

Telford College of Arts & Technology

Self Assessment Report 2007/ 08

Executive Summary



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Self-Assessment Summary Sheet

Overall Grade Summary Sheet - 2007-08

Common Inspection Framework

		06/07 grade	Grade 07/08	RAG			
Overall Grade		1	1				
Capacity to Improve		1	1				
Aspect	06/07 grade	Grade 07/08	RAG	Aspect	06/07 grade	Grade 07/08	RAG
Achievement & Standards	1	1		Leadership and Management	1	1	
Quality of Provision	1	1		Contributory Grades			
Teaching and Learning	1	1		Equality of Opportunity	1	1	
Needs and Interests	1	1		Educational and Social Inclusion	1	1	
Guidance and Support	1	1					

Performance Indicators

Framework for Excellence

Dimension	06/07 grade	Grade 07/08	RAG	Dimension	06/07 grade	Grade 07/08	RAG
Responsiveness	2	1		Finance	n/a	1	
Employers	1	1		Financial Health	n/a	1	
Learners	2	1		Financial Control	n/a	1	
				Use of Resources	n/a	1	
Effectiveness	1	1					
Quality of Outcomes	1	1					
Quality of Provision	1	1		Overall Performance Rating	n/a	1	

Every Child Matters				Primary Institutional Goals			
Outcomes	06/07 grade	Grade 07/08	RAG	Descriptor	06/07 grade	Grade 07/08	RAG
Being healthy		1		Learner attendance > 85%	1	1	
Enjoying and achieving		1		Employer fees > 10% income	2	1	
Staying safe		1		Qual FT teaching staff > 90%	1	1	
Making a positive contribution		2		Standard of accommodation	1	1	
Achieving economic well-being		1		Range of vocational quals	1	1	

Key: Red; Amber: Green rating

	= Aspect has improved or been maintained as outstanding
	= Aspect has stayed the same
	= Aspect has declined, but is not necessarily inadequate

Summary of Grades Awarded

2006/07

2007/08

Effectiveness of Provision	Outstanding: Grade 1	Outstanding: Grade 1
Capacity to Improve	Outstanding: Grade 1	Outstanding: Grade 1
Quality of Provision	Outstanding: Grade 1	Outstanding: Grade 1
Leadership and Management	Outstanding: Grade 1	Outstanding: Grade 1
Achievement and Standards	Outstanding: Grade 1	Outstanding: Grade 1

Curriculum areas (SSA's)	SAR – 2005-06	SAR – 2006-07	SAR – 2007/08
Health, Public Services & Care (SSA 1)	Good: Grade 2	Good: Grade 2	Good: Grade 2
Maths & Science (SSA 2)	Good: Grade 2	Good: Grade 2	Good: Grade 2
Engineering & Manufacturing Technologies (SSA 4)	Outstanding: Grade 1	Good: Grade 2	Outstanding: Grade 1
Information and Communication Technology (SSA 6)	Outstanding: Grade 1	Outstanding: Grade 1	Outstanding: Grade 1
Retail and Commercial Enterprise (SSA 7)	Outstanding: Grade 1	Outstanding: Grade 1	Outstanding: Grade 1
Leisure, Travel and Tourism (SSA 8)	Outstanding: Grade 1	Outstanding: Grade 1	Good: Grade 2
Arts, Media and Publishing (SSA 9)	Outstanding: Grade 1	Good: Grade 2	Outstanding: Grade 1
Languages, Literature and Culture (SSA 12)	Outstanding: Grade 1	Outstanding: Grade 1	Outstanding: Grade 1
Education and Training (SSA 13)	Outstanding: Grade 1	Good: Grade 2	Good: Grade 2
Preparation for Life and Work (SSA 14)	Outstanding: Grade 1	Outstanding: Grade 1	Outstanding: Grade 1
Business Administration and Law (SSA 15)	Outstanding: Grade 1	Outstanding: Grade 1	Good: Grade 2

Background Information on Telford College

- 1 Telford College is a large sized general further education college. The College Mission is “To meet the needs and aspirations of individuals, communities and employers for high quality vocational and adult learning.”
- 2 The College operates from a single campus in Wellington in the new town of Telford, but has a substantial amount of provision delivered in the community and on employers’ premises. The College is a Centre of Vocational Excellence in Manufacturing Engineering.
- 3 Telford is a low wage area and prior educational achievement whilst improving is still relatively modest at 54.4%. In Telford and Wrekin 34% of the population live in areas which fall within the fifth most education deprived areas at national level.
- 4 Telford has double the national average of jobs in manufacturing at 28.4% compared to 14.5% nationally.
- 5 In 2007/08 the College had 18,458 learners, on courses leading to externally accredited qualifications of which 1,979 were aged 16-18. The College managed 212 work based learners on apprenticeship programmes. The College has been the largest single college based provider in the country for Train to Gain and in 2007/08 had over 6,765 learners engaged from a variety of employers. The majority of the College curriculum is vocationally based.
- 6 Some 84% of the learners aged 16-18 and 47.4% of the adult learners are from Telford. Many are from wards ranked in the top 100 in terms of multiple deprivations. Nearly 85.6% of the students are white with Pakistani 1.7% and Indian 2.9% being the main non-white groups. There were slightly more female learners overall but 52.6% of the learners aged 16-18 were male.

Telford and Wrekin (population 166,000 with an area of 112 sq miles) is in the County of Shropshire (population 391,600). Some 35% of Shropshire’s population live in the Telford and Wrekin District. The main population is the New Town of Telford, which acts as a major regional commercial and industrial centre. 22% of employment in Telford and Wrekin is in the public administration, education and health sector, with manufacturing accounting for a further 28%. Wholesale and retail employment amounts to 18% of the districts total. The proportion of nineteen year olds achieving an NVQ level 2 qualification has increased by seven percentage points since 2004 to 67% in 2006; however this is still three percentage points lower than the regional average. In June 2008 of the 14 secondary schools in Telford and Wrekin 6 (43%) fell into the National Challenge through having less than 30% of young people achieving 5 A*-C grades including English and Maths. The Borough of Telford and Wrekin has the third highest percentage of NEET young people in the West Midlands at 9.5% (July 08 Connexions data) putting the borough just below Stoke and Sandwell. The college plays a vital role in delivering progression from schools for young people to achieve their entitlement to level 2 and 3.

- 7 The College has completed the development of its original campus master plan. The final phase of investment in 04/05 involved the construction of a three storey teaching and administration building, a sports building and super dome which houses an undercover artificial turf playing surface. In addition substantial infrastructure improvements were completed to car parking and access roads and refurbishment of existing buildings.

The College continues to keep its estate in excellent condition, and is currently planning to further develop the campus to ensure that all provision is carried out in world class buildings from 2011/12 onwards. The “Big Build” will remove the remaining parts of the college built in the 1960s and 70s that are no longer fit for purpose, have high running costs, and are inefficient in terms of space utilisation and provide new purpose built facilities to increase the capacity of the college to meet curriculum areas of high demand. A unique building located at the front of the campus, with 2 wings radiating from a central atrium, and incorporating the recently built E Block will enhance the main entrance to the college and provide modern facilities for beauty therapy and hairdressing salons and engineering and motor vehicle accommodation to meet the increased demand from young people and adults to gain skills for these sectors. The building will also provide art, media, computer services, student services, refectory accommodation as well as the fire station facility.

A new independent living suite with modern facilities to widen the opportunities for social and life skills is planned for LLDD students. It will be purpose built for their needs to meet the growing cohort that applies to attend the college and builds. This will include small scale overnight accommodation which will enable an enhancement of the existing offer to give improved independent living skills that can currently only be met through expensive specialist college provision.

The Self-Assessment Process

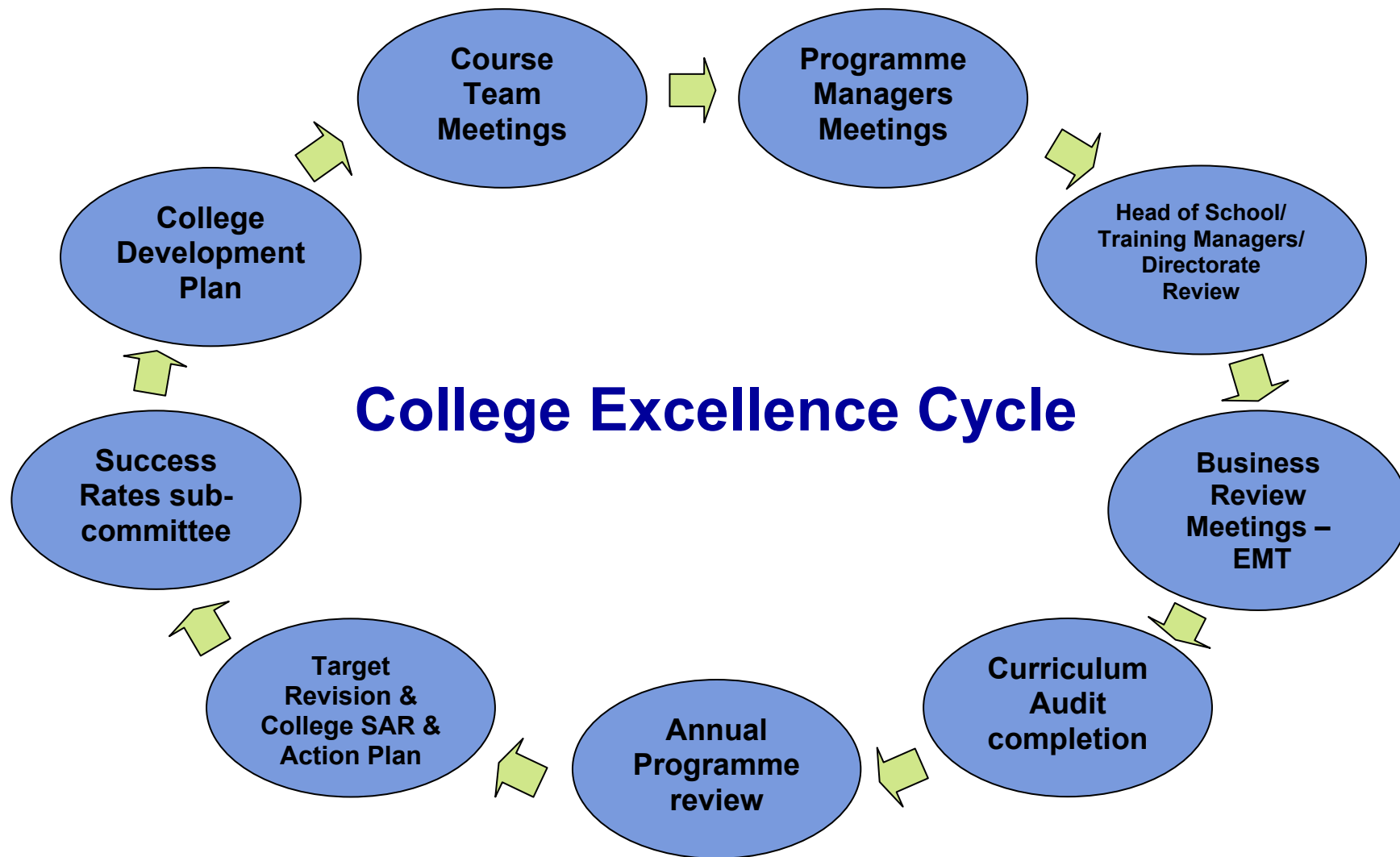
- 8 Telford College of Arts & Technology began its self-assessment process in 1995. The first self-assessment report (SAR), written in the terms of FEFC Circular 97/12 and 99/22, was completed in July 1999. The advent of the Common Inspection framework (February 2001) meant a significant change in the format of the SAR for November 2001.
- 9 The Common Inspection Framework 2005 was adopted as a framework for this SAR (2004-05). In addition we have aligned existing curriculum areas to the subject sector categories and have evaluated our provision within the 11 SSC's that we deliver. This latter task is not to be underestimated. Staff have self-assessed provision within the SSC to which they contribute with a "lead" member of staff coordinating their SSC SAR. This group of staff have become the Quality Cluster within which Raising Standards continues to be the main theme.
- 10 This year seen a major change by the introduction of WebActions; a software application designed for the production of College Self Assessment Reports. There are multiple reports that are generated and we can now evaluate our provision in any category we choose. For the purposes of the internal evaluation we report by Directorates and Schools with the facility to report by Sector Subject areas as we see fit.
- 11 We have completed an "Overall Grade Summary Sheet" which details our grade judgements for both the Common Inspection Framework and the Framework for Excellence.

The SAR is in two parts:

- 12 **Part one** is a self-assessment of the college as a whole:
 - Summary of current grades and previous awarded grades for similar areas
 - College context and self-assessment process
 - Overall judgements
 - Overall effectiveness of the provision
 - Educational and social inclusion
 - Capacity to improve
 - Value for money
 - Effectiveness of improvements since last inspection / self-assessment report
 - "Every child matters": outcomes for children
 - Being healthy

- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being
- Key Questions: College overview
- Supporting appendices.

- 13 **Part One** was completed by senior staff whose areas of responsibility aligned with the key questions.
- 14 **Part Two** consists of appropriate reports generated from WebActions. For the purposes of clarity a hard copy is available for staff in the form of a Directorate and School Summary.
- 15 Each of the key questions of the common inspection framework was assessed in terms of strengths, weaknesses and significant areas of improvement. This was coordinated by a senior member of staff whose responsibility covered the area being evaluated.
- 16 For each of the sections in **Part Two** The Head of School/Training Manager was responsible for the compilation and WebAction entries. This process began with information from course team meetings, Heads of School / Training Managers review and annual programme reviews. Evidence was considered from the range of college activity and referenced.
- 17 Draft SAR's were circulated for comment and amendments made accordingly. Each SAR was validated by the appropriate Director and the College Quality Steering Group. Where claims were unsubstantiated the SAR's were returned for re-consideration. Final judgments were made and the completed SAR was presented to the Principal and duly published.
- 18 The College Quality Cycle forms the basis for continuous improvement and shows how the SAR process is embedded within the college structure for quality.



Overall Judgments

Effectiveness of Provision/Educational & Social Inclusion

19 The College continues to maintain its position of overall strong performance. Over the last three years, long course success rate data show a sharp improvement between 2004/05 and 2006/07 to well above average, and maintained a consistently high rate in 2007/08. Long course success rates for 2007/08 are similar to the previous year and remain well above national rates. By level and age, long course success rates are all above average and in almost all areas well above. Rates improved 16-18 at levels 1 and 2 but showed a slight decline at level 3. At 19+ rates stayed similar across all levels. Retention at Level 3 16-18 and Level H shows a decline also.

Long course success rate data support the SAR achievement and standards judgements. There has been a substantial improvement in the achievement of Key Skills especially in the under 19 category with success rates across all levels increasing from 55% in 06/07 to 90% in 07/08.

At 89% graded, Teaching & Learning observations matches the overall college success rate of 89% - supporting our theory “the better the teaching and learning the better the success rate”.

20 The quality of provision is outstanding in most areas. Most teaching, training and learning is good or outstanding. Course and lesson planning are very thorough. Effective use is made of information and learning technology (ILT) in lessons. Teachers monitor students’ progress closely. Assessment practices are good and initial assessment is thorough. Students’ work is accurately and fairly assessed.

21 Our approach to educational and social inclusion is outstanding. The college successfully widens participation of adults, and raises the aspirations of younger people. Provision for students with learning difficulties and/or disabilities is extensive. The college has wide ranging links with employers, the local community and secondary schools and is highly responsive to their needs. In most curriculum areas, courses are enhanced by an excellent range of enrichment activities.

- 22 Learners receive outstanding guidance and support. Pre-course advice and guidance is thorough. Induction is well planned and informative. The tutorial system is strong and effective. Teachers provide a high level of informal support outside of lessons.
- 23 Leadership and management are outstanding. The principal and senior managers provide strong strategic leadership and direction for the college. The excellent links forged with employers contribute to improving the skills base of the local economy. A clear focus on improvement permeates the college. Financial management is excellent and has supported the college in providing an outstanding learning environment in many curriculum areas. Value for money is outstanding as confirmed by the Framework for Excellence re-categorisation.
- 24 The College was awarded the prestigious Queen's Anniversary Prize for Higher and Further Education in 2007 for “Delivering Economically Important Skills on Employer's Premises”.

Capacity to Improve

- 27 The college demonstrates outstanding capacity to improve. There continues to be outstanding retention and achievement at Levels 1 and 2 in both 16-18 and 19+ categories. Level 3, 16-18 retention shows a decline in 07/08 and action planning will concentrate in this area and evaluate the success of retention, intervention, transition and progression strategies.

Leadership and management are highly effective. Governors, staff and management share a clear focus on improvement and commitment to the mission of the college. Success rates continue to be above national average. The management structure has been very effective in defining roles and responsibilities. Staff are highly motivated. The self-assessment process is thorough and a wide range of evidence is used to make judgements. Quality assurance arrangements are robust. Staff are fully involved in the self-assessment and quality assurance process. They are well qualified and effectively supported by very good staff development. Other resources are of high quality and appropriately deployed.

- 28 We have a robust Excellence Cycle embraced by all staff. The components of the cycle enable staff at all levels to analyse performance. The extent to which Managers at all levels identify areas for improvement and develop plans to resolve them is a feature of our College. We were involved in the 2007/08 college pilot for Framework for Excellence and have participated in both Learner and Employer based surveys. The College was graded 'Good' as a result of the pilot using a limited sample in both learner/employer surveys. Since the pilot the college has achieved the Training Quality Standard and Grade 1 for Finance Dimension. The predicted OPR for 07/08 is Grade 1 "Outstanding".

- 29 The College's Quality & Professional Development theme is 'Raising Standards' and we continually work to improve the quality of all education and training. We continue to acknowledge significant growth in student numbers and align the management capacity and structure so that continued improvement in the individual learning experience for learners and career development for college staff can be achieved.

- 30 We have developed a particularly extensive approach to review and self-assessment. Action planning is extensive and the ability to focus actions for improvement is highly developed.

- 31 The management of work-based learning programmes is much improved and is now better integrated into the main College Quality Assurance Cycle for the purpose of Course Reviews and Self-Assessment.

Value for Money – Self Assessment 2007/08

- 32 In 2007/08 the College over achieved its LSC mainstream cash target by 3.2% which was not funded. The College also returned a trading surplus for the year of £1,215K (4% of turnover). Given that the College broke even in 2006/07 this performance represents an efficiency gain of around 4%.
- 33 Income grew by around 38% and expenditure by 32%.
- 34 16-18 Learner FTE's grew by some 11.1% in the year. While mainstream funded adult FTE's fell by 9.6% due to the increase in Train to Gain activity growing by some 150%.

This growth has led to significant challenges, in terms of cost management and management of accommodation. The surplus was a significant achievement for the year as was maintaining standards while expanding turnover by 38%.

- 35 In 2006 Ofsted assessed the College as giving outstanding value for money. The College has continued to grow in the LSC priority areas, particularly Train to Gain and the ability to continue to record trading surpluses would indicate that the College still provides outstanding value for money.

Effectiveness of improvements since last inspection – May 2006 and Desk Monitoring Activity June 2008

36 We continue to make progress since the last inspection and have made consistent and continuous improvements in achievements and standards. There has been sustained improvement in attendance at 86%. We have effectively addressed the key areas for improvement in the 2006 inspection report.

Areas for improvement have been reviewed in the following categories and will be fully explored in this SAR and the Quality Improvement Action Plan:

- Self Assessment target and actions
- 16-18 Level 3 retention strategies and transition strategies from Level 2 - 3
- Lesson Observations
- Key Skills integration and evaluation of Key Skills qualification outcomes
- Work-based learning – Engineering provision
- Consistency of IV Practice

The Desk Monitoring Activity undertaken in July 08 and the subsequent Risk Assessment reported the following:

1. Current category “Outstanding”
2. Judgements in SAR broadly consistent with sample of evidence examined – YES
3. Are there any curriculum areas that are a cause for concern – NO
4. Recommended scheduling – Inspection should be as currently scheduled

EVERY CHILD MATTERS

SELF-ASSESSMENT 2007/08

1. BEING HEALTHY
2. ENJOYING AND ACHIEVING
3. STAYING SAFE
4. MAKING A POSITIVE CONTRIBUTION
5. ACHIEVE ECONOMIC WELL-BEING

(Ref: Every Child Matters – Change for Children 2005)

Outcome	Claim	Evidence	By Whom	When
1. Being Healthy	<ul style="list-style-type: none"> ▪ Excellent Sports facilities available for all students and staff (incl Sports Academy, Disability Sport etc) 	Sport TCAT	LBAPS Directorate	Termly
	<ul style="list-style-type: none"> ▪ Specialist services for self-harm, drugs etc 	Enrichment Calendar	Health Peer Education Worker	Weekly
	<ul style="list-style-type: none"> ▪ 4 New Mental Health Workshops 	Health Schedule	Health Peer Education Worker	Weekly
	<ul style="list-style-type: none"> ▪ PCT involvement in health promotion post and health service 	Leaflets	Health Peer Education Worker	Weekly
	<ul style="list-style-type: none"> ▪ In-house Pregnancy Testing service supported 9 students with 138 seeking individual advice 	Health Schedule	Health Peer Education Worker	Weekly
	<ul style="list-style-type: none"> ▪ Sexual Health Workshops presented to 940 students in 47 different workshops 	Health Schedule	Health Peer Education Worker	Termly
	<ul style="list-style-type: none"> ▪ Successful peer education project involves workshops on sexual health, drugs, substance abuse, stress and healthy eating 	Workshop schedule	Health Peer Education Worker	Sept onwards
	<ul style="list-style-type: none"> ▪ Weekly anti-smoking Help to Quit Project helped 34 students in 07-08 	Health Schedule	Health Peer Project Worker/PCT	Sept
	<ul style="list-style-type: none"> ▪ Promotion of Fair Trade and healthy eating 	Health Promotion minutes	Refectory Manager	Termly
	<ul style="list-style-type: none"> ▪ Healthy Promoting Committee meets termly to discuss health issues 	Committee Minutes	Director of Student Services & Learner Support	Termly
	<ul style="list-style-type: none"> ▪ Counselling Support service advertised to students has 97% retention rate (Follows British Association of Counselling & Psychotherapy Code of Practice) 	Counselling Leaflet Statistics	Deputy Director of Student Services & Learner Support	Termly
	<ul style="list-style-type: none"> ▪ There are specific rest areas for 16-18 adults and students with learning difficulties and mental health issues 	Social Areas in Foundation Directorate	Directorates	-
	<ul style="list-style-type: none"> ▪ 40 students with learning difficulties participated in schedule of new workshops on sexual health issues 	Health Schedule	Health Peer Education Worker	Termly

Outcome	Claim	Evidence	By Whom	When
2. Enjoying & Achieving	<ul style="list-style-type: none"> Wide curriculum portfolio provides progression opportunities with 66% of full time students progressing to further training 	Full-time Brochure	Curriculum Directorates	Annually
	<ul style="list-style-type: none"> Learner Management Week gives students time to review work and set targets 	Learner Schedule	Curriculum Directorates	Termly
	<ul style="list-style-type: none"> Target setting through Progress Files keep students on track and sets personal learning plans 	Progress Files	Personal Tutors/Directorates	6 weekly
	<ul style="list-style-type: none"> Learner Styles included at Induction Stage for FT students 	Induction	Personal Tutors/Tutorial and Enrichment Co-Ordinators	Sept
	<ul style="list-style-type: none"> Framework for Excellence Admissions Process for students with learning difficulties ensures support needs can be met 	Admissions Process	Admissions Manager	Annually
	<ul style="list-style-type: none"> Classroom management posters detail expected behaviour of all students 	Equality & Diversity Posters	EMT/SMT	Termly
	<ul style="list-style-type: none"> Reward schemes encourage students to achieve 	Directorates	Tutorial & Enrichment Co-ordinator	Termly
	<ul style="list-style-type: none"> Tutorial/Enrichment Programme promotes citizenship 	Tutorial & Enrichment Schedule	Tutorial & Enrichment Co-ordinator	Termly
	<ul style="list-style-type: none"> Enterprise Schemes for student groups 	Curriculum Programme	Directorates	Termly
	<ul style="list-style-type: none"> Strong Schools Liaison service engaged 976 pupils from year 9 onwards 	Schools Liaison Schedule	14-16 Schools Liaison Manager	Termly
	<ul style="list-style-type: none"> Activ8 programme had 35 pupils engaged in activities 	Schools Liaison Schedule	14-16 Schools Liaison Manager	Termly
	<ul style="list-style-type: none"> Robust FT Admissions process gets right student on right course with only 24 transfers 	Admissions Statistics	Admission Manager	Termly
	<ul style="list-style-type: none"> Learner Involvement Strategy gains views of learners throughout year to inform service with 95% whole college satisfaction rate in 07-08 	Learner Involvement statistics	Directorates	Half Termly
	<ul style="list-style-type: none"> Effective Travel to learn 14-16 initiative involved 324 pupils in participation and progression opportunities 	Travel to Learn stats	14-19 Schools Liaison Manager	Termly
	<ul style="list-style-type: none"> Comprehensive initial assessment for learners achieved 94% success rate for 16-18 and 94% for adults receiving support in the class room with 57% of learners level 1 and below 	Initial Assessment statistics	Learner Support Manager	Sept onwards
	<ul style="list-style-type: none"> Contact with part-time students through Support 4 U Newsletter encouraged 46% of students to take up learning support and careers services throughout the year 	Careers statistics	Client guidance Manager	Sept onwards
<ul style="list-style-type: none"> A revised Initial support self-assessment process for part time students achieved 63% return rate and of these 9.8% required support 	Learning Support statistics	Learner Support Manager	Sept onwards	

<ul style="list-style-type: none"> Extensive attendance monitoring by Curriculum Support Workers and Personal Tutors give students attendance standard and support those with difficulties 	Admissions File	Learner Support Manager	Sept onwards
<ul style="list-style-type: none"> Service Level Agreements with 16+ In-Care team and Youth Offending Service ensure these vulnerable students are looked after achieving 81% retention rate in 07-08 	Admissions Statistics	Admissions Manager Dep Director of Student Services & Learner Support	
<ul style="list-style-type: none"> Dedicated Mentors assisted students in care, 16-18, vulnerable students 16-18 LDD, International Students, Adults LDD, work-based learning and 14-16 cohort – mentoring retention of 98% 	Support statistics	Deputy Director of Student Services & Learner Support	Weekly
<ul style="list-style-type: none"> Work based learners meet with case load cohorts to set targets 	Caseload files	CDT Directorate	Monthly
<ul style="list-style-type: none"> Enterprise opportunities enabled 30 students with learning difficulties to co-ordinate business activities 	Foundation Portfolio	Foundation Directorate	All year
<ul style="list-style-type: none"> Co-ordinated Progress Reviews for 14-16, full-time and some part-time learners provide learners with targets and action plans 	Course Team File	Curriculum Directorates	6 weekly
<ul style="list-style-type: none"> Carers and parents of learners with learning difficulties consulted about appropriate provision and support 	Tutorial File	Curriculum Directorates	Sept
<ul style="list-style-type: none"> Extensive programme of 153 Careers workshops and 1151 one to one interviews helped students identify progression routes 	Enrichment Schedule	CEG Manager/Connexions staff	Sept onwards
<ul style="list-style-type: none"> Strong Personal Tutor framework for full-time, 14-16 learners provides one to one support 	Tutorial Entitlement	Directorates	Weekly
<ul style="list-style-type: none"> Learner Management programme gives learners time to plan and complete work to reduce stress 	Tutorial File	Client Guidance Manager	Annually
<ul style="list-style-type: none"> Celebration Evenings enhance self-esteem of full-time and part-time learners with 400 students attending with parents in June 07 	Celebration of Work statistics	Directorates	June
<ul style="list-style-type: none"> 20 Parents evenings just prior to enrolment and in first month helps to ensure learners stay on track and establish firm support from parents 	Parents Evening data	Directorates	Aug - Oct
<ul style="list-style-type: none"> Cause for Concern process alerts staff to attendance/behaviour concerns of 14-19 pupils, 170 pupils highlighted for concern achieving 88% retention rates 	Support Statistics	Dep Director of Student Services & Learner Support	Weekly
<ul style="list-style-type: none"> 60 Suggestions and complaints forms monitored to indicate trends and action as appropriate in 07/08 resulting in 0.21% of College enrolments 	Suggestions & Complaints data	Director of Student Services & Learner Support	Weekly
<ul style="list-style-type: none"> Help with assignment planning and study skills at Induction helps transition from School to College 	Directorate Calendar	Director of Student Services & Learner Support	Sept onwards

	<ul style="list-style-type: none"> College's zero tolerance of Equality incidents provides a safe environment for students to study and is promoted in Community Talks at Induction 	Induction data	Student Liaison Manager	Sept onward
	<ul style="list-style-type: none"> Robust quality mechanisms involved 497 teaching staff observations in 07-08 	Quality File	Corporation Director for Quality & Standards	Termly
	<ul style="list-style-type: none"> A quality-focused Professional Development Unit nurtures new staff and provides an effective mentoring process 	Quality PTL File	EMT/Corporation	Sept onwards
	<ul style="list-style-type: none"> Child Care provision provided 124 children with nursery provision involving 104 students 	Learner Support Funds statistics	Childcare Programme	Sept onwards
	<ul style="list-style-type: none"> An extensive mentoring process supports vulnerable learners from Induction to Term 2 or 3 with 233 mentees in 07-08 achieving 98.8% retention 	Support Statistics	Dept Director of Student Services	Sept onwards
	<ul style="list-style-type: none"> Named Mentor for 35 late starters (after course start date) 	Support statistics	Tutorial & Enrichment Co-ordinator	September
	<ul style="list-style-type: none"> Respect Policy & Posters sets College citizenship standard for all full-time students 	Posters/Policy	Tutorial & Enrichment Co-ordinator	September

Outcome	Claim	Evidence	By Whom	When
3. Staying Safe	<ul style="list-style-type: none"> Named Governor for Safeguarding Learners Network (14-19/Adults) 	Safeguarding Network minutes	Director of Student Services & Learner Support	Termly
	<ul style="list-style-type: none"> Disaster Plans available to cope with emergencies 	Disaster Plan	EMT	September
	<ul style="list-style-type: none"> Anger management workshops helps to maintain safe environment with 5 workshops and 34 individuals being counselled in 07-08 	Support statistics	Student Liaison Manager	Weekly
	<ul style="list-style-type: none"> Citizenship Code is robust and takes into account vulnerable students. 4 exclusions in 07-08 approximately 0.7% of full time cohort 	Disciplinary statistics	Directorates Director of Student Services & Learner Support	September
	<ul style="list-style-type: none"> ID cards creates safe College site 	Security ID	EMT/SMT	September
	<ul style="list-style-type: none"> Security Guards provide secure environment 	Security Rota	Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> External multi-agency support links provides specialist diverse programme 	Student Services	Deputy Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> A total of 250 ethnic minority and international students have Diversity Worker 	Support Statistics	Dep Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> Named mentors for 533 vulnerable students with 98% retention rate 	Support Statistics	Deputy Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> Student Health Advisors undertook 47 health workshops in Sexual Health Project 	Health Schedule	Health Project Worker	Sept onwards
	<ul style="list-style-type: none"> Student Youth Advisors participated in Anti-Bullying Network with 11 workshops completed involving 250 students 	Enrichment Schedule	Student Liaison Manager	Sept onwards
	<ul style="list-style-type: none"> Advocacy groups available for adults with learning difficulties 	Student Services/ALDD	Deputy Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> Excellent Cause 4 Concern and harassment & bullying processes with 88% C4C retention and 100% H&B retention of students 	Support statistics	Deputy Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> During Induction all students are given information relating to Fire and Health & Safety 	Induction Files	Personal Tutors	Sept onwards
	<ul style="list-style-type: none"> Extensive support process offered to students aids retention with counselling service having 97% retention and mentoring and befriending having 98% retention 	Support Statistics	Deputy Director of Student Services & Learner Support	Sept-June
	<ul style="list-style-type: none"> External supervision by professional Supervisor for mentors and counsellors maintains a quality service for learners 	Support & Supervision data	Deputy Director of Student Services & Learner Support	Termly
	<ul style="list-style-type: none"> Health & Safety policies and inspections are regularly undertaken 	Health & Safety	Health & Safety Co-ordinator	Sept onwards
	<ul style="list-style-type: none"> Fire Drills are held and monitored throughout the year 	Health & Safety	Health & Safety Co-ordinator	Sept onwards
<ul style="list-style-type: none"> Safeguarding Learners Policy provides protection procedures for all full-time, part-time and 14-16 learners, and vulnerable learners. Designated staff attend training sessions 	Report to Corporation	Director of Student Services & Learner Support	Sept onwards	

Outcome	Claim	Evidence	By Whom	When
4. Making a Positive Contribution	<ul style="list-style-type: none"> ▪ Extensive external activities provide students with enrichment opportunities 	Enrichment Schedule	Tutorial & Enrichment Co-ordinator	Sept-June
	<ul style="list-style-type: none"> ▪ Students assist at Information Evening, Schools Liaison events etc 	Student Services	Deputy Director of Student Services & Learner Support	Sept-June
	<ul style="list-style-type: none"> ▪ 60 Suggestions & Complaints received with 80% retention of students 	Suggestions & Complaints data	Director of Student Services & Learner Support	Sept-June
	<ul style="list-style-type: none"> ▪ Students work towards external awards e.g. Millennium Volunteers, Duke of Edinburgh, Sports Coaching etc. 	Enrichment Schedule	Tutorial & Enrichment Co-ordinator	Sept-June
	<ul style="list-style-type: none"> ▪ Advisors to assist students 	Sample Job Spec	Deputy Director of Student Services & Learner Support	Sept-June
	<ul style="list-style-type: none"> ▪ Principal Question Time held once a year 	Learner Involvement Strategy	Student Liaison Manager	April/May
	<ul style="list-style-type: none"> ▪ Learner Involvement Strategy Forums enable students to contribute to College services 	Learner Involvement Strategy	Directorates	Sept-June
	<ul style="list-style-type: none"> ▪ Students are made aware of rights and responsibilities in Induction week 	Various Leaflets	Curriculum Directorates	Sept-June
	<ul style="list-style-type: none"> ▪ Students raise money for local and international charity events 	Enrichment Schedule	Tutorial & Enrichment Co-ordinator	Sept-June
	<ul style="list-style-type: none"> ▪ Learner Profiles around College raise aspirations 	Profiles	Marketing Manager	Sept-June
	<ul style="list-style-type: none"> ▪ Students give permission for their storylines to be used in local media to encourage pupil participation in FE 	Publicity materials	Marketing Manager	Sept onwards
	<ul style="list-style-type: none"> ▪ Learners hold fund-raising days for "Children in Need" on annual basis 	Minutes	Heads of Schools	Sept-June
	<ul style="list-style-type: none"> ▪ Sports students assist local schools with sports activities 	Sports Course File	LBAPS Directorate	Sept-June

5. Achieve Economic Well-Being	<ul style="list-style-type: none"> Students with learning difficulties learn life-skills 	Foundation Brochure	Foundation Director	Sept onwards
	<ul style="list-style-type: none"> Financial awareness sessions feature in tutorial and enrichment framework and specialist staff in Student Services advise about grants, transport etc 	Tutorial Schedule Grants/Travel leaflets	Tutorial & Enrichment Co-ordinator/Admissions Manager	Sept onwards
	<ul style="list-style-type: none"> Progression data through profiles provide positive models in local schools with 5% increase in ft students 	Enrolment data	14-19 Schools Liaison Manager	Sept onwards
	<ul style="list-style-type: none"> HE Days provide essential progression support with 17% progressing to HE and 475 participating in HE workshops 	Enrichment Schedule	Client Guidance Manager	Sept onwards
	<ul style="list-style-type: none"> 260 students attended Employability Days assist them to make choices 	Enrichment Schedule	Client Guidance Manager	Sept onwards
	<ul style="list-style-type: none"> Disciplinary Process sets good behaviour standards with only 4 in 07-08 	Disciplinary data	Directorates	Sept onwards
	<ul style="list-style-type: none"> Connexions 4 Youth carried out 51 careers workshops and College Client Guidance Mgr carried out 102 workshops in 07-08 	Enrichment Schedule and Statistics	Client Guidance Manager	May/June
	<ul style="list-style-type: none"> Front of House Advice service helps with transport, grants etc 	Leaflets	Office Manager	Sept onwards
	<ul style="list-style-type: none"> Funds targeted for Carers, Independent Living, one-Parents etc with 204 students receiving funds with 84% retention 	Learner Support Fund data	Director of Student Services & Learner Support	Sept onwards
	<ul style="list-style-type: none"> Extensive specialist Essential Skills and EFL courses provided 2943 learners with essential skills 	Student data	Head of School - Bridge Centres	Sept onwards
	<ul style="list-style-type: none"> 9 Exit interviews with learners held in the year provided safety net and referral mechanism with Connexions 4 Youth 	Careers Statistics	Client Guidance Manager	Sept onwards
	<ul style="list-style-type: none"> Careers provision provided learners with 250 part-time vacancy data through employment links 	Enrichment Schedule	Client Guidance Manager	Sept onwards
	<ul style="list-style-type: none"> Impartial, good quality careers advice helps learners make choices about further training or employment with 17% going to HE, 42% to training, 21% to employment 	Enrichment Schedule	Client Guidance Manager	Termly
	<ul style="list-style-type: none"> Work placement programme assisted 350 students to gain workplace skills and contacts in specific vocational areas 	Work Placement data	Directorates	Termly
	<ul style="list-style-type: none"> Vulnerable students participate in life skills to enhance self-esteem 	Course Team Files	Foundation Directorate	Termly
	<ul style="list-style-type: none"> Students are given the opportunity to change course area during Induction, through Induction Fairs with 24 transfers in 07-08 	Enrolment data	Deputy Director of Student Services and Learner Support	Sept
	<ul style="list-style-type: none"> A Student Arena provides structured support, advice and a rest area for 16-18 learners 	Student Arena	Student Liaison Manager	Weekly
	<ul style="list-style-type: none"> A quiet room for mature learners (E125) provides suitable accommodation at lunch and break times 	E215	Access Co-ordinator	Sept-June
	<ul style="list-style-type: none"> Dedicated provision for students with autistic spectrum needs provides appropriate environment 	ADS Project	Foundation Directorate	Termly
	<ul style="list-style-type: none"> A multi-faith – meditation room is available in Student Arena for students/staff of belief and non-belief and managed by Multi Faith Network 	Multi-faith provision	Student Liaison Manager/Diversity Manager	Sept
<ul style="list-style-type: none"> Good progression levels within College each year with 66% ft students progressing to further training in 07-08 	Enrolment data	Client Guidance Manager/Admissions Manager	Termly	

SELF-ASSESSMENT FOR SAFEGUARDING LEARNERS 2007-08

This template document is produced by Government to assist Colleges in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. Section 175 of the Education Act 2002 introduced this new duty for governing bodies which was enacted in June 2004. The guidance 'Safeguarding Children in Education', published in September 2004 outlines the arrangements that need to be in place to meet those duties (Reference should be made to 'Safeguarding Children in Education', DfES September 2004).

The evidence data is written in respect of Telford College. The Network referred to in the evidence column refers to the College's Safeguarding Learners' Network.

Section A: Objective: providing a safe environment for children and young people to learn in

1.		GOVERNING BODIES SHOULD ENSURE THAT TELFORD COLLEGE:	COLLEGE EVIDENCE
	1.1	<p>Has a child protection policy and procedures in place which is</p> <ul style="list-style-type: none"> • in accordance with locally agreed inter-agency procedures • given in writing to all College personnel, including volunteers • the policy is made available to learners/parents on request 	<ul style="list-style-type: none"> ▪ Safeguarding Learners Policy ▪ Safeguarding Learners Leaflet ▪ Included in Induction materials ▪ Mailshot Newsletter to parents ▪ Staff Development programme ▪ Every Child Matters Self-Assessment ▪ Safeguarding Learners Self Assessment
	1.2	<ul style="list-style-type: none"> • Operates safe recruitment procedures (in line with guidance) • Makes sure that all appropriate checks are carried out on new staff volunteers and parents who will work with children 	<ul style="list-style-type: none"> ▪ Recruitment Policy and procedure ▪ CRB Procedure ▪ Personnel lists of staff and recruitment checks carried out
	1.3	<ul style="list-style-type: none"> • Has procedures for dealing with allegations of abuse against members of staff and volunteers (in line with guidance) • that comply with guidance from the DfES LA and with locally agreed inter-agency procedures <p>Cases are reported to the Secretary of State if a person ceases to work in an education setting and there are grounds for believing that s/he may be unsuitable, or may have committed misconduct.</p>	<ul style="list-style-type: none"> ▪ Safeguarding Learners Policy ▪ Policies and procedures comply with Safeguarding Children's Board, Government and local Integrated services ▪ Principal carries out notification to Secretary of State if required
	1.4	<ul style="list-style-type: none"> • A member of the Corporation (usually the Chair) is responsible for liaising with LA and partner agencies in the event of allegations of abuse being made against the principal 	<ul style="list-style-type: none"> ▪ Safeguarding Learners Policy approved and signed by Chair of Corporation
	1.5	<ul style="list-style-type: none"> • The Corporation remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay; 	<ul style="list-style-type: none"> ▪ College Safeguarding Learners Network ▪ Corporation link to Network ▪ Safeguarding Learners Policy
	1.6	<ul style="list-style-type: none"> • The Corporation reviews its policies and procedures annually, and how their duties have been discharged 	<ul style="list-style-type: none"> ▪ Safeguarding Learners Policy ▪ Child Care Centre Child Protection policy (in line with LA regulations)

2		THE PRINCIPAL SHOULD ENSURE THAT:	
	2.1	<ul style="list-style-type: none"> • The policies and procedures adopted by the corporation are fully implemented • Policies and procedures are followed by all staff 	<ul style="list-style-type: none"> ▪ Policy documentation ▪ Minutes of Corporation meetings ▪ Staff Development sessions ▪ Staff Handbook ▪ Child Care Centre policies and procedures
	2.2	<p>Guidance is given to staff on appropriate behaviour, including:</p> <ul style="list-style-type: none"> • Boundaries to professional behaviour • What might constitute abuse of trust 	<ul style="list-style-type: none"> ▪ Safeguarding Learners Policy ▪ New Staff Induction sessions ▪ Staff Handbook
	2.3	<p>All staff and volunteers feel able to raise concerns about poor or unsafe practice, such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies</p>	<ul style="list-style-type: none"> ▪ Staff development sessions ▪ Safeguarding Learners Policy ▪ Safeguarding Learners Leaflet ▪ Staff Handbook
	2.4	<p>Clear procedures are in place for learners in the specific circumstances of long term work placements, in line with detail in “Safeguarding Children in Education”, September 2004, Annex A, sections 4-9, where the placement is:</p> <ul style="list-style-type: none"> • For more than one day per week; • For longer than one term in any academic year; • Aimed at learners who may be vulnerable, e.g. those who have special needs or are young (aged under 16); <p>(The College does not allow placements where the learner will be alone with one employee)</p>	<ul style="list-style-type: none"> ▪ Work Placement Network Agenda and Minutes ▪ Safeguarding Learners Statement issued to employers ▪ Employers Handbook ▪ Student Handbook ▪ Student Care Statement
	2.5	<p>Safeguarding is part of the curriculum</p>	<ul style="list-style-type: none"> ▪ Personal Support package ▪ Personal Tutor system ▪ Tutorial & Enrichment Schedule ▪ Every Child Matters Self-Assessment ▪ Service Level Agreements with Youth Offending Service and Local Authority In-Care Team
	2.6	<p>Learners are listened to</p>	<ul style="list-style-type: none"> • Befrienders, Mentoring process • Counselling Service • Personal Tutor one-to-one reviews • Learner Involvement Strategy • Suggestions & Concerns process • Learner Councils • Principal’s Question Time

SECTION B: Identifying learners who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at College

3.	THE CORPORATION SHOULD ENSURE THAT:		
3.1		<p>There is a senior member of staff who is designated to:</p> <ul style="list-style-type: none"> • Take lead responsibility for dealing with child protection issues • Provide advice and support to other staff • Liaise with the LEA • Work with other agencies as required • Provides Corporation with an annual report • And that there is a trained person to deputise in absence of designated person 	<ul style="list-style-type: none"> • Senior designated person is Director of Student Services & Learner Support • Deputy Director of Student Services & Learner Support • Other Network members are able to deputise if necessary • Corporation receive annual report
3.2		<ul style="list-style-type: none"> • The College considers the needs of individual learners who may need safeguarding (with due regard to confidentiality) • Sufficient time and resources are available to designated senior person 	<ul style="list-style-type: none"> • Admissions transition planning involves identification of 16-18 learners in need of support • 14-16 learners are identified • Modern Apprentices are monitored by Directors • Vulnerable Adult learners have dedicated mentor • Dedicated staff put support processes in place • College Child Care Centre works to the Local Authority regulations in respect of child protection
		<p>The designated person undertakes:</p> <ul style="list-style-type: none"> • Basic child protection training • Training in inter-agency working that is provided by, or to standards agreed by, the ACPC • Refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date 	<ul style="list-style-type: none"> • All Network staff attended training in 07-08 • All Network members undertake child/adult protection training • All training is carried out by registered trainers • Local Authority provides refresher training
		<p>All other staff who work with learners should:</p> <ul style="list-style-type: none"> • Undertake appropriate training to equip them to carry out their responsibilities for child protection effectively • Keep training up to date by refresher training at 3 yearly intervals <p>AND</p> <ul style="list-style-type: none"> • Temporary staff and volunteers who work with children are made aware of the College's arrangements for child protection and their responsibilities 	<ul style="list-style-type: none"> • Professional Development Manager produces staff development programme • All staff at the College are made aware of responsibilities through Induction and College documentation • Specific process in place to ensure voluntary and temporary staff are aware of the College's Safeguarding arrangements
		<ul style="list-style-type: none"> • Provision is made to ensure that Corporation members are informed of child protection training and if available are able to participate. A named member of the Corporation sits on the Safeguarding Learners Network. An annual report to the Corporation reaffirms to Corporation members their duties in respect of child protection. 	<ul style="list-style-type: none"> • Professional Development Manager informs Corporation members of training programmes • The Corporation receives an annual report

4.		THE PRINCIPAL SHOULD ENSURE THAT:	
	4.1	<ul style="list-style-type: none"> • All staff follow policies and procedures adopted by the Corporation and they are fully implemented 	<p>Staff are informed of College procedure through:</p> <ul style="list-style-type: none"> • Induction • Staff Development • Staff Handbook • Workshops • Flowchart for tutors
	4.2	<ul style="list-style-type: none"> • Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children • Designated person who carries out duties 	<ul style="list-style-type: none"> • Telford College has a designated senior member of staff for child/adult protection • The College also has a Safeguarding Learners Network • Senior staff co-ordinate CAF and TAC processes in College and involve relevant external agencies • The senior member of staff and other Network members liaise with external agencies and attend inter-agency meetings as required • Senior staff attend strategy meetings
	4.3	<p>Staff are knowledgeable about what constitutes abuse and what conditions may be of particular concern. Staff should:</p> <ul style="list-style-type: none"> • Know categories and indicators of sexual, physical, neglect and emotional, financial • Be aware that parental substance abuse and domestic violence will be causes for concern • Be aware that children may be abusers • Be aware that children may be involved in prostitution and therefore victims of abuse • Be aware of female genital mutilation and that it is an offence • Know that forced marriage is an abuse of human rights • Be alert to possibility of fabricated or induced illness • Consider whether children are “young carers” with rights to additional support services 	<ul style="list-style-type: none"> • Network members attend training updates on an annual basis • All Network members are aware of the definitions of abuse, and the various aspects which constitute abuse • Refresher course held each year for dedicated staff • Professional Development Manager implements awareness raising sessions for all staff

This document will form part of the College Quality Cycle and will be included in the Self Assessment Process.

EQUALITY AND DIVERSITY SELF-ASSESSMENT

(Including Equality and Diversity Impact Measures linked to LSC targets)

2007-8

This self assessment and listed processes strive to:

- Include all students of the College (14-16, 16-19, Students with learning difficulties, Work based learners, Part time and International students),
- reflect the zero tolerance stance of the College in respect of incidents in respect of equality
- promote a safe, harmonious environment for students and staff
- engage with external partnerships to ensure that we are reflecting strategies to promote community cohesion

OUTCOME 1: TEACHERS AND TRAINERS USE MATERIALS AND TEACHING METHODS THAT PROMOTE EQUALITY OF OPPORTUNITY

REF	CLAIM	EVIDENCE	BY WHOM	WHEN
1.1	Lesson plans indicate range of teaching styles and resources to accommodate different learning styles with 96% College success rate	Lesson Plans Teaching Observation process	Tutors	Termly
1.2	A review of Additional Learning Support Partnership Model promotes inclusivity and success with 92% success rate for students receiving support	Learning Support statistics	Learning Support Manager Heads of School	Termly
1.3	Dedicated equality and diversity training sessions on a 34 year rolling programme has been approved by senior managers and Corporation	Tracking process of Professional Development Manager	Professional Dev Manager	Termly
1.4	Good practice is collated through Inclusive Learning Networks and disseminated through Tutor development sessions	Annual Tutor Training Schedule	Learning Support Manager Heads of Schools Professional Development Mgr	August
1.5	Work based learners are seen by staff who have trained in equality and diversity so that they can promote the College's stance. Employers are made aware of the policy of the College.	CDT Directorate	Director (Quality)	Termly
1.6	Tutor briefings on disability/learning difficulty/medical issues and appropriate resources are held by the Learning Support Mgr	Training programme	Learning Support Manager	Termly

OUTCOME 2:

LEARNING RESOURCES AND ACCOMMODATION ALLOW LEARNERS TO PARTICIPATE FULLY

REF	CLAIM	EVIDENCE	BY WHOM	WHEN
2.1	A rolling programme of accommodation strategies improve facilities for all learners	Estates Committee meetings New Build programme	EMT	Annually
2.2	A comprehensive external venue audit informs Directorates of most appropriate premises to use for accessibility etc.	100% of premises reviewed by External Venue Audit	Health & Safety Co-ordinator	All year
2.3	Extensive centralized catalogue of specialist equipment is available for staff	Promotion workshops	Learning Support Manager	August
2.4	A rapid response helpdesk provided a high supports technical computer service with 8067 customers served in 07-08	Computing Customer Service statistics	Computer Services Manager	As required
2.5	Well equipped specialist classrooms, salons, learning centres, and workshops provide learners with a flexible learning environment	Accommodation List	EMT	Annually
2.6	Key publicity documentation is monitored for equality and diversity issues eg disability, gender, ethnicity	Key Publicity documents	Marketing Manager	Monthly
2.7	239 Transition plans at the admissions /enrolment stage enables equipment, support, accommodation needs and medical needs to be identified	07-08Admissions Transition Plans	Admissions Manager Learning Support Manager	Feb – Sept

OUTCOME 3: ASSESSMENT OF INFORMATION INCLUDING THE ANALYSIS OF PERFORMANCE OF DIFFERENT GROUPS OF LEARNERS IS USED TO GUIDE COURSE AND PROGRAMME DEVELOPMENT

REF	CLAIM	EVIDENCE	BY WHOM	WHEN
3.1	Directorates analyse retention and achievement by gender, ethnicity and disability to identify trends	Equality & Diversity Impact Measures	Vice Principal Corporate Development	March - July
3.2	Annual Equality Diversity Impact measures agreed by each Director to address imbalances in delivery included promotion of IT to females, improve success rates of Pakistani and male white British students, improve retention of white males in engineering, address gender imbalance in health and social care.	Equality Diversity Impact Measures	Directors	June - July
3.3	Strong Impact Assessment process with 96 policies assessed in 07-08	Impact Assessment Data	Director of Student Services & learner Support	March - July
3.4	Disability Forum and "Something to Shout About" groups held for student with disabilities with 50 attending in 07-08	Promotional materials	Learning Support Manager	Termly
3.5	FT applications analysed by gender, ethnicity, disability and learning difficulty with 8.42% from ethnic minority backgrounds, gender balance 50/50, disability 17% compares favourable with borough averages	Admissions data	Admissions Manager	Nov - Dec
3.6	240 Admissions Panels assessed support needs of vulnerable students with 98% retention in 07-08 with 28% disability and 323% learning difficulty, 51% male, 49% female	Support data	Admissions Manager	Feb – Sept
3.7	6 Inclusive Learning Networks per year review learning support with Heads of Schools and Programme Managers	Learning Support data	Directorates Learning Support Manager	Termly
3.8	A tutorial Audit assesses impact of equality processes across College and provides action points for next year	Tutorial Audit data	Tutorial & Enrichment Co-ordinator	May – June
3.9	Counselling provision supports retention rate of College dealing with 176 students (14% from ethnic minority background) with 90% retention rate for the service	Support Data	DDSS&LS	June
3.10	The Additional Support Partnership Model includes regular reviews between learner-tutor and Learning Support staff to assess service	Learning Support Data	Learning Support Manager	Termly
3.11	Exclusions are analysed to identify trends with regard to ethnicity, disability, gender or level – 7 exclusions in 07-08 compared with 4 previous year.	Exclusion data	Director of Student Services	June
3.12	Allocation of learner support funds is analysed by gender, ethnicity, disability, postcode and retention to inform allocation process with 94% retention of adults and 80% of 16-18 yr olds	Learner Support data	Director of Student Services	June
3.13	Directorate staff review success rates as part of the quality cycle to highlight successes and development issues with 88% success rate in 07-08	Student data	Directors	March
3.14	Use of 153 careers workshops is analysed by course, ethnicity, gender and disability to inform provision by careers and Connexions staff with 42% progression to further training, 21% to employment and 17% to HE	Careers Statistics	Client Guidance Manager	Termly
3.16	The College Impact Assessment process enables planning to be reviewed by senior managers with 96 assessments in 07-08	Impact Assessment data	Director of Student Services & Learner Support	Termly

OUTCOME 4: THE CURRICULUM PORTFOLIO IS SOCIALLY INCLUSIVE, ENSURING EQUALITY OF ACCESS AND OPPORTUNITY FOR LEARNERS

REF	CLAIM	EVIDENCE	BY WHOM	WHEN
4.1	Extensive curricula meet the needs of diverse range of learners: employment returners, 16-18 learners, adults with learning difficulties, disengaged groups, 16-18 with learning difficulties, community learners, 14-16 year olds, and modern apprenticeships	Full-time Brochures ALDD leaflets Part-time Brochures Specific Leaflets JCP Projects	Marketing Manager	Termly
4.2	Good rates of success for literacy and numeracy sessions in community with 99% success and 99% retention	Student data	Head of School Essential Skills	Termly
4.3	Commercial Development and Training Directorate responds to the individual needs of employers and work based learners	Directorate Portfolio	Training Managers	Termly
4.4	239 Personalised learning plans developed for 16-18 learners and adults with learning difficulties ensure sound provision	Personal Support Data	Heads of School	Termly
4.5	Extensive learner participation across College	Learner Involvement Strategy	Student Liaison Manager	Termly
4.6	Student Councils address the needs of diverse range of learners eg International, 16-18, 19plus, Students with Learning Difficulties, Ethnic Minority background students Work based learners feed back to Case Load Officers through regular reviews	Foundation Council, Ethnic Minority , International Council, Student Council minutes	Student Liaison Manager/Diversity Manager	Termly
4.7	Learner Management Weeks provides learners with a week to reassess targets and receive additional tuition	Learner Management Week Schedules	Directorates	Every 6-8 weeks
4.8	Specialist support for 12 learners with sensory impairments assist with achieving learning programme resulted in 100% retention and 90% success rate	Learning Support data	Learning Support Manager	Termly
4.9	Observation of 11 Learning Support staff enables constant review/evaluation and amendment to provision	Learning Support Observation data	Learning Support Manager	Termly
4.10	Comprehensive Additional Support Partnership Model engages learner/tutor/learning support staff in a quality cycle	Learning Support File	Learning Support Manager	Termly
4.11	Sports enrichment activities open to all groups eg Sports Academy, Girls Allowed, Sportability for students with disabilities	Enrichment Schedule		
4.12	The Equality & Diversity Committee meets between 5-7 times a year to review policies, procedures and practice and include representatives from Directorates/Departments and students	Equality & Diversity Minutes Equality & Diversity Annual Report to Governors	Director of Student Services & Learner Support	Half Termly
4.13	Destination data is used to promote progress and positive profiles	Destination profiles	Client Guidance Manager	Termly
4.14	A specific programme and facilitators offers support for students within the Autistic Spectrum Disorder	Team Files	Foundation Studies Director	Termly
4.15	Directorate staff impact assess new courses and processes against the equality strands to ensure that they meet the needs of students	Impact Assessment File	Director of Student Services & Learner Support	Termly
4.16	Out of the 240 special Admissions Panels, 149 students went on to join vocational courses, 43 to E2E courses	Admissions Data	Admissions Manager	Jan-Sept

OUTCOME 5: GUIDANCE AND SUPPORT PROCESSES ARE SENSITIVE TO EQUALITY OF OPPORTUNITY

REF	CLAIM	EVIDENCE	BY WHOM	WHEN
5.1	Staff giving advice and guidance follow the guidelines of MATRIX advice standards	MATRIX Assessment process	Client Guidance Manager	3 yearly Assessment
5.2	Advice is available through a variety of methods to meet individual needs	Processes include face-to-face, email, web, telephone, mini-com, tasters, information evenings, displays on employer premises	Director of Student Services and Learner Support	Termly
5.3	Continuous programme of staff training raises awareness of individual needs	Advice & Guidance Network training schedule	Office Manager	Termly
5.4	Early identification of vulnerable learners aids retention strategies with 98.2% retention in 07-08	Support Statistics	Admissions Manager Dep Director of Student Services	Feb – Sept
5.5	239 Transition planning at admissions stage helps learners with learning difficulties, medical needs or disabilities	Admissions data	Learning Support Manager	Feb – Sept
5.6	Extensive links are formed with external agencies in respect of health, child protection and social needs	Referral Network	Director of Student Services	Termly
5.7	Initial assessment during induction enables the identification of support needs with 1500 ft and 2100 pt students completing process with ft success rate of 91% and pt rate of 94%	Learning Support data	Learner Support Manager	September
5.8	Learner support funds assists learners with childcare, travel expenses etc with 84% retention rate	Learning Support data	Director of Student Services	June
5.9	12 Observations of advice & guidance staff in 07-08 maintains quality standards	Observation data	Office Manager	Feb – April
5.10	Key documentation is available in a variety of modes to assist learners eg large print, tape, community languages	Publicity materials	Marketing & External Events Manager	September
5.11	Careers guidance is available through a variety of methods eg day/evening appointments, Supprt4U newsletter, web, intranet, email, texting	Careers Schedule	Client guidance Manager	Sept onwards
5.12	Counselling team has male/female members and representatives from ethnic minority community	Counselling team Profile	Dept Director of Student Services & Learner Support	Sept onwards
5.13	Specialist mentors and befrienders see vulnerable students weekly ie In Care, international, 16-18 ldd, adults ldd, 16-18 vulnerable with 98% retention rate in 07-08	Support data	Dep Director of Student Services & Learner Support	Sept onwards
5.14	246 International students attend welfare one-to-one support sessions and lunchtime networking sessions with additional support during the first term	Support data	Admissions Manager	Termly

5.15	Severely disabled students are given support with enrolment in the community through Service Level Agreements	Service Level Agreement with external agency	Director of Student Services	Termly
5.16	Front of house and Support Staff , Security, Site Services, Work Based Trained attend Disability/Medical/Diversity short training sessions to improve customer service and have accessed transgender awareness training	Training Schedule	Office Manager, Student Services	Termly
5.17	College's Enrichment Entitlement includes multi-faith provision, workshops on citizenship and diversity issues which helps to create an harmonious environment	Enrichment Entitlement	Dep Director of Student Services & Learner Support	Termly
5.18	Partnerships with external agencies help to ensure that the College is aware of local issues or tensions and enable us to deal effectively with College cohesion	External Partnerships	Director of Student Services & Learner Support	Termly

OUTCOME 6: THERE ARE EXPLICIT AIMS, VALUES AND STRATEGIES PROMOTING EQUALITY FOR ALL, THAT ARE REFLECTED IN THE PROVIDERS WORK

REF	CLAIM	EVIDENCE	BY WHOM	WHEN
6.1	College Mission Statement reflects response to inclusivity	Mission Statements	EMT	Annually
6.2	The values and aims in the College Development Plan underpin the College's commitment to Equality & Diversity and strives to further community cohesion	Equality & diversity Policy approved by Corporation	EMT	3 yearly
6.3	Colleges policies and procedure are available to students on the Intranet and paper base format	College web pages	Director of Student Services & Learners Support	Sept onwards
6.5	Equality & Diversity Policy sets out the standards by which the College operates, Equality Policies in respect of Disability, Race and Gender complement the policy	Equality & Diversity File	Director of Student Services & Learner Support	Revised 3-4 yearly
6.6	A revised Suggestions and Concerns procedure is widely publicised in College materials and on College premises to promote use	College materials, posters	Director of Student Services & Learner Support	Termly
6.7	Classroom management posters in classrooms reflect support of College management and Corporation when staff are dealing with equality issues	Classroom Management Posters	EMT	Termly
6.8	Comprehensive Learner Voice Forums allow learners to talk about College life. Advocacy services for students with learning difficulties also enhance their experience and they participate in videoconferencing as an easier method of giving feedback	Learner Voice Forum Action Plans Taking Part Agreement	Directorates Front of House Support Services	Termly
6.9	New Principals Questions time held to give learners the opportunity to express views to senior management	EMT Minutes	EMT	Termly
6.10	College continually reviews new legislation in respect of Disability, Religion, Race, Age, Gender, and sexual orientation, etc to ensure policies reflect new demands	Equality & Diversity Committee minutes	SMT	Termly
6.11	The College Self Assessment process reflects Corporation commitment	Self-Assessment	EMT/SMT	Annually
6.12	Corporation members approve an annual Positive Action Plan which lists the aims and values of the College – this is monitored at Equality and Diversity meetings and reported to senior managers	08-09 Positive Action Plan	Director of Student Services & Learner Support	Annually

OUTCOME 7: EFFECTIVE MEASURES ARE IN PLACE TO ELIMINATE OPPRESSIVE BEHAVIOUR INCLUDING ALL FORMS OF HARASSMENT

REFERENCE	CLAIM	EVIDENCE	BY WHOM	WHEN
7.1	Processes in place to assess anger management and engage subsequent support mechanisms	Enrichment Schedule of workshops	Student Liaison Mgr	Termly
7.2	All induction materials highlight processes in place to deal with harassment and bullying	Induction materials	Director of Student Services & Learner Support	Sept – Jan
7.3	Effective mentoring provision of vulnerable students identified at Admissions stage – in 07-08 533 learners with 98% retention	Support Statistics	Dep Director of Student Services	Sept – Jan
7.4	Personal Tutors of track progress and support required of ft,pt, work based learners, 14-16, international and students with learning difficulties	Progress Review Course File	Tutorial & Enrichment Co-ordinator	6 weekly
7.5	Service level agreements help students with specific difficulties are in place with connexions4Youth, Youth Offending Service, In –Care teams	Admissions data	Client Guidance Manager Admissions Manager	Sept – June
7.6	9 exit interviews and 30 progression workshops ensures students are given support by appropriate College contacts	Careers Schedule	14-19 Schools Liaison Manager	Sept – June
7.7	Involvement of parents of 16-18 cohort at all stages in College year ensures good communication with a minimum of 20 evenings per year	College Schedule	Directorates	August - June
7.8	The provision of Youth Advisors in the Anti Bullying Network enables students to comment on College equality policies and procedures processes	Anti Bullying Network minutes	Student Liaison Manager	Sept - June

OUTCOME 8: EQUALITY OF OPPORTUNITY IS PROMOTED AND DISCRIMINATION TACKLED SO THAT ALL LEARNERS ACHIEVE THEIR POTENTIAL

REFERENCE	CLAIM	EVIDENCE	BY WHOM	WHEN
8.1	College has robust and monitored Equality policies for Disability, Race, Gender and an Equality Policy covering all stands of diversity	Individual Polices and monitoring updates	Director of Student Services & Learner Support	Half - termly
8.2	College community talks to 100% of full-time learners during induction sets zero tolerance stance of College	Induction Schedule	Student Liaison Manager	Sept – Oct
8.3	Equality posters are developed by College learners	Displayed posters	Student Liaison Manager	May
8.4	Induction packs for all learners instructs learners about the College's stance on equality issues	FT and PT Induction Packs	Director of Student Services & Learner Support	Sept – June
8.5	Behaviour Management training is a focus of the professional development schedule for tutoring staff	Quality & Professional Development	Quality & Professional Development Unit	Sept – June
8.6	A Positive Action Plan is approved by the Corporation annually to tackle equality issues each academic year	Corporation Reports	Director of Student Services & Learner Support	November
8.7	Harassment and bullying issues are reported and monitored to ensure a quick response with 100% retention in 07/08	Support data	Dep Director of Student Services	Sept - June
8.8	Codes of Practice in each Directorate set standards for equality issues	Codes of Practice Review	Directorates	Sept – June
8.9	A Citizenship Code has been produced to reflect the needs of student groups eg learning difficulties, disabilities	Citizenship Code	Tutorial & Enrichment Co-ordinator	September
8.10	Extensive programme of Equality workshops across College with 31 in 07-08 involving 589 students	Enrichment Schedule	Student Liaison Mgr	Termly

COLLEGE QUALITY IMPROVEMENT PLAN 08-09

Reference	Specific Action to be Taken	Expected Outcome	Responsible for Action	Responsible for Monitoring
1	Continue to expend PCT clinics to provide health services for students on site	<ul style="list-style-type: none"> ▪ Increased opportunities for students to access health checks/advice 	Dep Director of Student Services & Learners Support	Director of Student Services & earner Support
2	Further promote Anti-Bullying Network with students reviewing behaviour and suggesting strategies	<ul style="list-style-type: none"> ▪ Increased student involvement in behaviour strategies 	Student Liaison Manager	Director of Student Services & earner Support
3	Implement Anger Management Workshops for all student groups	<ul style="list-style-type: none"> ▪ Introduce students to techniques to control behaviour ▪ Improved behaviour 	Student Liaison Manager	Director of Student Services & earner Support
4	Further promote multi-faith Network and multi-faith provision and displays	<ul style="list-style-type: none"> ▪ Network of Friends from local community engaged with the College ▪ Increased awareness of student cohort ▪ Multi-faith Room ▪ Multi-Faith leaflets etc 	Student Liaison Manager Diversity Manager Dep Director of Student Services	Director of Student Services & Learner Support Deputy Director of Student Services & Learner Support
5	Focus on Equality displays in each foyer area on a rolling basis throughout the year	<ul style="list-style-type: none"> ▪ Continuous promotion of equality ▪ Increased awareness of student and staff cohort 	Student Liaison Manager Dep Director of Student Services	Director of student Services & Learner Support

Health & Safety Self Assessment

Development Issues & Actions	
Development Area Action Point	
Academic Year 2007-08	Target Date
Safety Manager to complete internal auditor qualification	July 2008
Training to be undertaken for CHASE auditing system	May 2008
Internal & external auditing programme to be negotiated and initiated with senior management	May-July 2008
An environmental review of the college & its activities will be undertaken. This will produce a gap analysis and action plan to promote sustainability in line with EAUC* recommendations	August 2008
Review induction for Protocol National staff & devise a strategy to increase the level of attendance of such staff at college inductions – (with QPDU).	Easter 2008
AIMS pilot to be reported upon and a decision as to its use made by senior management	April 2008
Review impact of Help Desk on college inspection findings	June 2008
Development of work experience systems via Work Placement Group & Procurement Standards	Ongoing
Promotion of use of 'Be Safe' booklet across college	Ongoing
Inspection of off site teaching venues	Ongoing
Review of the college minibus system completed	June 2008
Review of fire safety systems for C Block	Easter 2008
Completion of any C Block fire safety works	Summer Works 2008
Review of H&S staff development programme – with Training Manager	June 2008
Implement scrutiny and approval practice for the Operations Group and Safety Committee for the health and safety SAR and development targets.	June 2008
Develop disabilities site map – in conjunction with Director of Foundation Studies & Learning Support Manager	July 2008

Academic Year 2008-09	Target Date
Review of organisational responsibilities element of the health and safety manual	Autumn 2008
Implementation of full internal and external auditing system	
Delivery of a staff development programme to initiate a new approach to environmental management, including certificated qualifications	
Development of the health and safety manual into a 'safety, health & environmental', (SHE), manual with additional environmental arrangements that focus upon sustainability	
Development of environmental auditing programme – with Estates Manager	
Review of safe learner practices and management of work experience placements	
Review college SHE management system and request the Executive Management Team to review whether the college embarks on gaining approval for a safety or environmental standard.	
Academic Year 2009-10	Target Date
Review of SHE manual and development of directorate/department statements on sustainability	
Review of auditing programme initiated in year 2 and inclusion of environmental audits as part of the overall college programme.	
Review of safe learner practices and management of work experience placements	
Action the decision on the final development target or year 2 according to the nature of the decision	

* EAUC – Environmental Association of Universities and Colleges

Key Questions: College Overview

Achievements and Standards

Outstanding Grade 1

1 How well do learners achieve?

Strengths

- Success rate for all long programmes has maintained an extremely high level of 84%. This compares with 84% in 2006/07 and 85% in 2005/06.
- Outstanding success rates in the upper decile for Levels 1 & 2 - all ages.
- Outstanding success rates for all short qualifications at 95%
- T2G Success Rates at 91% against the MLP of 65%
- Success rates above benchmark in 14 of the 15 Subject Sector Areas
- Very high success rates across the Apprenticeship/Advanced Apprenticeship provision from 33% in 06/07 to 71% in 07/08.

Weaknesses

- Decline in Retention Rates for Level 3 – 16-18 in Subject Sector Areas (4) Engineering, (6) ICT, (8) Leisure & Travel, (9) Art & Media and (15) Business
- Success rates in Engineering Apprentices are still below minimum performance levels
- Poor retention at Level H contributed to a reduced success rate.
- E2E overall success rates for 2007/08 were 55% - 5% short of the College 60% target
- Below benchmark success rate in Subject Sector Area (10) History, Philosophy and Theology

Significant Areas of Improvement

- Marked improvement in Key Skills with a 90% success rate – a 35% improvement on the previous year.
- Essential Skills integration into Full-time provision
- Marked improvement in achievement of whole framework – success rate 71% across the Apprentice provision

Achievement and Standards

1 How well do learners achieve?

Judgements

Ref:	Claim	Evidence	Location of Evidence																																																																																																																																																																																																																
<p><i>Learners' success in achieving challenging targets, including qualifications and learning goals, with trends over time and any significant variations between groups of learners (3)</i></p>	<p>16 – 18 provision</p> <p>Level 1 Outstanding retention, achievement and success rates with results in the upper decile with an increased cohort.</p> <p>Level II Outstanding achievement and success rates with results in the upper decile. Retention rate maintained but an increased benchmark resulted in just falling below the upper decile. A slight reduction in cohort size.</p> <p>Level III A reduction in retention of 7% which falls below the national rate. Achievement is in the upper decile.</p> <p>All Shorts Continued outstanding results consistently in the upper decile.</p> <p>19+ provision</p> <p>Level 1 Outstanding retention, achievement and success rates continuing to be in the upper decile. A small reduction in cohort size.</p> <p>Level II Outstanding retention, achievement and success rates maintaining their position in the upper decile. A small reduction in cohort size.</p> <p>Level III A reduction in the retention rate of 1% resulting in falling below the upper decile. Achievement increased by 1% but an increase in the benchmark resulted in falling below the upper decile. The overall success rate was maintained in the upper decile. A small reduction in cohort size.</p> <p>Level H Retention declined by 10% to bring it below the National Average with a slight reduction in cohort size. Achievement improved significantly by 12% bringing it into the upper decile. The success rate increased by 1%.</p> <p>All Shorts Outstanding results in retention and success rates but a slight fall in achievement with 2% decrease on the previous year.</p>	<table border="1" data-bbox="1081 432 1780 611"> <thead> <tr> <th rowspan="2">Level</th> <th colspan="3">Retention %</th> <th colspan="3">Achievement %</th> </tr> <tr> <th>TCAT</th> <th>B'Mark (06-07)</th> <th>Variance*</th> <th>TCAT</th> <th>B'Mark (06-07)</th> <th>Variance*</th> </tr> </thead> <tbody> <tr> <td colspan="7" style="text-align:center">16 - 18</td> </tr> <tr> <td>I</td> <td>97</td> <td>85</td> <td>A</td> <td>96</td> <td>87</td> <td>A</td> </tr> <tr> <td>II</td> <td>90</td> <td>81</td> <td>A</td> <td>91</td> <td>86</td> <td>A</td> </tr> <tr> <td>III</td> <td>77</td> <td>86</td> <td>C</td> <td>95</td> <td>82</td> <td>A</td> </tr> <tr> <td>H</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Shorts</td> <td>100</td> <td>91</td> <td>A</td> <td>99</td> <td>94</td> <td>A</td> </tr> </tbody> </table> <table border="1" data-bbox="1081 635 1780 813"> <thead> <tr> <th rowspan="2">Level</th> <th colspan="3">Retention %</th> <th colspan="3">Achievement %</th> </tr> <tr> <th>TCAT</th> <th>B'Mark (06-07)</th> <th>Variance*</th> <th>TCAT</th> <th>B'Mark (06-07)</th> <th>Variance*</th> </tr> </thead> <tbody> <tr> <td colspan="7" style="text-align:center">19+</td> </tr> <tr> <td>I</td> <td>96</td> <td>81</td> <td>A</td> <td>95</td> <td>87</td> <td>A</td> </tr> <tr> <td>II</td> <td>88</td> <td>79</td> <td>A</td> <td>96</td> <td>87</td> <td>A</td> </tr> <tr> <td>III</td> <td>82</td> <td>79</td> <td>B</td> <td>91</td> <td>86</td> <td>B</td> </tr> <tr> <td>H</td> <td>75</td> <td>82</td> <td>C</td> <td>93</td> <td>78</td> <td>A</td> </tr> <tr> <td>All Shorts</td> <td>100</td> <td>92</td> <td>A</td> <td>95</td> <td>94</td> <td>A</td> </tr> </tbody> </table> <table border="1" data-bbox="1081 837 1780 997"> <thead> <tr> <th colspan="6">07-08 Success Rates (Inspection Rules Applied)</th> </tr> <tr> <th colspan="2">Headline Actual Performance</th> <th>2005/06</th> <th>2006/07</th> <th colspan="2">2007/08</th> </tr> </thead> <tbody> <tr> <td rowspan="6">All Ages</td> <td>Long Starts</td> <td>10828</td> <td>10680</td> <td colspan="2">10050</td> </tr> <tr> <td>Success Rate</td> <td>85</td> <td>84</td> <td colspan="2">85</td> </tr> <tr> <td>Short Starts</td> <td>6782</td> <td>6602</td> <td colspan="2">6102</td> </tr> <tr> <td>Success Rate</td> <td>96</td> <td>96</td> <td colspan="2">96</td> </tr> <tr> <td>Total Starts</td> <td>17610</td> <td>17282</td> <td colspan="2">16152</td> </tr> <tr> <td>Success Rate</td> <td>89</td> <td>88</td> <td colspan="2">89</td> </tr> </tbody> </table> <table border="1" data-bbox="1081 1021 1780 1200"> <thead> <tr> <th rowspan="2">Level</th> <th colspan="3">Success rates</th> <th colspan="3">Success rates</th> </tr> <tr> <th>TCAT</th> <th>B'Mark (06-07)</th> <th>Variance*</th> <th>TCAT</th> <th>B'Mark (06-07)</th> <th>Variance*</th> </tr> </thead> <tbody> <tr> <td colspan="7" style="text-align:center">16 - 18</td> </tr> <tr> <td>I</td> <td>92</td> <td>69</td> <td>A</td> <td>91</td> <td>66</td> <td>A</td> </tr> <tr> <td>II</td> <td>82</td> <td>66</td> <td>A</td> <td>84</td> <td>65</td> <td>A</td> </tr> <tr> <td>III</td> <td>72</td> <td>67</td> <td>A</td> <td>74</td> <td>63</td> <td>B</td> </tr> <tr> <td>H</td> <td></td> <td></td> <td></td> <td>69</td> <td>61</td> <td>B</td> </tr> <tr> <td>All Shorts</td> <td>98</td> <td>68</td> <td>A</td> <td>95</td> <td>76</td> <td>A</td> </tr> </tbody> </table> <p data-bbox="1081 1225 1803 1348"> * Variance: A = Top 10% B = Next 15% C = Middle 50% D = Next 15% E = Bottom 10% </p> <p data-bbox="1388 1225 1803 1300"> Note: TCAT Data as at 8th December 2008 Benchmark = LSC Benchmark website </p>	Level	Retention %			Achievement %			TCAT	B'Mark (06-07)	Variance*	TCAT	B'Mark (06-07)	Variance*	16 - 18							I	97	85	A	96	87	A	II	90	81	A	91	86	A	III	77	86	C	95	82	A	H							All Shorts	100	91	A	99	94	A	Level	Retention %			Achievement %			TCAT	B'Mark (06-07)	Variance*	TCAT	B'Mark (06-07)	Variance*	19+							I	96	81	A	95	87	A	II	88	79	A	96	87	A	III	82	79	B	91	86	B	H	75	82	C	93	78	A	All Shorts	100	92	A	95	94	A	07-08 Success Rates (Inspection Rules Applied)						Headline Actual Performance		2005/06	2006/07	2007/08		All Ages	Long Starts	10828	10680	10050		Success Rate	85	84	85		Short Starts	6782	6602	6102		Success Rate	96	96	96		Total Starts	17610	17282	16152		Success Rate	89	88	89		Level	Success rates			Success rates			TCAT	B'Mark (06-07)	Variance*	TCAT	B'Mark (06-07)	Variance*	16 - 18							I	92	69	A	91	66	A	II	82	66	A	84	65	A	III	72	67	A	74	63	B	H				69	61	B	All Shorts	98	68	A	95	76	A	<p>Appendix</p> <p>Appendix</p> <p>College MIS available on network</p> <p>&</p> <p>LSC Benchmarking website:- http://benchmarkingdata.lsc.gov.uk/year8/index.cfm</p>
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The standards of learners' work in relation to their learning goals (3)	<p>Success rates for levels 1 + 2 – all ages are within the top 10% of provision for GFE Colleges. This is an increase on 06/07. In all categories – level and age, only retention for Levels 3 – 16-18 and Level H 19+ falls below the National Rate.</p> <p>Retention rate at Level 3 below the medium</p> <p>Individual target setting provides 16-18 and some part-time learners with opportunity to talk through concerns and review targets.</p> <p>Tutorial Co-ordinator liaises with tutors to monitor provision for full-time, part-time and work based learners.</p> <p>Individual learning plans are developed for 16-18 and adult learners with learning difficulties</p>	<p>Continued individual target setting with review and action planning have led to most students achieving their learning goals.</p> <p>Robust retention and intervention strategies continue to impact on retention disappointing for 07/08 – full review and monitoring during 08/09</p> <p>See supporting Self-Assessment Report</p> <p>Progress Files</p> <p>Tutorial Co-ordinator Foundation Directorate files</p>	<p>College MIS available on network</p> <p>Directorates</p> <p>Student Services</p> <p>Directorate</p>																																																																	
Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners(3)	Increasing progression from Level 1 – 2, 2 – 3, 3 - HE	Progression information is compiled within the Destination Report which is on the notice board in the careers section and also used for promotion of courses within the schools	Student Services																																																																	
The extent to which learners enjoy their work (3)	Learner Voice Fora across all college areas have resulted in comprehensive Action Plans. The results confirm that students enjoy their work and appreciate College resources	Learner Voice Results – Annual Report to Governors June 2005-06	Director of Student Services Corporation Minutes																																																																	
	<p>There has been a significant improvement in Key Skills success rates at all levels in the under 19 category.</p> <p>This is due to the re-organisation of the Key Skills Co-ordinators within Directorates</p>	<table border="1"> <thead> <tr> <th colspan="3">Notional Level Key Skills</th> </tr> <tr> <th>Age Group</th> <th>End Year</th> <th>Succ %S</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Under 19</td> <td>2005/06</td> <td>87</td> </tr> <tr> <td>2006/07</td> <td>55</td> </tr> <tr> <td>2007/08</td> <td>90</td> </tr> <tr> <td rowspan="3">19+</td> <td>2005/06</td> <td>63</td> </tr> <tr> <td>2006/07</td> <td>65</td> </tr> <tr> <td>2007/08</td> <td>65</td> </tr> </tbody> </table>	Notional Level Key Skills			Age Group	End Year	Succ %S	Under 19	2005/06	87	2006/07	55	2007/08	90	19+	2005/06	63	2006/07	65	2007/08	65																																														
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	<p>Sound Apprenticeship Management. - there has been a significant improvement in WBL Apprentices/Advanced Apprenticeships except for Engineering Apprenticeships</p> <p>All learners with the exception of engineering (106) achieve challenging targets and exceed MLP. Engineering (106) was affected by non-achieving early learners.</p> <p>Excellent Framework achievements are achieved through dedicated assessor support.</p> <p>To continue to ensure flexibility of NVQ/Workshops to suit individual.</p> <p>Risk Assessments carried out on all employers' premises to ensure suitability for assessors.</p>	<table border="1"> <thead> <tr> <th>TCAT Apprenticeships 2007/8</th> <th>Apprenticeship</th> <th>Adv Apprentices</th> <th>Whole Framework SE</th> <th>MLP in all areas</th> </tr> </thead> <tbody> <tr> <td>Accountancy</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>40%</td> </tr> <tr> <td>Advice & Guidance</td> <td>100%</td> <td>-</td> <td>100%</td> <td>40%</td> </tr> <tr> <td>Business & Admin</td> <td>81%</td> <td>86%</td> <td>82%</td> <td>40%</td> </tr> <tr> <td>Contact Centre</td> <td>100%</td> <td>-</td> <td>100%</td> <td>40%</td> </tr> <tr> <td>Customer Service</td> <td>100%</td> <td>78%</td> <td>83%</td> <td>40%</td> </tr> <tr> <td>Engineering</td> <td>29%</td> <td>100%</td> <td>44%</td> <td>40%</td> </tr> <tr> <td>Food & Drink</td> <td>50%</td> <td>-</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Manufacturing Operations</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Industrial Operations</td> <td>100%</td> <td>-</td> <td>100%</td> <td>40%</td> </tr> <tr> <td>Wholesale, Distribution, Warehousing & Storage</td> <td>67%</td> <td>-</td> <td>67%</td> <td>40%</td> </tr> <tr> <td>Youth Work</td> <td>60%</td> <td>-</td> <td>60%</td> <td>40%</td> </tr> <tr> <td colspan="3">Total whole Framework Success Rate</td> <td>71%</td> <td></td> </tr> </tbody> </table>	TCAT Apprenticeships 2007/8	Apprenticeship	Adv Apprentices	Whole Framework SE	MLP in all areas	Accountancy	100%	100%	100%	40%	Advice & Guidance	100%	-	100%	40%	Business & Admin	81%	86%	82%	40%	Contact Centre	100%	-	100%	40%	Customer Service	100%	78%	83%	40%	Engineering	29%	100%	44%	40%	Food & Drink	50%	-	50%	40%	Manufacturing Operations	-	-	-	-	Industrial Operations	100%	-	100%	40%	Wholesale, Distribution, Warehousing & Storage	67%	-	67%	40%	Youth Work	60%	-	60%	40%	Total whole Framework Success Rate			71%		
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Quality of Provision

2 How effective are teaching, training and learning?

Outstanding Grade 1

Strengths

- Students enjoy high standards of teaching and learning
- Extensive arrangements for developing the quality of teaching and learning
- Assessment is well planned, regular and fair and assessment practice is good
- Most teaching, training and learning is good
- Employers value the quality of teaching and support given to their employees
- We have outstanding facilities both campus and In-Company based to support students and to promote independent learning
- We have a comprehensive and robust lesson observation programme – PTL Initiative which includes an increased number of dual observations
- The quality of course and lesson planning is consistently high and often exemplary
- Students access teaching and training materials that are well-designed and informative
- Recent capital investment has substantially improved the learning environment and accessibility around the campus
- Students are set clear, individual targets for achievement
- There are systematic procedures for initial assessment and additional learning support for all students
- In most areas of learning, students improve on their prior levels of attainment
- In all full-time programmes, attendance has improved to an average 86% against a National Average of 80%
- In Framework for Excellence pilot Learners rated the quality of teaching above the sector average for the pilot and employers rated the professionalism and quality of staff delivering the training to be above the sector average for the pilot

Weaknesses

- The Key Skills model has improved - IV practice is required to improve further

Significant Areas of Improvement

- Evaluation of the effectiveness of Learning in our Teaching & Learning Initiative
- Establishment of Learner Voice Fora has improved the feedback from learners
- Key Skills is effectively integrated into most areas of learning resulting in a significant improvement in achievement of Key Skills qualifications
- Protocol National staff have an increased number of good/better observations

2 How effective are teaching, training and learning?

Judgements

Ref:	Claim	Evidence	Location of Evidence																														
<p>how well teaching and/or training and resources promote learning, address the full range of learners' needs and meet course or programme requirements</p>	<p>We have well-qualified and experienced teaching, training and support staff matching the demands of programmes and the range of learners.</p> <p>Students enjoy high standards of teaching and learning in most curriculum areas.</p> <p>89% of observed lessons are reported as good or better</p> <p>90% of TCAT staff were graded as good or better</p> <p>The College has a very effective Promoting Teaching and learning initiative where we identify and disseminate exemplary curriculum practice</p> <p>In most areas course teams are stable and successful in providing stimulating, well-focused lessons.</p> <p>Employers and learners value the quality of teaching and support given to their employees.</p>	<p>Personnel data, IIP report, Staff CVs – 94% of TCAT staff hold or are working towards a recognised teaching qualification.</p> <p>Promoting Teaching & Learning Initiative showed the following for Teaching, Learning and Attainment in 07/08:</p> <table border="1"> <thead> <tr> <th>College Grade Profile</th> <th>Good or better</th> <th>Satisfactory</th> <th>Less than satisfactory</th> <th>Total No.</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>89%</td> <td>10%</td> <td>1%</td> <td>558</td> </tr> <tr> <td>Full-time</td> <td>83%</td> <td>16%</td> <td>1%</td> <td>136</td> </tr> <tr> <td>Part-time</td> <td>93%</td> <td>6%</td> <td>1%</td> <td>206</td> </tr> <tr> <td>TCAT Staff</td> <td>90%</td> <td>7%</td> <td>-%</td> <td>260</td> </tr> <tr> <td>Agency Staff</td> <td>86%</td> <td>13%</td> <td>1%</td> <td>82</td> </tr> </tbody> </table> <p>Promoting Teaching and Learning Observation Analysis/PTL Minutes Staff Development Schedule</p> <p>Course Team Minutes Annual Programme Reviews/Student Perception of College Survey</p> <p>Learner Voice Fora Student Perception of College (SPOCs) Employers Perception of College Survey (EPOCs) Monthly Management Meeting/Letters of Commendation Employer Perception of College Review</p> <p>Assessment in some curriculum areas is often unsatisfactory – narrow range of evidence used and internal verification is end-loaded. There are issues connected to the IV practice for Key Skills.</p>	College Grade Profile	Good or better	Satisfactory	Less than satisfactory	Total No.	All	89%	10%	1%	558	Full-time	83%	16%	1%	136	Part-time	93%	6%	1%	206	TCAT Staff	90%	7%	-%	260	Agency Staff	86%	13%	1%	82	<p>Personnel Office OFSTED Inspection Report</p> <p>OFSTED Inspection Report MIS Data Internal Inspection Report Quality File</p> <p>Staff Services College Intranet</p> <p>Q&PD Manager's office</p> <p>Curriculum Reviews Intranet</p> <p>Course Team Files</p> <p>Directors office</p>
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<p>the suitability and rigour of assessment in planning and monitoring learners' progress</p>	<p>Clear, impartial advice and guidance is given to students before and on entry to College, by specialists, Connexions, College Careers and Admissions Staff.</p> <p>We have a thorough initial assessment process which gives staff preliminary information for completion of Individual Learning plans and the commencement of the Progress file</p> <p>We have a comprehensive identification, tracking and monitoring process of learning support needs</p>	<p>Guidance Standards, Evaluation forms, schools and career schedules.</p> <p>Initial Assessment results and Progress Files</p>	<p>Student Services</p> <p>Course Team Files</p>																														

Ref:	Claim	Evidence	Location of Evidence
<p>the identification of, and provision for, additional learning needs</p>	<p>The College operates a challenging flexible Curriculum Model which promotes independent learning with Learner Management week activities encouraging individual learning achievements</p> <p>Integration of Vocational Skills into main programmes has improved and success rates are now at 90%.</p> <p>E2E success rate target was not achieved.</p>	<p>Initial screenings/self-assessment checklist and College Tutorial programme - Tutorial slots allocated on one-one basis, group through college/s flexible+1 Curriculum model</p> <p>Student Review Meetings Learner management week – contract planner LMW review Contract planner/calendar</p> <p>As part of the College's Curriculum Model most full-time students have an enrichment programme and they take part in a programme to develop their basic/key skills</p> <p>Students are encouraged to negotiate their learner management week activities and to make effective use of time.</p> <p>TCAT Curriculum Framework Negotiated Learner Management Week Activities</p> <p>Minutes of Curriculum Forum/Course Team meetings Students express little enthusiasm for the Vocational Skills Qualification Student review groups Student achievements Examination attendance In the ESCM Department lack of Vocational Skills Co-ordinator is problematic. EV Reports</p> <p>A thorough review of Key Skills delivery and IV practices has resulted in improved success rates. Each Directorate has dedicated Vocational Skills Co-ordinators and the college. Quality Nominee has responsibility for the IV process</p> <p>The overall Success Rate for the E2E programme was 55% which was 5% below our Target. Remedial Action has been identified relating to disciplinary issues, progression issues particularly with Apprenticeships.</p>	<p>Course files Vice Principal Corp Dev</p> <p>Course Team files Individual Learning agreements</p> <p>Course team files</p> <p>VP Corp Dev's office Timetables</p> <p>Personal Tutor files</p> <p>Course files</p> <p>VP Corp Dev's office</p>
	<p>We have a high level of well qualified and experienced staff</p> <p>Students are well supported and are highly satisfied with the quality of teaching.</p>	<p>85% of business support staff hold a minimum of a Level 2 qualification 32% of Site Services/Cleaning staff holds a qualification appropriate to their role. 96.7% of teaching staff employed by the college hold or are working towards a recognised teaching qualification. 75% of Protocol Professional staff holds or are working towards a recognised teaching qualification. All staff working in Essential Skills are trained and certificated at the appropriate level. All who work with students on employer premises have or are working towards Assessor Awards. The College has retained IIP status four times All staff are made aware of their entitlement and are encouraged to take part in professional development.</p>	<p>Staff CVs Quality & Professional Development Unit Statistics Quality Reports Contracts of Employment Protocol Professional Staff Development Policy and Plan Appraisal Records Induction Checklist Probationary Review Strategic Plan Investor in People Report December 04</p>

Ref:	Claim	Evidence	Location of Evidence
	Employers are highly satisfied with the professionalism and quality of staff undertaking training.	Framework for Excellence pilot and training Quality Standards	Employer and Learner Surveys
	We offer a comprehensive professional development programme to all staff that contributes to their effectiveness	During 07/08 there was a 180% increase in CPD across a range of activities. The College's QPD Unit concentrates on 'Raising Standards' across all areas of the College and is well supported by CPD. Staff have access to a wide range of internal/external staff development events Staff training needs are identified through a number of processes and reviewed regularly to respond to local and national initiatives. All Protocol Professional lecturers are entitled to access training provided by the College.	Promoting Teaching & Learning Policy/Report Quality & Professional Development Unit Statistics
	<p>There is a clear and comprehensive accommodation and property development strategy supported by a long term maintenance plan.</p> <p>The College carried out several Sustainability projects during 06/07</p>	<p>The programme of 'summer works' (2007/08) includes:</p> <ul style="list-style-type: none"> • Enrichment of various staff and teaching accommodation • Installation of an electrical Test Centre in B Block • Repairs to roof in Engineering Block and installation of guard rails • Refurbishment of multi-faith room and installation of wudu facilities in C Block • Smoking shelter modifications to comply with 2007 legislation • Reception refurbishment • Installation of language lab in E Block • Improvements to Access/Exit routes following Health & Safety Inspection findings. • Provision of temporary accommodation due to exceeding full-time learner numbers – T Block provides 14 classrooms and 2 staffrooms • Refurbishment of science labs in A025 and B019 • Minibus compound secured • Provision of a dedicated online exam room for Key Skills (E217) • Improvements to C Block evacuation routes following advice from Fire Service • Provision/installation of cardboard/plastics bailer to reduce waste going to landfill • Installation of voltage optimisation equipment on main power supply to reduce energy consumption (LSC Funded Initiative) • Installation of Boiler Burner efficiency controls to reduce energy consumption (LSC Funded Initiative) 	<p>Accommodation Strategy (1995)</p> <p>Accommodation Strategy (1998)</p> <p>Strategy for replacement of de-mountable accommodation (July 1999)</p> <p>Accommodation Strategy (2000)</p> <p>Property Strategy(March 2003)</p> <p>Long Term Maintenance Programme</p> <p>Site Plans</p> <p>College Development Plans</p> <p>Estates Sub-committee Minutes</p>
	Classrooms, laboratories, and specialist workshops are well equipped and maintained to appropriate health and safety standards.	Each Directorate is responsible for their specialist accommodation and each Director has responsibility for the Directorates equipment and safe management. The college Health and Safety Officer assists in the management of all aspects of health and safety. The Safety Committee is responsible for monitoring and reviewing all aspects of health and safety. All staff and students receive health and safety instruction as part of their induction, and thereafter as appropriate. Lesson Plans include a risk assessment prompt. H&S is a standing agenda item on Operations and Department agendas and is a taught subject on a variety of courses.	<p>H & S Manual</p> <p>H & S check records</p> <p>Risk assessments</p> <p>British Safety Council 5* award</p> <p>Health & Safety Committee - Minutes</p> <p>Staff induction Checklists</p> <p>Student induction checklists</p> <p>Asset register</p> <p>Lesson Plans</p>
	The level of IT provision is good and there is excellent technician support.	The College has over 1500 networked devices located in class rooms, resource centres and staff rooms over its campus. As well as these facilities the college has 5 satellite I.T. centres located within local Business premises,	<p>Asset register</p> <p>TCAT Intranet</p> <p>List of major s/w</p>

Ref:	Claim	Evidence	Location of Evidence
		<p>totalling just over 40 networked computers. These are linked back to TCAT main site at Wellington via both Private 2MB and 2MB ADSL circuits.</p> <p>All of the above networked computers have access to TCAT's Intranet, the Internet and JANET.</p> <p>Specialist software is installed at business premises and across departments, such software supports activities such as CAD/CAM, Accountancy, Electrical/Mechanical Engineering Call Centre applications and Art/Media courses.</p> <p>The Computer Services Manager is supported by one Network Manager, Three Network Administrators and five full time and two part time Computer Technicians. Two dedicated support staff produce both the College Intranet and College WEB site.</p>	<p>IT Strategy Minutes of IT Development Committee LRC Committee Minutes Original Structure Beacon Award</p>
	<p>Realistic work environments of industrial standard are available for all students either on site or via work placement, and through Commercial Development and Training and Community provision.</p>	<p>Specialist facilities have been refurbished since incorporation to provide up-to-date training environments: excellent centre for basic skills with outstanding resources and learning materials, engineering workshops, CAD facilities, business administration centre, call centre, art rooms, media workshop, LRC's Childcare facilities together with refurbished general purpose accommodation.</p> <p>There are 4 well-equipped training centres on employer premises and in addition the college has 5 learning centres for groups in the local community.</p>	<p>Accommodation Strategy-Review (Jan 1998) Strategic Plan Estates Sub-committee Minutes Maintenance Programme (March 99) Lesson observation</p>
	<p>There is evidence of high quality assessment planning. Assessment is well planned, regular and fair. EV reports support this.</p> <p>In most areas of learning, students improve on their prior levels of attainment</p> <p>There is a standardised and accessible approach to Schemes of Work available via College Intranet – these are verified by HoS and support student learning</p> <p>Consistent assessment of work-based activity is carried out through Employer based Assessors</p> <p>Students are set clear, individual targets for achievement across all full-time courses.</p>	<p>Meetings schedule and minutes of Course Teams. External Verification Reports and Assessment arrangements</p> <p>We have a low achieving student population on entry to the college – progress reviews help students to achieve beyond their initial expected outcome.</p> <p>EV Reports, Course Files, College Intranet Personal Tutor Files</p> <p>Annual Course Review Course Files</p> <p>Progress Files-Learner Management week – contract planners Course Files-Personal tutors</p>	<p>Course team files</p> <p>Director's office Intranet Directorate Office</p> <p>Course Files Directorate Office</p>
	<p>There is a high standard of assessment and feedback to students across many programme areas.</p> <p>Not all Curriculum areas produce co-ordinated Assignment Schedules, that are adhered to</p>	<p>Progress Files-Learner Management week – contract planners Course Files-Personal tutors EV Reports</p> <p>Annual Course Review Student Evaluations and Reviews</p>	<p>Department Office</p>

Ref:	Claim	Evidence	Location of Evidence
	<p>There is excellent monitoring and recording of student's progress on all full-time courses and full and part-time students value the tutorial system.</p> <p>Good communication between students/tutors contribute to the achievement of individual targets.</p> <p>Parents and carers are informed of full-time students progress through written reports and are given the opportunity to attend Parents Evenings.</p> <p>There is effective, regular communication with employers</p>	<p>Personal Tutor role Student progress file Curriculum support workers file Student 's Perception of College (SPOCs) Personal tutors conduct individual reviews of students' progress and help students to set targets for their learning.</p> <p>Parents Evening timetable-departmental statistics</p> <p>Employers are contacted on a weekly basis and are informed of students attendance – reports on progress are made termly Course team files</p>	<p>Course Teams Departmental Office</p> <p>Student Services DoC Office</p> <p>Departmental Office</p> <p>Course Files</p>
	<p>There are systematic procedures for on-line initial assessment and learning support given to all full-time students and part-time students on courses of 6 hours plus. A self-assessment checklist is given to other part-time students.</p> <p>Quality Assurance Processes are well understood throughout the college which results in excellent analysis of course performance</p> <p>Embedded Quality systems lead to continuous improvement</p>	<p>Initial screening process and Analysis. Full-time students receive a diagnostic assessment of their numeracy and literacy skills. The assessments are marked quickly and results are given to personal tutors by the time students start courses. Additional learner support is organised either one-to-one, small or whole group basis</p> <p>College Quality Cycle Annual Programme Reviews Student Achievement – Academic Board Internal Audit process Course Review Annual Course Reviews Self-Assessment Curriculum Audit Annual Operations Statement Benchmarking Data used for analysis Quality Manager receives most reports from External Verifiers and Moderators and supports teams with their action planning</p>	<p>Learning Support Manager – Key Skills Manager</p> <p>Quality manager's office Departmental Office Course Files</p>
	<p>There continues to be IV issues related to Key Skills in some curricula areas although integration has improved and results have increased dramatically.</p> <p>Attendance rates are routinely monitored and “at risk” students are identified.</p>	<p>To be reviewed by College Quality nominee Course Team Reviews EV reports Annual Course Team Review Departmental Meetings</p> <p>Course Reviews Database Tutor Training – Mentor provision Early identification and intervention strategies have helped considerably with this issue</p>	<p>Directorate Office Course files</p> <p>Q&PD Manager's office</p> <p>Student Services</p>

The Quality of Provision

3 How well do programme and activities meet the needs and interests of learners?

Strengths

- Outstanding liaison with local and national employers
- Extensive curriculum portfolio with good progression routes
- Excellent liaison with partner schools
- Very Good retention and success rates across College
- Excellent essential skills programme in Community
- Excellent Foundation Learning Tier

Weaknesses

- Declining enrolment trends in some Subject Sector Areas (4) Engineering & Manufacturing, (6) ICT, (8) Leisure & Travel and (15) Business Studies

Significant Areas of Improvement

- Employer Engagement
- Course portfolio for students at pre-entry and entry level
- Learner Involvement Strategy

The Quality of Provision

Outstanding Grade 1

3 How well do programmes and activities meet the needs and interests of learners?

Judgements

Ref:	Claim	Evidence	Location of Evidence
3.1	<p>Excellent School Partnerships with 15 schools and a new Taster programme raised awareness and aspirations of school pupils</p> <p>Key documents provides extensive coverage of all College courses/services and are produced in a variety of modes to ensure all students can access data eg: Braille, large print, pictorial, on-line, paper based, on tape</p> <p>239 Individualised learning plans for 16-18 students with learning difficulties and adults with learning difficulties ensures high success rate and helps transition to College</p> <p>New Transition programmes for 200-300 existing students helps them to move from one level to another</p> <p>Excellent accommodation includes Sports Dome, TCAT Sport, COVE Engineering Building</p> <p>Schools Liaison Service has strengthened school liaison and increased awareness of Connexions/School Teachers in College programme through 2 breakfast meetings</p> <p>Excellent admissions programme facilitated by specialist staff provides responsive service to individual needs with 239 transition plans being completed in 07-08</p> <p>Outstanding essential skills training available for adults at College, in the Community and on Employer venues with 2943 students in 07-08</p> <p>Extensive Adult Education programme provided on College campus and in community venues</p>	<p>14-16 Taster programme, Actv8 programme, yr 9-11's, Travel to Learn programme, Curriculum links in specialist areas, School tasks/Parents Evenings, Open Evenings</p> <p>FT/PT brochures, 14-16 brochure, 14-16 Young Apprenticeship LLD leaflets, Work based learning brochures, Web Pages</p> <p>Foundation Directorate Curriculum and Admissions Modern Apprenticeship data</p> <p>Transitions Workshops schedule</p> <p>Campus Plans</p> <p>Schools liaison service organisational chart, programme of events Admission Policy and Procedure, Admissions training schedule</p> <p>Admission Policy and Procedure, Admissions training schedule</p> <p>Portfolio of courses in Bridge Centre, Community based and employer based</p> <p>Adult Education brochure</p>	<p>14-19 Schools Liaison Mgr</p> <p>Marketing & Publicity</p> <p>Foundation Directorate CDT Directorate</p> <p>Admissions Manager</p> <p>SMT</p> <p>Schools Liaison Mgr</p> <p>Admissions Mgr</p> <p>CDT Directorate Bridge Centre</p> <p>Head of School</p>

Ref:	Claim	Evidence	Location of Evidence
<p>3.1 Continued</p>	<p>Improved and extensive Learner Involvement Strategy for all students provides feedback to all Directorates to aid curriculum/service planning,</p> <p>Excellent employer engagement offers extensive training programme for work based learners locally and nationally with 8488 students in 07-08 with a 91% success rate</p> <p>Curriculum Audit process co-ordinated by EMT/SMT and reviews local and national trends to provide portfolio to address training priorities</p> <p>Disability Forum and "Something to Shout About" provides for students with disabilities to have their say and inform College processes with approximately 50 students attending sessions.</p> <p>Extensive Student Councils process enables students with learning difficulties, 16-18 vocational , international, 14-16, students from ethnic minority backgrounds to have fora for discussion,</p> <p>Specialist curriculum for students from disadvantaged background helps prepare them for work or further training with over 200 students in 07-08</p> <p>Extensive calendar of workshops provide ft and pt campus students with citizenship, spiritual awareness and enrichment opportunities</p> <p>Excellent Sports Academy engages young people and links with other vocational areas to enhance training and enrichment</p>	<p>Learner Involvement Strategy</p> <p>CDT Portfolio</p> <p>Curriculum Audit</p> <p>Minutes</p> <p>Council Newsletters</p> <p>E2E programme, BTEC 1st Level Programme, Aspire Curriculum Portfolio</p> <p>Enrichment Calendar and leaflet, Millennium Volunteers, Peer Health Education, Peer Mentoring, Student Youth and Health Advisors</p> <p>Sports Academy Newsletters</p>	<p>Student Liaison Mgr</p> <p>CDT Directorate CEES Directorate</p> <p>Individual Directorates</p> <p>Learning Support Manager</p> <p>Student Liaison Mgr</p> <p>Director, Foundation Studies</p> <p>Directorates</p> <p>LBAPS Directorate</p>
<p>3.2</p>	<p>Activ8 your future into HE and Employment raises aspirations of students with 475 attending workshops in 07-08</p> <p>Local and National targets set by LSC and employers are discussed and inform College curriculum</p> <p>HE Co-ordinator provides strong liaison with Universities and Colleges own HE curriculum programme</p> <p>Extensive programme of return to education/training courses for adults returning to work with over 300 attending in 07-08</p> <p>Comprehensive work placement programme enabled 500 students to attend vocational settings as part of enrichment</p> <p>Newly developed Learner Centres provides areas for private study</p>	<p>Activ8 programme</p> <p>Minutes of Corporate Development, External Development and Commercial Development and Training meetings</p> <p>HE Co-ordinators meetings, HE course portfolio</p> <p>Access programme, Return to Work Programme Pre-Access, Essential Skills</p> <p>Work Placement Network meetings</p> <p>HE Room, Learner Centre, LRC, Bridge Centre, Access Study Room</p>	<p>Schools Liaison Mgr</p> <p>Directorates</p> <p>HE Co-ordinator</p> <p>CHA Directorate LBAPS Directorate</p> <p>Directorates</p> <p>Individual Centre Managers</p>
<p>3.3</p>	<p>Service Level Agreements with Connexions4Youth, Youth Offending Service and 16+ In Care Team enable us to give appropriate service to vulnerable students</p>	<p>Service Level Agreements</p>	<p>Director of Student Services Admissions Mgr</p>

Ref:	Claim	Evidence	Location of Evidence
	Analyses of success rates encourages teams to focus on under-achieving students and set measures to improve through equality and diversity impact measures 260 students attended Employability Day to help with employment choices	Equality & Diversity Positive Action Plan Careers timetable	Directorates Client Guidance Partnership
3.4	Extensive Enrichment/Tutorial Calendar includes workshops in health, anti-bullying, anger management, equality and diversity Destination Data informs partners/students of progression routes with 66% of existing students progressing to further training and 17% to higher education	Enrichment leaflet, calendar Destination Data	Tutorial & Enrichment co-ordinator Client Guidance Manager
3.5	Security processes protect students and staff Attendance and punctuality monitored weekly/daily to improve retention Strong support available for campus based students, work based learners and community learners Placement Supervisors offer essential support for students attending work placement Successful learner management weeks every 6-8 weeks helps students to manage assignment completion and improve success rates Highly effective admissions process and parental involvement enhances student experience and aids retention with 20 parents evenings taking place prior to enrolment and during the first 2 weeks Caseload officers track progress and support employers/apprentices to aid success Tutorial & Enrichment Framework provides regular monitoring and target setting reviews during College year for 14-19 students, work based learners, international, part time and students with learning difficulties	Health & Safety Policies, Personal Safety Curriculum Support processes, Retention Strategy Personal Tutor process, MA Advisors, Caseload Officer rota, Counselling/Mentoring Service, Student Liaison Manager Work Placement Network minutes Directorate Meetings Tutorial provision Learner Management Programme Learning Support/Medical transition, 14-16 programme, Admissions Policy, Parents Evenings pre and post enrolment, Retention Strategy Caseload documentation Progress reviews, Learner Management weeks	EMT/Student Services Directorates Directorates Directorates Directorates Admissions Mgr CDT Directorate Directorates

The Quality of Provision

Outstanding Grade 1

4 How well are learners guided and supported?

Strengths

- Outstanding guidance and support
- Well qualified staff
- Specialist Accommodation
- Enrichment Programme
- Advice & Guidance Network to monitor quality
- Extensive Personal Support
- Inclusive Admissions process

Weaknesses

- Need to increase multi-faith awareness raising and provision
- Further promotion of Youth Advisors

Significant Areas of Improvement

- Support for identified vulnerable students

The Quality of Provision

4 How well are learners guided and supported?

Judgements

Ref:	Claim	Evidence	Location of Evidence
4.1	<p>Rigorous Admissions Process reviewed 240 students at Panel Meetings to assess particular needs</p> <p>Outstanding advice and guidance is monitored through cross college Information, Advice and Guidance Network</p> <p>Individualised induction materials for 16-18 students, adults, students with learning difficulties, international and work based learners provides key information in a range of formats</p> <p>Key guidance documents are printed in large print, community languages and can be made available on tape or Braille format</p> <p>Extensive Admissions Policy highlights vulnerable students with 533 students identified in 07-08 with retention of 98% for 07-08</p> <p>Trained team of staff, counsellors and student mentors provides very good support structure with excellent retention rates of 97% for counselling, 98% for befriending/mentoring</p> <p>Careers Unit offers exit/progression sessions for all students with 9 exit interviews in 07-08 referred to Connexions, and 30 progressions workshops there were also 153 Careers Options workshops with 1151 one to one interviews</p> <p>Initial assessments during induction captured 1500 ft students, 2100 pt students with those receiving support obtaining 91% success rate (ft) and 94% (pt), work based learners and international students are assessed during initial interviews. provide vital support information onsite and offsite</p> <p>Award winning Rubber band Sexual Health project increases students confidence and motivation providing 47 workshops covering 970 16-18 students in 07-08</p> <p>Safeguarding Learners Network ensure named staff available for issues with 51 cases being referred for Common Assessment Framework support in 07-08</p>	<p>Admissions Policy, Transition/Medical Plans, Learning Support plan</p> <p>FT/PT Brochures, Matrix Accreditation, 14-16 IFP Advisors, MA Advisor, CDT Team Leaders. Community Advisors</p> <p>FT/PT Adult Education Induction Packs, 14-16 Induction, Foundation Studies Induction, Work Based Learners Induction,</p> <p>Equality Documents, Disability Information, course information</p> <p>Admissions/Mentoring/Befriending process</p> <p>Student/Staff Counselling/Mentoring/Befriending Rota</p> <p>Careers documentation</p> <p>Additional Learning Support Model, Inclusive Learning Networks</p> <p>Rubber Band Report</p> <p>Safeguarding Learners Network minutes 16+ Team Service Agreement</p>	<p>Admissions Mgr Directorates</p> <p>Directorates</p> <p>Directorates/Student Services</p> <p>Marketing Mgr</p> <p>Admissions Manager</p> <p>Student Services/Advice & Guidance Network</p> <p>Client Guidance Manager</p> <p>Learning Support Manager</p> <p>Health Project Worker</p> <p>Director of Student Services and Learner Support</p>

Ref:	Claim	Evidence	Location of Evidence
<p>4.1 continued</p>	<p>Students in the Care system have dedicated named College mentors and weekly surgeries with the Local Authority In-Care team on College premises to ensure they received maximum support – there were 18 in 07-08 with 81% retention rate</p> <p>Grants panel ensures effective and fair allocation and promotion of grant monies achieving 80% retention of 16-18 and 94% of 19+ for those receiving funds</p> <p>Comprehensive childcare support provided on to enable students to achieve success with 104 students taking up places for 124 children in 07</p> <p>Identification Badge process and on site security helps to make College a safe place</p> <p>Health and Safety processes make the site conducive for all staff and learners</p> <p>Additional Support Model tracks success of support for individual students receiving support with 19+ students achieving 94% success and 16-18 students 91% success rates.</p> <p>Excellent provision of student social/study areas</p> <p>Health Promoting Committee provides cross-college discussion forum and promotion of health issues for staff and students on a termly basis and through Student Workshops with 4 Mental Health Workshops, 47 Sexual Health Workshops and 40 Sexual Health workshops specifically for students with learning difficulties</p> <p>A specific programme of activities engaged 6 students with extensive autistic spectrum disorder project in 07-08 each completing a Life Skills qualification</p> <p>Equality and Diversity Classroom Management posters in every room support staff and students with equality issues and confirms Senior Management commitment</p> <p>Superb support mechanisms to deal quickly with harassment and bullying through notification process with 100% retention in 07-08 involving 63 incidents</p>	<p>In-care documentation and visits schedule</p> <p>Grant Panel meetings</p> <p>Childcare documentation</p> <p>ID process, Security Contracts</p> <p>Health and Safety Policy, Lone working Policy, Anti-Harassment and Bullying Policy, Equality and Diversity Positive Action Plan, Disability Equality Plan</p> <p>Additional Support Model Inclusive Learning Networks</p> <p>Student Arena, HE Study Area, Mature Student Common Room, Coffee bars, Student Arena, Refectory</p> <p>Health Promoting agenda and minutes Health Promotion Action Plan 2006-2009 Enrichment Strategy and Health Strategy</p> <p>Foundation Studies Directorate</p> <p>E & D Classroom Management Posters</p> <p>Counselling Team, Caseload workers</p>	<p>Admissions Manager</p> <p>Director of Student Services & Learner Support</p> <p>Childcare Centre Mgr</p> <p>Estates Mgr and Director of Student Services</p> <p>Health & Promoting Committee</p> <p>Learning Support mgr</p> <p>Estates Mgr</p> <p>Dep Director of Student Services</p> <p>Foundation Director</p> <p>Director of Student Services & Learner Support</p> <p>Dep Director of Student Services & Learner Support</p>

Ref:	Claim	Evidence	Location of Evidence
<p>4.1 continued</p>	<p>A Principal's Question Time was introduced by the Learner Involvement Strategy</p> <p>Well publicised Suggestions and Complaints process enables students to register concerns with College staff resulting in 60 concerns (representing 0.21% of enrolments) in 07-08 with 80% retention of students -</p> <p>Well supported tutor development programmes ensures students receive good support</p> <p>Extensive use of learning styles analysis during inductions help learning process</p>	<p>EMT minutes, Learner Involvement Schedule</p> <p>Suggestion and Complaints analysis and process</p> <p>Tutor Newsletter Tutor Review Group Tutor Staff Development Tutor Forum</p> <p>Induction Materials & Exercises</p>	<p>Student Liaison Mgr</p> <p>Director of Student Services & Learner Support</p> <p>Tutorial Co-ordinator, Directorate</p> <p>Tutorial & Enrichment Co-ordinator</p>
<p>4.2</p>	<p>All Advice staff work to the high standards of MATRIX accreditation providing effective initial advice and guidance – in 07-08 there were 27 transfers between courses</p> <p>Extensive taster programme involving 35 Activ8 pupils and 976 pupils participated in 07-08</p> <p>Excellent work based partnerships provide good advice base for employees</p> <p>Good progression levels within College with 66% of students moving on to further training, 75% moving from level 1 to 2 and 48% moving from level 2 to level 3</p> <p>Comprehensive Tutorial & Careers Enrichment Schedule assists with progression and exit decisions with 9 exit referrals and interviews in 07-08 and 30 progression workshops for groups.</p> <p>11 observations of advice and guidance staff ensure high standards are maintained – data informs training programme</p> <p>A facilities guide for disabled learners sets the College priority for this group of learners</p> <p>Health Newsletter, Induction Newsletter and Support 4U Newsletter is mail shot annually to all students reminding them of services throughout the year</p>	<p>Matrix Accreditation file</p> <p>Taster schedule, promotional displays Taster booklet</p> <p>Employer engagement, MA programme, employer and Community based learning centre</p> <p>Careers Statistics</p> <p>Careers/Tutorial framework</p> <p>Staff observation rota on a rolling basis</p> <p>Disabled Learners fact sheet Disability Statement</p> <p>Support 4U Newsletters, Induction Newsletter, Health Newsletter</p>	<p>Office Manager, Student Services</p> <p>14-19 Schools Liaison Manager</p> <p>CDT Directorate</p> <p>Client Guidance Manager</p> <p>Tutorial & Enrichment Co-ordinator/client Guidance Mgr</p> <p>Office Manager, Student Services</p> <p>Learning Support Mgr</p> <p>Student Liaison Mgr Client Guidance Manager/Learning Support Manager, Health Education Project Worker</p>

Ref:	Claim	Evidence	Location of Evidence
<p>4.2 continued</p>	<p>Extensive Transition Plans help us to prepare necessary support at admissions stage with 438 being completed in 07-08</p> <p>Promotion of Anti-Bullying Network with student members encourages participation of students in community issues</p>	<p>Admissions Transition Plans, caseload documentation</p> <p>Anti-Bullying Network Minutes</p>	<p>Admissions Co-ordinator</p> <p>Student Liaison Mgr</p>

Leadership and Management

5 How effective are leadership and management in raising achievement and supporting all learners?

Strengths

- Leadership and Management are outstanding
- Focussed and consistent approach to continuous improvement by all college managers
- Clear and consistent leadership and strategic direction accompanied by excellent communication
- Anticipation of policy changes and innovative action to respond to them
- Outstanding contribution to the local and regional LSC key strategic targets
- Outstanding financial management, and excellent value for money
- Management of capital programmes to substantially improve learning and leisure facilities
- Governors contribution to the achievement of the college mission
- Outstanding responsiveness to local, regional and national skills needs
- Outstanding partnership working with employers, schools, HE, LEA, LSC and community groups
- Management and promotion of equality and diversity
- Management and promotion of a safe and healthy life style and working environment
- Professional development of all college employees to ensure continuous improvement
- Comprehensive self-assessment of the Health & Safety Management Systems

Significant Areas of Improvement

- Management of quality improvement process
- Learning environment
- Management of work based learning
- The college now has national recognition as a "Learning and Skills Beacon"
- The college received its greatest accolade through the Queen's Anniversary Award for Higher and Further Education in 2007 for "Delivering Economically Important Skills on Employer's Premises".
- The college has achieved the Training Quality Standard and is recognised as an outstanding contributor to Employer Engagement through the Framework for Excellence

Areas for Improvement

- Management of Level 3, 16-18 and Level H issues connected to retention

- Within the Financial Management and Control Evaluation self-assessment the improvement plan includes limited Governors sub-committee self assessment
- Sensitivity analysis will be required in the future in light of capital developments
- Updating of KPI's in light of new funding mechanisms

5 How effective are leadership and management in raising achievement and supporting all learners

Judgements

Ref:	Claim	Evidence	Location of Evidence
5.1	<p>Leadership and management are outstanding.</p> <p>There is strong strategic leadership which promotes the direction of the college</p> <p>Learners achievements are amongst the highest in the country for a GFE college</p>	<p>Mission Statement, Strategic Planning Process, with senior managers and Governors, Business Review Meetings with Directorates</p> <p>Inspection Report June 2006</p> <p>AAV Oct 2006</p>	<p>College Development Plan, Corporation, Academic Board, Directorate, and business review minutes</p> <p>Inspection Report June 2006</p> <p>AAV Oct 2006</p>
5.2	<p>College managers and governors have a clear and well understood set of underpinning values linked to achieving excellence</p> <p>College managers are very proficient at researching, and spotting policy changes, and reshaping the college to respond</p> <p>The college managers and staff constantly strive for excellence through regular self assessment and learning from others</p> <p>A culture of continuous improvement permeates the college</p> <p>However some targets and actions are not sufficiently precise</p>	<p>Mission statement , strategic aims, quality awards success, rate</p> <p>SMT and Corporation Minutes</p> <p>Inspection Report June 2006</p> <p>SAR Business Reviews, visits to other providers</p>	
5.3	<p>Headline success rates show a clear and strong trend of continuous improvement over the last three or more years and are now amongst the highest in the country with all levels above and most significantly above national benchmarks</p>	<p>Success rates for long qualifications are 83% which places the college as one of the highest achieving in the country</p> <p>Inspection Report June 2006, Annual assessment Visit Oct 2006</p>	
5.4	<p>Teaching that continues to be of a high standard, all teachers have a well developed understanding of the components of a good lesson</p> <p>Need to revise the current lesson observation system to increase its rigour to enable further improvements in and a focus on learning outcomes</p>	<p>Inspection evidence June 2006</p> <p>Statistics from teaching observations</p> <p>Success rates</p>	<p>Quality and Professional Development unit</p>
5.6	<p>Effective and thorough quality assurance and improvement systems that are owned and valued by staff.</p>	<p>Continuous improvement in success rate over a four year cycle</p> <p>Success rates in the upper decile for GFE colleges</p> <p>Annual Course Reviews</p> <p>Student feedback, lesson observations</p> <p>LSC performance review</p> <p>Professional Development Records</p> <p>External Verifiers Reports</p> <p>Inspection Report June 2006</p>	<p>Quality and Professional development Unit</p>
5.7	<p>Strong and effective commitment to professional development and updating</p> <p>Staff who are proud to work at the college</p>	<p>Professional development records</p> <p>IIP assessment report</p> <p>The Curriculum Area SAR's identify staff development as a strength</p>	<p>Student Services Unit</p>

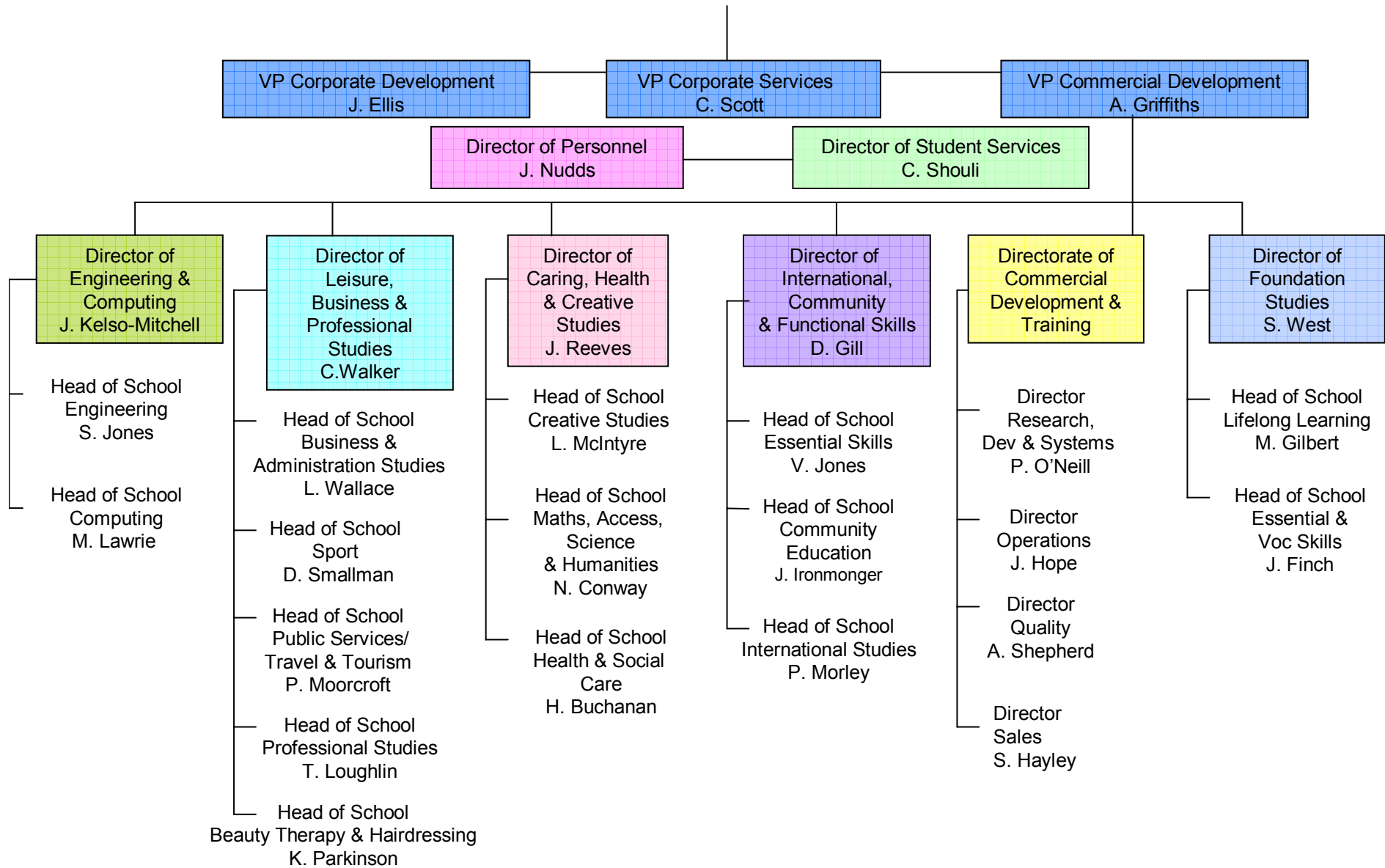
Ref:	Claim	Evidence	Location of Evidence
5.9	Comprehensive and highly effective support for students.	Matrix accreditation for support and guidance Additional Learning Support records and evaluation Financial support and counselling records Student feedback, Corporation Minutes Course team minutes	
5.10	Managers and Governors regularly collect and act on learner and employer feedback. The services provided by the college are highly valued by employers		Student Services Unit Inspection Report June 2006
5.11	The promotion of equality and diversity is exemplary The college practices zero tolerance towards discrimination Learners' progress is monitored against these policies to ensure that every learner has the maximum opportunity to achieve their potential.	Equality and Diversity Positive Action Plan Staff Development Programme Learner focus group records Child Protection Policies Disability Forum Minutes Equality and Diversity monitoring procedures	
	Strong Equality & Diversity Policy with annual Positive Action Plan approved by Corporation and senior managers set stance of College.	Equality Policy and Positive Action Plan	Student Services
	Impact Assessment of policies and processes is now firmly part of the College structure to ensure that the needs of students are met.	Impact Assessment Data	Director of Student Services & Learner Support
	Directorates review their own Codes of Practices which complement the College's Policy to reinforce ethos with staff.	Codes of Practice	
	Equality & Diversity Committee members are Equality Champions in their Directors disseminating good practice and review equality processes.	Equality & Diversity Terms of Reference	Director of Student Services & Learner Support
	Extensive Learner Involvement Strategy monitors equality processes – recent College satisfaction survey indicated the 94% of students were happy with the environment.	Learner Involvement data	Directorates
	Senior Managers have approved a 3 year rolling programme to ensure all College staff engage in equality training.	Training schedule	Professional Development Manager
	Directors set annual equality and diversity impact measures following analysis of students results by ethnicity, gender, learning difficulty to monitor under performance and agree action to address issues.	Equality Diversity Impact Measures	Directors
	The College is moving towards a Single Equality Policy, however currently separate Race, Gender and Disability Equality policies are reviewed annually.	Corporation Report	EMT
	A strong system of analysing equality incidents ensure that the College maintains a safe, secure environment.	Support statistics	Deputy Director of Student Services & Learner Support
5.12	The health and safety policy provides a comprehensive framework to safeguard all learners and there is a comprehensive self-assessment of the Health & Safety management systems	Health and safety minutes Course team meeting minutes Learner feedback healthy lifestyle and healthy eating initiatives	

Ref:	Claim	Evidence	Location of Evidence
5.13	<p>The recruitment, mentoring and professional development of staff follows best practice standards</p> <p>All vacancies are examined and a business case required before replacing the post.</p> <p>Some teaching/ assessor posts are particularly hard to fill</p>	<p>98% of teaching staff hold or are working towards a professional teaching qualification. All Assessors hold, or are working towards an A1 qualification. 94% of staff involved in teaching or assessing hold a level 4 qualification IIP status was retained for the fourth time in Nov 2004</p> <p>Internal audit report on staff recruitment</p> <p>66,588hours of staff training was undertaken in 2006/07</p> <p>Recruitment practices comply with DDA recommendations and CRB checks are made where appropriate</p> <p>All new staff have a thorough induction and are appointed a mentor, feedback from new appointees is very positive</p> <p>Learners are involved in the recruitment process for teaching staff</p>	Personnel Office
5.14	<p>College managers and Governors have developed a learning environment, facilities, and culture, both on campus in the community and on employer's premises that is both welcoming and responsive to learner and employer needs.</p> <p>Learning resources and equipment are outstanding</p> <p>Campus leisure facilities and recreational areas for students of all ages are very good.</p> <p>Partnership working with employers, schools, local authority, community agencies other providers and the LSC is outstanding and significantly improves choice for learners</p> <p>The college provides services for employers that are highly valued and help improve the skills base of the local economy</p>	<p>Personnel records</p> <p>Capital development programme Annual Assessment Visit Oct 06 External Moderator Reports Student Focus Group</p> <p>The college has extensive and nationally recognised links with employers. The college has been quoted as an example of best practice on employer engagement in HMI reports.</p> <p>The college was the largest and most successful provider in the country for the Employer Training Pilot, and is now one of the largest local providers for the Train to Gain Initiative</p> <p>Extensive links with local primary and secondary schools enrich the curriculum e.g children's university, gifted children's summer school, young apprenticeship scheme , sport in the community, increased flexibility programme</p> <p>Health promoting initiatives</p> <p>Economic regeneration, Telford and Wrekin Partnership, Telford Business Forum</p> <p>Joint Curricula and staff development with Shropshire Colleges</p>	<p>Principals Office</p> <p>Directorates, SWAoC Minutes Telford and Wrekin Partnership Minutes</p> <p>Principals Office</p> <p>Personnel Office</p>

Ref:	Claim	Evidence	Location of Evidence
5.15	Governors are highly effective at carrying out their responsibilities	Audit Reports External assessment report on governance Corporation minutes Governor involvement in the capital programme(Estates Committee) Governor involvement in quality issues (Student Achievement Committee) Governor involvement in student welfare and equality and diversity measures (student services minutes) Finance Committee minutes Audit Committee minutes Governor's Self Assessment Report	Personnel Office
5.16	The college's management structure is mature and fit for purpose and has enabled targeted action that has led to continuous improvements in all aspects of the colleges operation	Inspection Report June 2006	Inspection Report June 2006
5.17	Financial management is excellent and has supported the colleges significant investments Value for money is outstanding	Grade A financial health Development of campus Inspection report June 2006	Annual Accounts Inspection report June 2006
5.18	Improvement in Level 3, 16-18 programmes is required to increase retention – managers need to re-visit retention strategies.	Decline in Level 3, 16-18 retention	
5.19	Improvements identified in self-assessment of Financial Management and Control arrangements.	Self-Assessment report for Financial Management and Control Evaluation	Vice Principal Corporate Services office Audit papers

Appendices

**PRINCIPAL
D. BOYNTON**



Quality of Teaching Observed through Self-Assessment in 2007/08

Detail Grade Profile

1. All College

All Observations		TCAT - Probationary		New PN		Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
Due	Done	Due	Done	Due	Done	Done	No.	%	No.	%	No.	%	No.	%
558	490	95	79	83	64	342	83	24%	222	65%	35	10%	1	1%

2. TCAT Staff

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
Done	No.	%	No.	%	No.	%	No.	%
260	78	30%	156	60%	25	10%	-	-

3. PN Associates

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
Done	No.	%	No.	%	No.	%	No.	%
82	5	6%	66	80%	10	12%	1	1%

4. FT Groups

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
Done	No.	%	No.	%	No.	%	No.	%
136	34	25%	79	58%	22	16%	1	1%

5. PT Groups

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
Done	No.	%	No.	%	No.	%	No.	%
206	49	24%	143	69%	13	6%	-	-

Analysis by Sector Subject Area (SSA)

SSA 1 – Health, Public Services + Care

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
44	13	30%	24	55%	7	16%	-	-

SSA 2 – Science + Mathematics

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
8	3	38%	4	50%	1	13%	-	-

SSA 4 – Engineering and Manufacturing Technologies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
62	9	15%	42	68%	10	16%	-	-

SSA 6 – Information + Communication Technologies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
21	2	10%	15	71%	4	19%	-	-

SSA 7 – Retail _ Commercial Enterprise

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
35	10	29%	21	60%	3	9%	1	3%

SSA 8 – Leisure, Travel + Tourism

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
32	7	22%	24	75%	1	3%	-	-

SSA 9 – Arts, Media + Publishing

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
18	1	6%	17	94%	-	-	-	-

SSA 12 – Languages, Literature + Culture

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
18	4	22%	13	72%	1	6%	-	-

SSA 13 – Education + Training

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
10	5	50%	5	50%	-	-	-	-

SSA 14 – Preparation for Life + Work

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
47	20	43%	22	47%	5	11%	-	-

SSA 15 – Business Administration + Law

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done								
42	9	21%	30	71%	3	7%	-	-

Comment

The spread of grades across the Sector Subject Areas ranged from 100% Good or Better to 76% Good or Better. However the relatively small sample in some SSA must be taken into account when analysing the information.

Directorate Grade Profile

1. Directorate of Engineering + Computing

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done	2	8%	13	52%	10	40%	-	-

1.1 School of Computing

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done	-	-	2	33%	4	66%	-	-

1.2 School of Engineering

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done	2	11%	11	58%	6	31%	-	-

Comment

- 81% of all observations completed.
- 1 member of staff on long term sick leave
- Remainder of observations prioritised for September 2008

2. Directorate of Leisure, Business, Administration + Professional Studies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
76	23	30%	42	55%	10	13%	1	1%

2.1 School of Administration & Communication Technologies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
7	1	14%	5	71%	1	14%	-	-

2.2 School of Business Studies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
10	2	20%	6	60%	2	20%	-	-

2.3 School of Sport

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
16	7	44%	8	50%	1	6%	-	-

2.4 School of Hairdressing + Beauty

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
18	3	17%	11	61%	3	17%	1	6%

2.5 School of Public Services

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
12	3	25%	6	50%	3	25%	-	-

2.6 School of Professional Studies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
13	7	54%	6	46%	-	-	-	-

Comment

- 98% of all observations completed.
- Remainder of observations prioritised for September 2008

3. Directorate of Caring, Health + Art

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
36	10	28%	23	64%	3	8%	-	-

3.1 School of Creative Studies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
10	1	10%	9	90%	-	-	-	-

3.2 School of Health + Social Care

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
13	4	31%	8	62%	1	8%	-	-

3.3 School of Maths, Access, Science + Humanities

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
13	5	38%	6	46%	2	15%	-	-

Comment

- 92% of all observations completed.
- staff sickness or maternity leave accounted for 5% of observations
- Remainder of observations prioritised for September 2008

4. Directorate of Community Education + Essential Skills

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
57	17	30%	40	70%	-	-	-	-

4.1 School of Community Education (inc. International)

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
33	4	10%	29	90%	-	-	-	-

4.2 School of Essential Skills

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
24	13	54%	11	46%	-	-	-	-

Comment

- 83% of all observations completed.
- Some difficulty observing courses running for a term only.
- Some planned events did not run.
- Remainder of observations prioritised for September 2008 – if sessions available.

5. Directorate of Commercial Training + Development

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
123	23	19%	91	74%	8	7%	-	-

5.1 Apprentices

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
5	-	-	5	100%	-	-	-	-

5.2 Business + Professional

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
22	2	9%	20	91%	-	-	-	-

5.3 Engineering

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
14	2	14%	11	79%	1	7%	-	-

5.4 Food + Drink

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
21	11	52%	10	48%	-	-	-	-

5.5 Management + Care

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	Done	No.	%	No.	%	No.	%	No.
21	5	24%	13	62%	3	14%	-	-

5.6 Sport + Leisure

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done	-	-	12	100%	-	-	-	-

5.7 Meat + Poultry

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done	-	-	9	64%	4	29%	-	-

5.8 Transport + Logistics

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
Done	3	21%	11	79%	-	-	-	-

Comment

- 86% of all observations completed.
- A new method whereby of the Quality + Standards Manager will sample observations with the remaining observations being carried out alongside Internal Verification is being introduced. This should improve the number of observations taking place with efficiency savings by adopting a more cost effective approach.
- Remainder of observations prioritised for September 2008

6. Directorate of Foundation Studies

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
25	8	32%	13	52%	4	16%	-	-

6.1 School of Lifelong Learning

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
12	4	33%	4	33%	4	33%	-	-

6.2 School of Essential + Vocational Skills

Graded (PTL)	Grade 1		Grade 2		Grade 3		Grade 4	
	No.	%	No.	%	No.	%	No.	%
13	4	31%	9	69%	-	-	-	-

Comment

- 80% of all observations completed.
- One member of staff is on maternity leave and another is on long term sick leave.
- Remainder of observations prioritised for September 2008

Gold Standard - All College

Qual Type Duration	Level	Benchmark PI	Under 19						19+						2005-06		2006-07		2007-08		
			TCAT 05/06 outcomes	04/05 Benchmark Data	TCAT 06/07 outcomes	05/06 Benchmark Data	TCAT 07/08outcomes	06/07 Benchmark Data	TCAT 05/06 outcomes	04/05 Benchmark Data	TCAT 06/07 outcomes	05/06 Benchmark Data	TCAT 07/08outcomes	06/07 Benchmark Data	Under 19	19+	Under 19	19+	Under 19	19+	
			Long Qualifications - 24 weeks minimum																		
Short + VS Qualifications	1	Ret	94 1300	80 88	93 767	82 89	97 1073	85 93	91 2677	77 87	94 2441	79 89	96 2080	81 89							
		Ach	95 1300	81 90	96 767	84 91	96 1073	87 90	95 2677	82 92	95 2441	85 93	95 2080	87 93							
		SR	89 1300	64 75	89 767	69 78	92 1073	74 81	92 1073	62 76	90 2441	66 80	91 2080	71 80							
	2	Ret	90 750	76 83	90 962	79 85	90 947	81 91	90 3838	74 83	87 4307	77 85	88 3293	79 87							
		Ach	87 750	81 89	88 962	84 90	91 947	86 87	97 3838	82 91	98 4307	86 92	96 3293	87 93							
		SR	79 750	61 70	79 962	66 74	82 947	70 77	88 3838	60 70	86 4307	65 75	84 3293	69 77							
	3	Ret	80 457	78 86	84 531	79 87	77 473	84 92	87 1295	74 81	83 1437	76 83	82 1250	79 85							
		Ach	89 457	82 90	91 531	85 91	95 473	82 88	88 1295	81 88	90 1437	84 90	91 1250	86 92							
		SR	71 457	64 75	77 531	67 77	73 473	73 77	77 1295	59 67	75 1437	63 72	75 1250	68 75							
II	Ret							84 182	80 92	87 264	81 92	77 247	80 92								
	Ach							82 182	73 88	81 264	77 93	93 247	78 93								
	SR							69 182	56 73	70 264	61 76	71 247	63 77								
All LEVELS	Ret	100 315	90 95	99 1354	91 95	100 916	91 95	98 6410	90 95	98 5238	91 95	100 5232	92 95								
	Ach	99 315	94 97	99 1354	94 98	99 916	94 98	98 6410	94 97	97 5238	94 98	95 5232	94 98								
	SR	99 315	84 91	98 1354	85 92	98 916	86 92	96 6410	84 91	95 5238	85 92	95 5232	86 93								

CPR Headline Summary 07/08

0607 Success Rates (Inspection rules applied)				2007/08	LSC Benchmark 06/07	TCAT SR op 07/08 LSC Benchmark
Headline Actual Performance			2006/07			
All Ages	Long	Starts	10694	9493		
		Success Rate	84	84	71	+13
	Short	Starts	6588	6132		
		Success Rate	96	94	82	+12
	Total	Starts	17282	15625		
		Success Rate	88	89	77	+12

Success rates by Length and Age						
16-18	Long	Starts	2235	2497		
		Success Rate	81	85	73	+12
	Short	Starts	1363	913		
		Success Rate	98	99	77	+22
	Total 16-18	Starts	3598	3410		
		Success Rate	87	88	74	+14

19+	Long	Starts	8459	6996		
		Success Rate	84	84	70	+14
	Short	Starts	5225	5247		
		Success Rate	95	93	83	+10
	Total 19+	Starts	13684	12243		
		Success Rate	88	89	78	+11

Headline Actual Performance (LONG)			2006/07	2007/08		
16-18	Level 1	Starts	721	1073		
		Success Rate	87	92	74	+18
	Level 2	Starts	960	947		
		Success Rate	79	82	70	+12
	Level 3	Starts	532	468		
		Success Rate	77	73	73	0
	Level X	Starts	22	0		
		Success Rate	100	100	82	+18
	Level 4,5, & H	Starts	0	9		
		Success Rate				
Total		2235	2497			

19+	Level 1	Starts	2419	2080		
		Success Rate	90	91	71	+20
	Level 2	Starts	4209	3293		
		Success Rate	85	84	69	+15
	Level 3	Starts	1428	1251		
		Success Rate	75	75	68	+7
	Level X	Starts	150	235		
		Success Rate	93	100	85	+15
	Level 4,5, & H	Starts	253	137		
		Success Rate	68	71	63	+8
Total		8459	6996			

0607 Success Rates (Inspection rules applied)				2007/08	LSC Benchmark 06/07	TCAT SR cp 07/08 LSC Benchmark
Headline Actual Performance			2006/07			
Headline Actual Performance (SHORT)						
16-18	Short 1,2,3,&H	Starts	1237	889		
		Success Rate	98	99	77	+22
	Very Short 1,2,3,&H	Starts	126	24		
		Success Rate	99	100	92	+8
	Total		1363	913		

19+	Short 1,2,3,&H	Starts	3677	3657		
		Success Rate	94	93	83	+10
	Very Short 1,2,3,&H	Starts	1548	1562		
		Success Rate	98	98	94	+4
	Total		5225	5219		

Success rates by Sector Skill Areas (All Ages)		All Ages		Benchmark for GFE/TC 06/07	TCAT Rates cp 06/07 Benchmark	
		2006/07	2007/08			
1	Health, Public Services and Care	Starts	2308	2342		
		Success Rate	84	87	81	+6
2	Science and Maths	Starts	97	79		
		Success Rate	82	78	71	+7
3	Agriculture, Horticulture and Animal Care	Starts	1	21		
		Success Rate	100	100	76	+24
4	Engineering and Manufacturing Technologies	Starts	1873	1257		
		Success Rate	84	88	73	+15
5	Construction, Planning and the Built Environment	Starts	165	171		
		Success Rate	94	97	72	+25
6	Information and Communication Technology	Starts	2405	1851		
		Success Rate	85	80	70	+10
7	Retail and Commercial Enterprise	Starts	689	649		
		Success Rate	88	90	78	+12
8	Leisure, Travel and Tourism	Starts	2046	1578		
		Success Rate	95	85	81	+4
9	Arts, Media and Publishing	Starts	1364	1393		
		Success Rate	93	95	82	+13
10	History, Philosophy and Theology	Starts	37	56		
		Success Rate	65	73	86	-13
11	Social Sciences	Starts	7	n/a		
		Success Rate	100	n/a	75	n/a
12	Languages, Literature and Culture	Starts	616	763		
		Success Rate	86	92	77	+15
13	Education and Training	Starts	980	864		
		Success Rate	85	85	77	+8
14	Preparation for Life and Work	Starts	3068	3115		
		Success Rate	96	99	76	+23
15	Business, Administration and Law	Starts	1653	1486		
		Success Rate	82	79	71	+8
Total			17309	15625		

Success rates by Sector Skill Areas (19+)			19+		Benchmark for GFE/TC 06/07	TCAT 0506 Rates cp 06/07 Benchmark
			2006/07	2007/08		
1	Health, Public Services and Care	Starts	1878	1925		
		Success Rate	84	88	82	+6
2	Science and Maths	Starts	53	62		
		Success Rate	72	74	71	+3
3	Agriculture, Horticulture and Animal Care	Starts	0	17		
		Success Rate	0	100	77	+23
4	Engineering and Manufacturing Technologies	Starts	1455	910		
		Success Rate	87	91	76	+15
5	Construction, Planning and the Built Environment	Starts	155	162		
		Success Rate	94	97	74	+23
6	Information and Communication Technology	Starts	2120	1674		
		Success Rate	85	80	70	+10
7	Retail and Commercial Enterprise	Starts	482	462		
		Success Rate	91	92	80	+12
8	Leisure, Travel and Tourism	Starts	1693	1196		
		Success Rate	97	87	86	+1
9	Arts, Media and Publishing	Starts	1188	1204		
		Success Rate	95	98	86	+12
10	History, Philosophy and Theology	Starts	37	56		
		Success Rate	65	73	91	-18
11	Social Sciences	Starts	6	n/a		
		Success Rate	100	n/a	75	n/a
12	Languages, Literature and Culture	Starts	561	723		
		Success Rate	85	93	77	+16
13	Education and Training	Starts	974	862		
		Success Rate	85	85	77	+8
14	Preparation for Life and Work	Starts	1648	1705		
		Success Rate	96	99	77	+22
15	Business, Administration and Law	Starts	1442	1257		
		Success Rate	81	79	71	+8
16	Not Known	Starts	0	0		
		Success Rate	0	0	n/a	n/a
Total			13692	12215		

Success rates by Sector Skill Areas (14-18)			16 - 18		Benchmark for GFE/TC 06/07	TCAT 0506 Rates cp 06/07 Benchmark
			2006/07	2007/08		
1	Health, Public Services and Care	Starts	430	417		
		Success Rate	83	83	77	+6
2	Science and Maths	Starts	44	17		
		Success Rate	93	94	70	+24
3	Agriculture, Horticulture and Animal Care	Starts	1	4		
		Success Rate	100	100	75	+25
4	Engineering and Manufacturing Technologies	Starts	418	347		
		Success Rate	75	79	68	+11
5	Construction, Planning and the Built Environment	Starts	10	9		
		Success Rate	100	100	68	+32
6	Information and Communication Technology	Starts	285	177		
		Success Rate	85	82	70	+12
7	Retail and Commercial Enterprise	Starts	207	187		
		Success Rate	81	87	75	+12
8	Leisure, Travel and Tourism	Starts	353	382		
		Success Rate	85	80	76	+4
9	Arts, Media and Publishing	Starts	176	189		
		Success Rate	76	79	78	+1
10	History, Philosophy and Theology	Starts	0	n/a		
		Success Rate	0	n/a	n/a	n/a
11	Social Sciences	Starts	1	n/a		
		Success Rate	100	n/a	75	n/a
12	Languages, Literature and Culture	Starts	55	40		
		Success Rate	96	88	78	+10
13	Education and Training	Starts	6	2		
		Success Rate	67	50	77	-27
14	Preparation for Life and Work	Starts	1420	1410		
		Success Rate	96	98	75	+23
15	Business, Administration and Law	Starts	211	229		
		Success Rate	86	79	70	+9
16	Not Known	Starts	0	0		
		Success Rate	0	0	n/a	n/a
Total			3617	3410		



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10 October 2006

Doug Boynton, Principal
Telford College of Arts & Technology
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Dear Doug

ANNUAL ASSESSMENT VISIT

Following my visit on 9 October, I write to confirm the findings of the college's annual assessment visit. I attach feedback outlining the main conclusions. I hope you find this useful in continuing to improve provision at the college. I also attach the risk assessment from the visit.

Please make sure that you bring to our attention any factual inaccuracies in the feedback, by e-mail to collegeinspections@ofsted.gov.uk, within two working days of receiving this letter. If there is anything on which you require further clarification, please do not hesitate to contact me.

May I thank you, your colleagues and students for making us feel so welcome during the visit. I look forward to meeting you again.

Yours sincerely

John Evans HMI

cc. Central AAV unit: collegeinspections@ofsted.gov.uk
Sharon Gray Area Director, Herefordshire, Worcestershire & Shropshire LSC
Christine Langdon HMI Regional ADM, Ofsted
Bob Busby ALI

Name of College: Telford College of Arts & Technology
Date of visit: 10 October 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

Achievement and standards

Were high success rates and improving trends in standards maintained in 2005/06?

- At the end of 2005, an overall long course success rate of 75% marked the college out as one of the highest performing of the large general further education colleges. Data for 2005/06, though incomplete at the time of the AAV, nevertheless indicate that very high success rates have at least been maintained and the likelihood is that the trend of improvement has continued, with overall success rates for both age groups at all levels destined to be higher again. In particular, the very strong trend of improvement in retention rates has been sustained due to the extremely effective retention strategies deployed. This is strikingly evident on courses for adult students, which include the college's extensive employer-based provision, where overall retention rates, which were below national averages three years ago, are now at least 15% above average at all levels. For 16 to 18 year old students, retention rates are about 15% above average at levels 1 and 2, and have improved to reach the national average at level 3, where retention has proved most previously been below average. Provisional data indicate that the very high success rates on short courses have also been maintained.

Success rates on WBL programmes?

- Full framework success rates have improved significantly from 31% in 2005 to 57% in 2006, which is above national average. Timely success rates have also significantly improved from 19% in 2005 to 45% in 2006, which is well above national average. Success rates on apprenticeships have doubled to 52%, which is about average; while success rates on advanced apprenticeships have improved to 62%, well above the national average.

Success rates on the college's extensive employer-based provision

- Success rates on employer-based provision have significantly increased over the last three years: from an overall 66% in 2004, to 79% in 2005, and, according to the college's provisional data, to between 82% and 92% in 2006. The total volume of enrolments on employer-based provision has decreased due to reduced numbers on key skills and ECDL programmes, but the college now works with more employers. The college has responded to employer requests in shaping its curriculum offer and has also established an additional learning centre on an employer's premises, bringing the total to eleven. Since the inspection in May 2006, the college now provides Train to Gain programmes in the East Midlands and West Midlands.

Quality of education and training

Response to the need to strengthen aspects of the observation of teaching and learning process (a key area for improvement identified in the recent inspection report)

- The post-inspection action plan gives appropriate attention to this area for improvement. Actions taken, or being taken, by the college represent incremental steps designed to strengthen the reliability of the college's own profile of the quality of lessons which results from the internal observation of teaching and learning. From this year, teachers will no longer be given notice of the specific lesson to be observed, but will be notified of a week-long 'window' during which an observation will take place; a stronger focus on the quality of learning taking place in lessons is being promoted through supplementary training for observers; the co-ordinating manager will undertake more dual observations with other observers to promote consistency in judgements; and an element of external validation is being introduced through a pairing arrangement with another college. It is too early to judge the impact of these changes. There are no evident plans to further extend the rigour or frequency of the lesson observation system in future years. Lack of any element of direct observation of practice, including lesson observations, in the appraisal system remains a constraint on it becoming a more effective performance management tool.

Review of 14-16, Entry and Level 1 provision in the context of the relatively low post-16 staying on rate and relatively high number of young people who are NEET in Telford & Wrekin

- The college demonstrates a strong commitment to improving the below average post-16 staying on rate locally, for all young people and for those with learning difficulties and disabilities, and to helping to reduce the numbers of young people not in education, employment or training. The college provides a good range of learning opportunities for 14 to 16 year olds, of whom about 500 each year take courses at the college through the increased flexibility programme and other school link initiatives. The revised curriculum proposed for 2007 has been strongly influenced by the views of the schools, although the extent to which these accurately reflect the needs and interest of the pupils and their parents is not clear. The plans represent an imaginative approach to offering an even broader range of vocational learning opportunities at levels 1 and 2. The re-focused schools liaison service is helping to strengthen the college's links with individual schools and enabling the college to be even more responsive. The college development plan targets further growth in the number of Year 10 and 11 students at the college, and this is expected to materialise with the implementation of the first specialised diplomas in 2008. The college is at the centre of local planning for the new diplomas through the Telford & Wrekin 13-19 Implementation Group.

- Over the last two years, significant improvements have been made to the college's provision for young people with learning difficulties and/or disabilities and those with more disaffected attitudes to education. The BTEC certificate in vocational studies has been developed across 7 vocational areas, making good use of specialist facilities inside and outside the college. This provides a good progression pathway for students from the skills for working life programme already established at Entry level. Student numbers have more than doubled in the last two years and this is a key factor in the very marked, 55% increase in 16 to 18 year olds studying full-time Level 1 courses this year. Relationships with local special schools have been strengthened and increasing numbers of their 14-16 year olds infill onto the vocational pathways.

Steps taken to improve the cross-college enrichment programme

- The college has maintained its excellent range of curriculum enhancement activities and also increased its cross-college enrichment programme to include more sports activities and trips as well as informative sessions on a wide range of subjects. A termly calendar of enrichment activities has been introduced; well advertised on college notice boards and circulated to all staff and students. In addition, an enrichment leaflet and termly newsletter promote the activities available. The college's outstanding sports facilities are well used to provide extensive opportunities for students to participate in physical activities. Timetables across the college are arranged to allow students from any curriculum area to participate in college teams. There is a good range of lunchtime activities and after-college clubs. The college promotes sports to women under its well publicised 'girls allowed' initiative. Student youth advisors and student health advisors work well in promoting enrichment and collecting student feedback to inform future enrichment activities.

Steps being taken to improve the consistency of key skills provision

- The college has established a post-inspection quality improvement action plan specific to key skills. Staff development events have taken place to share good practice in key skills delivery. The on-line testing of key skills, piloted by the engineering and computing directorate, has been evaluated and the availability of on-line testing has been extended to all students. Two college managers have visited colleges with high success rates in key skills and have produced a report making further recommendations for improvement. Further staff development is planned to enable teachers to share good practice in key skills' portfolio building and a key skills quality group will begin to meet half-termly. It is too early to judge the impact of these developments.

Leadership and management

No aspects of leadership and management were explored on this visit.

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7 July 2008

Doug Boynton, Principal
Telford College of Arts & Technology
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Dear Mr Boynton

DESK MONITORING ACTIVITY

Following the desk monitoring activity I have recently undertaken, I enclose the completed risk assessment. This assessment is used to summarise the performance of the college, based on the evidence available, and to inform the scheduling and resourcing of the next inspection. It will not be published. If the risk assessment identifies the need for an on-site visit, you will be contacted shortly to arrange this.

Thank you for your help in providing evidence to support the desk monitoring activity. If you have any queries about the assessment, please do not hesitate to contact me.

Yours sincerely

Philippa Francis HMI

cc. midlands1&sd@ofsted.gov.uk

Sharon Gray, Area Director, Herefordshire, Worcestershire and Shropshire LSC

John Evans HMI, Regional and colleges ADM

Jen Walters HMI regional link ADM West Midlands

Derrick Spragg HMI Regional Quality Improvement Partnership West Midlands

Enc: Risk assessment

FE College Monitoring Activities

Risk Assessment

Name of college:	Telford College of Arts and Technology
Date of activity:	1 July 2008
Type of monitoring activity:	Desk-based monitoring
Inspector:	Philippa Francis HMI

1 Current category (based on previous inspection report) used in planning scope of next full inspection:

1 Outstanding

2 Summary of progress judgements made:

Not applicable

3 Are judgements in the college self-assessment report broadly consistent with the sample of evidence examined?

Yes.

4 Are there any curriculum areas/ WBL/ CfE aspects that are a cause for concern?

If so, please briefly indicate reasons.

No.

5 Recommendations

Scheduling

- Inspection should be as currently scheduled
- Inspection should be earlier than currently scheduled
- Inspection can safely be postponed
- Follow up visit to be undertaken (desk monitoring only)

Resourcing

- The inspection resource should be as currently planned
- The inspection resource should be reduced
- The inspection resource should be increased

6 Explanation/ evidence (if recommendation is to change inspection timing and/or level of resourcing and for desk monitoring, reasons for follow up visit):

Not applicable.

7 Summary of key judgements

Evidence base: Self-assessment report (SAR) 2006/07; Learner Achievement Tracker (LAT) data 2006/07; CPR 2005/06; PPR 2006/07; FE success rates FO5 dated April 2008 provided by college; quality improvement plan including the most recent review; the college's website and the previous inspection report.

Data provided by the college indicate it is maintaining its position of overall strong performance. Over the last three years, long course success rate data show a sharp improvement between 2004/05 and 2005/06 to well above average, and a maintained consistently high rate in 2006/07. Long course success rates for 2006/07 are broadly similar to the previous year and remain well above national rates. By level and age, long course success rates are all above average and almost all are well above. Rates improved at level 3 for students aged 16 to 18 and for adults at level 1; other rates stayed similar to or slightly below rates for the previous year.

Long course success rate data support the SAR achievement and standards judgements. Summary data are not provided for work-based learning courses, despite two areas for improvement identified. PPR data show overall improving success and timely completion rates over the last three years for all apprentices. There are well above average rates for advanced apprentices, but just below average framework success rates for apprentices, especially in engineering. The recent review of actions in the quality improvement plan indicates improvements in success rates and timely completion in engineering. The analysis of the performance of different groups by ethnicity and gender is undertaken, but the outcomes are not reported. There appears to be limited evaluation of key skills qualification outcomes either for the college as a whole or by sector subject area. Data from the LSC F05 report show a marked decline in success rates for key skills in 2006/07, suggesting that further investigation is needed, but there appears to be no account of this in the report. Self-assessment does not evaluate the progress students made relative to prior attainment in the achievement and standards section, although reference is made to judgements about progress in other sections. LAT data show overall broadly satisfactory performance by students compared with their prior attainment.

The SAR is broadly comprehensive in its coverage and includes detailed sections on ECM themes, safeguarding and equality and diversity. There is a tendency in each of these sections to record provision in place or the college's procedures rather than quantify the impact on students and their performance. Strengths, weaknesses and areas of significant improvement are clearly noted for each key aspect and curriculum area. Additional sections showing 'claims' and supporting evidence, however, do not always fully support or provide the underpinning evaluation of headline judgements and, in a few cases, appear to record expected practice. In arts and media, for example, low success rates for students aged 16 to 18 are noted as a weakness but evaluation of the factors that influenced this position is limited; Weaknesses around framework completions are noted but data are not provided, nor is an evaluation of what underpins the concern.

The evidence base for the outstanding grade awarded for teaching and learning does not fully support the grade. Headline weaknesses note incomplete observations of teachers in 2006/07, although this is not referred to in supporting evidence. The evaluation of the quality of assessment and internal verification is contradictory in places and the evidence does not appear to support an outstanding grade.