effectively. Feedback from CMs was very positive and indicative of the way that culture, systems, vision and commitment have come together in a very positive way at this level.

Positive comments about HR and the support available to managers

The College has a high volume of HR casework and over a sustained period of concentrating on raising performance, many managers have needed to consult HR or follow their guidance when dealing with difficult situations. Managers described the HR team as supportive, clear and helpful.

Areas with Improvement Potential

Growing a culture of participation and involvement?

Despite the very good strides made to embed a culture in which managers, in particular, feel involved and empowered there was also some feedback to suggest that staff would welcome further opportunity to contribute to decision-making and strategy. This is an ongoing need, and perhaps the College may find itself in a position to gradually move to a balance of bottom-up and top-down change over time.

Building further openness and trust

Again, despite the overwhelmingly positive outcome, there remains a tendency for some staff to be a little sceptical, cynical even, about the motivations of the College management team. Not everyone is able or willing to separate issues of political objection or the national FE position, from the decisions made locally. Others seem broadly positive within their team, but express distrust at the senior team. Against this tendency, the need to carry on building a culture of openness and trust remains: particularly during the pending difficult financial decisions.

Attracting and retaining staff

Clearly one of the most significant challenges, if not the most significant, is that of attracting and retaining high quality staff. Explored during the review discussions at some length, it is clear that the following factors all act against this goal:

- Parking: a number of people suggested that the lack of parking facilities for staff is a significant potential barrier to recruitment, particularly of those coming from outside of the local area
- The perceived absence of local amenities, cafés, etc.
- General reputation of Tottenham as an area geographically: notably its association with rioting and unrest
- Design, appeal and the overall experience of the College: some staff felt that the College brand, and consequently the impact of the environment (colours etc.) were not helpful to creating a positive image

It would be wise to directly target these barriers in recruitment and in the materials associated with it, along with the brand. The recent incredible performance in topping the London college performance tables might form the basis of new brand message/s to help attract staff, along with messaging aimed at those to whom the CHENEL mix appeals the most. There was also a suggestion that the College should perhaps make more use of specialist publications and channels for recruitment: one manager feeling that there is an over-reliance on the TES as a route for recruitment.

Whatever the strategy, it is clear that this challenge is a significant one and that as much investment possible should be focused on its resolution in the long term. Creative approaches and careful evaluation should help to move this forward. Making the College look increasingly attractive as an employer could also be bolstered by achieving successively higher levels of Investors in People award (Bronze, Silver, Gold) and potentially other public achievements such as the Health and Wellbeing Good Practice Award.

Capitalising on momentum

It is extremely unfortunate and indicative of the FE sector as a whole that alongside the excellence and incredible passions of the College, the realities of the national context and the financial pressures this brings are all too apparent. Nonetheless, the College is in an excellent position to further improve and with clarity of vision going forward, there is every reason to believe it will weather the pain of unwelcome change. Maintaining momentum and forward movement during this coming period is perhaps more important than ever.

Building a more strategic people plan

There is potential to take a more subtle and sophisticated approach to planning organisational improvement through people. Much flows from the wider Ofsted and other improvement plans, but it would be helpful to have in place a 'People Strategy' that looks ahead to ensure that changes in the whole 'people piece' are tightly focussed on enabling and unlocking future potential. For example, the strategy could embrace the topic of organisational culture more pro-

actively, look for best practice in areas of existing strength (e.g. recognition) and tie to achievement of increasingly powerful practice (at Investors in People Bronze, Silver and Gold levels).

Issues in some areas with student recruitment?

Although it was not typical of the feedback, one or two people raised some concerns over the ways in which students are recruited, suggesting again that there might be potential to connect staff more directly with elements of strategy that they feel could be improved.

More clarity about the reasons why the financial position is where it is

Given the pending challenges of reduction and redundancy, it is important to reflect upon how best to present the message/s this necessitates. In particular, there is a need to make sure that the *reasons behind* the position are communicated extremely clearly, and probably repeatedly, to offset what looks to be a very active rumour mill and potential for conjecture:

“As there’s not so much clarity, there is a tendency to doubt what you’ve heard”

“In my area there’s a lot of discussion and conjecture about why it’s 5 million, whether it could have been headed off sooner...that sort of thing”

More consistent understanding of flexible working options and the College policy / strategy

There was mixed awareness of the availability, or indeed overall College approach towards, forms of flexible working: not just with regard to statutory obligations, but to wider benefits that might accrue through working from home, the option to vary hours, etc.

Performance against Investors in People (Core Standard)

A broad overview is given below of the position of The College of Haringey, Enfield and North East London against the core good practice at the heart of Investors in People.



	Indicator / topic met
	Indicator / topic met, but a little borderline
	Indicator / topic not met at present

Position against Advanced topics

Area of practice...	Requirements assessed...
A culture of openness and trust	People can confirm that they respect and trust their managers
	People believe the organisation has a culture of openness and trust
A culture of consultation and involvement	Top managers can describe how consultation and involvement is part of the organisation's culture
A culture of continuous improvement	Top managers can describe how they have created a culture where everyone aims for continuous improvement
	Managers can explain how they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works to improve performance
	People <i>believe</i> they can challenge the way the organisation works to improve performance, and can give examples of how they or others have done so

Indicator	Current position / evidence	To develop this further...
1. Business Strategy	<ul style="list-style-type: none"> • It is obvious that business planning is comparatively sophisticated and draws together a wide range of data and stakeholder requirements • People seem very much aware of targets, context, expectations and the wider marketplace in FE – this reflects their interest, but also the sustained efforts of the College to deliberately help people to understand these dimensions • Although the relationship with some Trade Unions is tense and holds conflict, the interaction is cordial and appears to be largely constructive. Recent ACAS involvement shows the willingness of both parties to entertain a range of methods • Throughout the discussions with staff, people seem clear about the expectations placed upon them and the demands of their role 	<ul style="list-style-type: none"> • There is potential to make the College <i>values</i> offer more leverage as a tool for communications, recruitment, development, etc. There was little or no mention from staff of any explicit values • Though people believe that the College takes a socially responsible approach and goes the extra mile in working with the local community, the whole ‘corporate social responsibility’ and community development message could be more strongly presented and reported to staff
2. Learning and Development Strategy	<ul style="list-style-type: none"> • It is very clear that the College recognises the importance of investing in the skills of its people: there are myriad examples from across the organisation of this being done well, and paying dividends • Managers do seem to be aware of and able to influence the mechanisms for requesting training outside of the standard ‘offer’ and mandatory provision • The willingness to invest in people is also recognised as being essential to staff retention • Some people reported a notable ‘tightening’ around requests for L&D, with more of a consistent requirement to justify the expenditure and relevance to the job role or College need, but not to a detrimental level • Overwhelmingly people report that the appraisal/1-2-1s do happen, and that they embrace training & development • People seem to perceive no significant barriers to accessing the learning and development they need 	<ul style="list-style-type: none"> • From a very strong base, learning and development strategy might be further improved by embracing the concepts of coaching, mentoring and flexible learning more consistently and pro-actively, but many of these methods are in use in parts of the strategy already • Looking forward to the future vision, and focusing on facets that will build capacity towards it, might also be productive: talent, succession, the development of leadership capability from within and the ongoing raising of teaching and learning standards are all obvious themes

- Compared to 6-12 months ago, there is also much greater awareness of what training is on offer, and how managers can secure anything specific
- Generally managers describe the L&D team as being responsive, willing to help and flexible

Indicator

Current position / evidence

3. People Strategy

- Ideas are mainly encouraged through the team structure and culture of the College, and managers are clearly expected to be working with teams in a way that empowers and encourages them to make suggestions.
- The structure of forums, management meetings, etc. also tends to be based around a level of participation and a commitment to bringing out views
- There was no evidence from staff interviewed to suggest anything other than a robust approach to managing diversity
- People believe that there is a commitment to developing staff and expect their training requests will be supported, based upon a positive history so far
- There is some evidence of flexible working arrangements
- Part-time staff (especially in teaching and learning roles) appear to be well supported and have T&Cs directly comparable with their f/t colleagues

4. Leadership strategy

- There *are* leadership behaviours and guidance on this topic is presented on the College intranet. Managers are generally aware of its existence, if not making much use of it directly: the overwhelming source of information about what is expected of managers and leaders is the management forum (and CLEG) and is drawn from the bigger messages of College performance and challenges ahead
- The reporting, planning and strategies required of

To develop this further...

- There could be more awareness, more consistently, of the College's approach to flexible working (see areas for improvement) and to work/life balance in general
- The advanced levels of Investors in People include exploring recruitment and selection: which might be a worthwhile investment given its criticality to realising the full potential of the College

- Consider the potential benefit of making the leadership behaviours a more significant part of a leader's development journey
- Ensure that the strong ethos of leadership and management, and the culture of the College, is (a) sufficiently well defined, in order to then (b) be clearly represented in and driving recruitment and selection, and internal promotion, for the future
- Consider involving leaders and managers in periodically reviewing these defined behaviours, and the whole extent to which the messages to them are clear. This

- managers and leaders are also explored via a range of mechanisms and monitoring: again these provide a strong steer for people on what is expected
- Managers reported that they felt the opportunities for them to develop are many, and most reported very good support not only in terms of formal development but also as part of the 1-2-1 input they have from their own line manager.
 - Compared to even a year ago, there is much more consistency and clarity around what it means to be a people manager

- both increases ownership and helps to ensure synergy with future needs
- Look to the potential to reduce further the amount of HR casework arising through developing leaders and managers

Indicator Current position / evidence

5. Management Effectiveness

- It is clear that the passion that people show, particularly at management level, is being enabled and supported by *their* line managers in turn
- Curriculum Managers seem particularly strong and the role designed well
- More senior managers are accessible and responsive to their reports
- There was very little negative feedback directed at people's immediate line manager, across the College
- 1-2-1s and appraisals appear to be effective and to take place across the College, albeit not always precisely to deadline
- Managers appear to be clear about what is required of them and how they are expected to meet these demands
- In general, the impression was one of a well-supported and trained management cadre, in the vast majority of cases

To develop this further...

- There were some indications that managers could be better at managing poor performance, though this was noted as having improved significantly
- Nothing is every perfect, so there will remain a continuous need to maintain and raise the level of consistency in leadership and management effectiveness
- The overwhelming message from managers was that the direction of travel is positive, and that the College should largely continue to support its managers as it does currently
- The management forums are, productively, designed with activities and problem-solving in mind. This has many benefits, but it might on occasion be useful to pass some of the control of the agenda or discussion time to managers. Overall the tightly-designed model is working well, but one or two managers noted that the time is quite heavily prescribed and that there could be more opportunity for them to raise issues or challenge practices

6. Recognition

- Outside of more general dissatisfaction with the place

- Invest additional effort to ensure that people understand the reasoning behind

and reward

of FE in the national education policy, and a sense that the government is responsible for undervaluing colleges, there was little sense that people feel unappreciated – the vast majority of people reported that they are made to feel valued by their line manager, and very often also by having direct contact up to and including the Head of School and Director

- It is also clear that in some pockets, isolated though they are, there remains suspicion, conspiracy theory and mistrust of decisions made in these demanding times, and a readiness to blame the College for decisions that are ultimately borne from national policy
- There is a very positive culture of sharing success stories within Schools or departments

7. Involvement and empowerment

- There is an effective array of systems and mechanisms that, supported as they are by mostly capable people managers, offer people the opportunity to connect with the College and its challenges:
“The structure of the meetings and forums allows even teachers and students to feed in their views”
- Heads of School also tend to meet directly with students, to explore their views and the changes they desire – this helps to retain a complete holistic view
- Historically there has actually been a *great deal* of opportunity for people to become involved, and to put their issues forward, often on a local level
- Teams have regular meetings and everyone in the assessment confirmed that they feel able to make an input, are encouraged to do so, and feel listened to when they do

decisions: to actively combat the tendency for pockets of negativity to emerge

- Consider a mechanism for people to recognise the efforts of their colleagues. Such ‘extra mile’ schemes are common in leading organisations and are widely recognised as bringing benefits to team-working and common identity as well as to morale. Rewards in such schemes need not be financial to be effective.
- Involve staff in the design of recognition schemes, to increase ownership, beyond TU consultation requirements
- Focus on celebrating milestones to success, and creating a culture of celebration: this might also offer a means for the College to distinguish itself from other competing employers

- Further developing a culture of feedback within the College and building upon the foundations of openness and trust already emerging, will provide the right conditions to underpin further involvement from staff
- It is clear that whilst people do feel involved and able to have an influence on a local level (within their team, for example) there remains a significant minority who are frustrated that they cannot influence major strategic decisions. In some cases their expectations are somewhat unrealistic, but there does remain potential to be more relentlessly explicit about how the major influences on the College come about and the constraints on the available options
- Those who wish to become involved, to try to play a role in determining the tactics of their area, are well-served by systems and managers that enable this. The challenge remains to motivate more people to want this level of engagement and involvement, and to invest the time to fully understand the wider context

8. Learning and

- Mentoring support for new teachers seems

- Continue positive practices and the wider awareness of learning and development,

development

- commonplace and is regarded as positive and effective
- Most teams do a local induction as well as the corporate College one: a very positive practice
 - Most curriculum teams, if not all, are timetabled an hour on a Friday morning to use for sharing teaching & learning successes
 - Learning and development is seen by staff as something that the College is particularly good at, and willing to support
 - The alignment of learning and development alongside wider strategic goals is very well managed, and senior leaders see development as a primary concern and an enabler. This makes for a very healthy and positive culture of learning
 - Managers appear to understand the need to take a pro-active role in the development of their staff, and people reported that the appraisal and 1-2-1s do make a difference in this regard
 - The quality and consistency of teaching and learning observation has recently been confirmed by Ofsted
 - The recent tightening-up of the need to make a case that L&D is beneficial to the College is broadly a positive move, if managed carefully

alongside its very effective alignment with strategic needs

- Going forward, consider options for helping people's *personal* development, i.e. additional to or outside of the job role, where this would bring mutual benefit. Areas might include personal effectiveness, wellbeing, mental health (e.g. stress, relaxation) as well as schemes to support qualifications outside of the current role in some way
- Good use is made of mentoring and coaching in certain situations, and it appears that their use is largely understood. Consider ways of widening their deployment so that everyone has appropriate opportunity to access these interventions. An internal cadre of performance coaches, for example, or an internal mentoring scheme, can offer multiple advantages: for example to developing aspiring leaders and managers, as well as benefitting recipients
- Explore the potential for providing developmental tools, guidance and resources as well as more traditional opportunities: for example, on-demand materials and tools for managers

9. Performance measurement

- The College makes highly intelligent and quite sophisticated use of KPIs and performance data at every level
- Recent Ofsted inspection graded Leadership & Management as *Outstanding*: this is extensively linked to the College's honesty and accuracy in assessing its own performance, and responding
- At every level, people are keenly aware of the targets, goals and objectives that they and their team are aiming for
- Within this context, there is a very tight awareness of the impact of most learning and development
- This is further reinforced by a comprehensive and thorough approach to planning learning and development and CPD

- Involve people in the organisation more explicitly in feeding back their views of people management, leadership and development. If not by staff survey (notoriously low returns in FE, and often highly subject to climate) then perhaps through the input of periodic working groups or improvement circles
- Consider producing an end-of-year report on the investment in people, suitable for sharing with staff and capturing successes, as well as lessons learned. The disciplines this implies in being able to present a strategic overview of successes are as important as the end result

- Evidence of the direct and positive impact of L&D is everywhere – indeed the whole development of the organisation to its current top-performing level has been something of a case study in the raising of performance through investment in people
- Benchmarking is used internally and externally in many areas, to inform performance evaluation
- Direct evaluation of L&D appears to take place where needed and in a targeted way, with reports also shared with staff (or available to them, at least)

10. Continuous Improvement

- Evidence of the positive impact of people management, consistent leadership, investment in skills and developing the College's culture is everywhere
- The outstanding achievement of topping the performance table for London colleges is a perfect example of the strategy coming together to deliver results
- Recent improvement of communication was the most striking mentioned by staff, and to an external view the *management forums* in particular, have brought a great deal of benefit
- Managers are connected very clearly with the need to improve and maintain, performance
- A general fluency in matters of people management and learning is helping to ensure that teams are constantly looking at ways of working more effectively

- Though the picture painted by this review is extremely positive, it does not of course mean that there are not individuals who experience does not match the generally very good levels of leadership and management provided: it is a continuous journey to seek and maintain consistency and to aim for perfection
- It is highly probable that the College would fare well against higher levels of Investors in People award (subject to review) and this progression could offer some structure to the improvement journey going forward
- Some managers could be more proactively connected with their own development plans and perhaps a range of useful tools to target their leadership and management skills

Annex A

Table of Investors in People Evidence Requirements

Core Standard										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									

Wider (Advanced) Framework										
	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core		Core				Core	
5	Core		Core						Core	
6	Core						✓			
7										
8							✓			
9										
10										
11							✓			
12										
13										
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15										
16										
17										
18							✓			
19										
20										
21					✓					
22										
23										
24					×					
25										
26										
27										
28										
29										
Total	0	0	0	0	2	0	4	0	0	0
Met	0	0	0	0	2	0	4	0	0	0

Total wider framework measures assessed = 6

Total wider framework measures met = 5