

Self Assessment Report

2009/10



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SECTION 1: OVERVIEW

The Self Assessment process

Self-assessment is the means by which the quality of our provision is assured and improved. It is an on-going systematic process that encourages all areas of the college to evaluate performance and measure progress against the College's mission and strategic objectives.

October 09 – June 10

Programme self assessment undertaken by course teams three times a year. Review of student progress and careful monitoring of 'at risk' students through weekly tutorials. Monthly review of curriculum section areas. The process culminates with a summary review of the year, at course level, in July



July - August 10

Section Heads and Service Managers prepare draft area self assessment reports based on programme team reviews and information such as attendance data, internal and external verification reports, audit reports, student and employer feedback, lesson observation data, staff development records and service standards, etc. Strengths and areas for improvement are identified and section and service level assessment grades are agreed upon within the Common Inspection Framework.



October 10

Section Heads and Service Managers prepare final area self assessment reports based on confirmed success rate data. Reports are submitted to Director of Quality for review and feedback.



October - November 10

Curriculum/Service Area peer review evaluation by panel of internal stake holders and peer colleges. Final area report grades agreed. College self assessment report developed from Curriculum/Service Area reports shared with all managers and discussed in detail.



December 10

Governors approve the final judgments. All areas for improvement are collated to form a basis for the Quality Improvement Plan (QIP) for the coming year which is integrated into the College Operating Statement and Risk Analysis.

The self assessment process pulls together all the College's quality processes into a single drive for quality improvement. The Self Assessment Report includes:

- Performance data analysed over three years by comparing to national averages and minimum level of performance reports.
- Robust lesson observation data that has been subject to rigorous external moderation
- Learner, Employer and Staff surveys

Background to the Organisation

Stephenson College is a General Further Education College with the main campus situated in Coalville, North West Leicestershire. The college has provided full and part time courses from state of the art premises since August 2005. A building is leased, near to the main campus to deliver construction training and there is a campus in South Nottingham and specialist equestrian facilities in North Nottingham. The college offers substantial Employer Responsive training.

The college has provision in 13 areas of learning. The total number of learners enrolled with the college in 2009/10 was 11,141. The total number of students on government funded programmes was 8679 which presents 78% of the college provision. Learner responsive courses constituted 35% of our provision; employer responsive activities 43% of our provision, with a further 4% being school link activities. Full time programmes are studied by 14% of learners, with most part time students on programmes provided at various employer premises and outreach centres. The College continues to build its HEFCE/HE provision, which currently represents 3% of our total provision, by working in partnership with several universities. 6% of learners pay for commercial courses. The College works with franchise partners Apex, who deliver IT programmes from a centre in Leicester city, and Coates Coaches who deliver Driver qualifications.

The College liaises with local schools and the Local Authority through the North West Leicestershire 'Area Partnership Planning Group' (APPG) and has supported the development and delivery of Specialist Diploma lines in Engineering and Hairdressing. The Principal is the Vice Chair of the Local Strategic Partnership, Chair of the Economic Sub group and the FE representative on Children and Young Peoples Trust (CYPT) and Leicester, Leicestershire Learning Organisation (LLLO). The significant feeder schools for 14 - 19 learners in North West Leicestershire are King Edward VII and Ashby School. The college has a school link provision with 8 Upper schools and 6 High Schools and 3 Special schools. Courses range across day tasters, 12 hour taster courses and accredited courses lasting up to 2 years. The Blaby Pupil Referral Unit (PRU) refers excluded learners to college. A new initiative in 09/10 saw the introduction of the 'Accounting Youth Club' where 14 - 16 year olds undertook the AAT Certificate in Accounting, to strengthen their numeracy skills and provide and insight into a business environment. The college also works with Job Centre Plus to provide their 6 month offer for local adults who are currently unemployed; for young people in the locality the college provides the Entry to Employment (E2E) programme in collaboration with the Connexions Service. The College is committed to partnership working.

The local area has lower than average unemployment , currently 2.4% in North West Leicestershire (NWL) compared to the regional rate for the East Midlands of 3.4%. Of those unemployed in North West Leicestershire 31% were aged 18 - 24 years (Source Leicestershire Economic Partnership Unemployment Bulletin July 2010). The 2001 Census indicated 94.7% of residents in Leicestershire are from white backgrounds. The most significant minority ethnic group is Asian/Asian British which is 3.7%. The overall minority ethnic population is 5.3%, compared with the average in England of 9.2%. In the area of North West Leicestershire, the College catchment area, the minority ethnic population is 2.6% (Source LCC/NWL Community Profile, August 2005). There are pockets of deprivation, notably in the Greenhill ward of Coalville, which ranks in the top 15% in the national indices of deprivation. In terms of multiple deprivations, NWL ranks 219 out of 354 district councils and Leicestershire ranks 138 out of 149

local authorities. The college recruitment of all learners from an ethnic minority background in 09/10 was 8%

Type of provision	Number of enrolled learners in 2009/10
Provision for Young Learners:	
14 – 16	500 learners
Further Education (16-18)	1361 learners
Provision for adult learners:	
Further education (19+)	2333 learners
Employer provision:	
Train to Gain	2610 learners
Apprenticeships	666 learners
Higher Education Learners	396 learners

Our Mission

“Excellence and innovation in learning”

Core Values

During the course of the year all the staff have been involved in developing the core values through which we will deliver our mission and these are:

- Strive to be the best
- To be the college of choice
- Help each other and our environment
- Use our resources to the benefit of our students

Core Behaviours

In the process of agreeing the core values of the college, the staff have also identified those supporting behaviours which will ensure consistency in living by our values and these are:

- Lead by example
- Promote the college
- Question and Challenge
- Accept responsibility and be accountable

Stephenson College is a good college with some outstanding features. The college has a well understood mission “Excellence and innovation in learning” and aspires to be outstanding within the next three years.

Outcomes for students

The outcome for students is good and the success rates for long programmes and train to gain have improved again this year. There remains concern over apprenticeship provision especially in construction and retail and commercial enterprise (Hair, Beauty and Complimentary Therapies) and for long level 2 provision in construction and ICT. There are outstanding outcomes for students in the Services to People and the Health and Social Care sections. Students feel safe and enjoy their learning experience. The enrichment opportunities, such as the World Skills Competitions, contribute to the students’ social and economic well-being.

Quality provision

The College has a broad curriculum covering 13 areas of study with progression routes from Entry level 1 to Level 6. The College uses its strong links with employers to collaboratively plan provision that will meet the individual needs of learners. An outstanding early diagnostic tool enables appropriate additional learning support to be put in place and this has demonstrated that students receiving additional learning support, on average, achieve greater success than those that don’t. There is a high level of good and better teaching with many areas having 100% good or better teaching. There is a correlation between good teaching and good success measures and this has highlighted the need for support to raise teaching standards in construction and ICT. The College has an outstanding learning environment supported by well resourced teaching.

Leadership and Management

The leadership and management of the college is outstanding as evidenced in a recent Investors in People inspection when the College was awarded the ‘Gold Standard’ by meeting an unparalleled 195 out 196 criteria. The assessor identified thirteen areas of strength beginning with “approachable, available and inspirational leadership”. The leadership and management have ensured that the College core values reflect the college’s activities by extensive consultation and engagement of all staff. The Governing body, through a clear and focused system of committees, scrutinizes the work of the College, providing robust challenge to ensure compliance with the Corporate Objectives.

The management team use performance data, lesson observations and performance management systems to identify areas of weak practice and support and challenge all areas of the College to secure improvement. The leadership and management team seek to ensure that strategic and operational decisions are aligned with the needs of the locality; region and reflect Government policies.

What does Stephenson College need to do to improve further?

- To raise retention and success rates for Level 2 Learner Responsive provision
- To raise success rates for apprenticeships particularly 16-18
- To raise success rates for 19+ years learner responsive provision with the exception of Health and Social Care
- To develop new markets for apprenticeship training in response to learner and employer needs
- To increase participation into adult apprenticeship training and the managed reduction of TTG
- To establish a hub for the East Midlands Skills Academy for Sustainable Energies.
- To grow commercial work.
- To ensure functional skills delivery produces high levels of learner satisfaction and good success rates
- To improve value added scores and employability for full time learners
- To manage and support Foundation Learning to provide progression onto Level 2 qualifications

Summary of the views of users:

- The overall satisfaction with the college for FE and work-based learners has improved to 100% and 99% respectively which is something to be celebrated.
- The teachers subject knowledge and ability to interest learners remains good across all curriculum areas
- Commercial course satisfaction remains high with 98% of learners confirming the course helped to achieve their goal
- When reviewing surveys completed by our minority ethnic learners, whilst the numbers make statistical analysis not possible, it is worth noting that overall satisfaction with the college for Black and Asian learners is 95%

Summary of the views of employers:

The college has attained the Training Quality Standard (TQS) which means an automatic grading of outstanding in the Framework for Excellence (Ffe) for employer satisfaction. As a result the College is no longer required to take part in the Skills Funding Agency National Employer Survey, however, for indicative purposes we analyse the response to the Impact Statements agreed with employers at the beginning of the provision planning process within the TQS framework. The response rate from employers was relatively high at 30% and 80.38% of our Employers expressed overall satisfaction with the impact that our training had had on their business. There are no comparable statements in the Skills Funding Agency National Employer Survey to show a year on year trend however, in 2008/9, 92% of employers stated that the training programmes our college provided on their behalf achieved what they required.

National Recognition:

In November 2009 the College was visited by the then Prime Minister, Gordon Brown, who issued a public statement which said:

“The facilities are fantastic and the support for students excellent. It is great to see teachers, students and employers so enthused by their future prospects and clearly enjoying their work. Stephenson College is leading the way in providing vital skills for our young people and the country. The courses and apprenticeships on offer ensure a bright future for the students and it is essential that we continue to invest and back young people in Britain.”

Gordon Brown - Prime Minister
November 2009



Individual staff have also received recognition. Lee Davies, Deputy Chief Executive of the Institute for Learning, awarded college Skills for Life lecturer Jackie Hall a prize from the International Professional Development Association in recognition of her individual research project undertaken as part of Jackie's DTLLS teacher training qualification. Jackie was nominated for this prize by Derby University. Additionally, the Principal has been nominated for a Queen's Award for Enterprise in recognition of his work as Chair of the Economic Committee of the Local Strategic Partnership.

Introduction

The college has excellent capacity to improve having demonstrated significant achievement against a number of external quality standards e.g. MATRIX for our whole college approach to initial Advice and Guidance, TQS B for Building Services Engineering, and our Gold standard for Investors in People. At the recent Investors in People accreditation meeting the College Leadership and Management was described as “inspirational”. Senior managers and Governors provide outstanding leadership, responding to local and national priorities and make timely strategic decisions to support the work of the college, e.g. The Coates project in response to our Train to Gain expansion, the preparation; planning and staff development required for the transition from Key skills to Functional Skills; resources prioritisation for Electrical Installation and sustainable energy provision, a refit of the SLDD practical room and the efficiently administered process for redundancies made in 2009/2010.

College systems have been improved in a number of areas to provide staff with more efficient and effective ways to work which include a new electronic processes for appraisal and self assessment. Further development of our curriculum planning and CRM (Customer Relationship Management), and an extensive set of reports on the College’s NG Portal are available on staff PCs and have contributed to the accountability which is a core behavior for the College

Achievement and standards

The College continues to use an extensive range of data analysis to identify the factors underpinning learner success and to develop strategies to drive up standards. Through data driven performance management reviews the college has emphasized the need for personalized support and clear target setting for learners in order to secure improved achievement for students. Strong leadership has ensured that the college has embraced the Government priorities communicated through the SFA. The College has consistently enabled learners to achieve above the national average.

Growth

The College has grown between the years 2006 to 2009 with full time learner responsive students more than doubling. In the year 2009/10, the College consolidated its position during a period of economic contraction. The College has begun to manage the transition from train to gain to adult apprenticeship and also from adult to 16-18 learner responsive provision concentrating on priority areas such as construction.

Teaching and Learning

Staff development continues to be a high priority, with whole staff development days continually improving. The workforce reform directive, to have a well qualified workforce led the college to trial and be successful in staff achieving qualified status through General Professional Recognition Learning and Skills (GPRLS), a portfolio route for experienced staff who were employed before 2002. This has been a welcome opportunity for some staff. Up-to-date curriculum knowledge and expertise remains a high priority with staff accessing a range of training including one day conferences, up-skilling in new curriculum and obtaining degrees to support progression routes to HE and to meet the demands of changing needs of industry. Satisfaction levels within our staff has improved and is evidenced in the staff survey results.

Curriculum Innovation

Our provision is constantly reviewed and refined to ensure it meets the needs and interests of students and employers and is aligned to local and national priorities. The curriculum choice is wide and varied with an excellent range of courses at all levels. Strong links with employers enhance the student experience by providing an expanding range of work-related opportunities to broaden and enrich knowledge and understanding. The College has invested heavily in the Nottingham Campus to meet local needs in the Care, Services to People and Construction sectors. The College has also led developments in a proposed Apprenticeship framework for sustainable energies.

Self – assessment and Quality Improvement

The college has a highly effective quality strategy and a quality improvement cycle which has yielded continual improvement in standards. This is understood by all stakeholders, staff, learners, employers, governors and partners. Learner Surveys are completed at induction, and each term, to monitor satisfaction. Employers are surveyed after training has been completed. Internal and external audits follow themes and provide feedback to strengthen the process of self assessment. At a curriculum level the self evaluation process includes programme teams that report their evidence and judgments electronically in a format which is derived from the Common Inspection Framework. Evidence used as a part of this process includes Learner surveys, External Verifier Reports, minutes of team meetings, retention achievement and success data, progression data, assessment and learning plans(ALPS) and complaints data. The teams identify the key strengths and areas for improvement within programmes and produce action plans to drive improvement.

Strategic planning

The College recognises that staff motivation is enhanced when colleagues are consulted and take ownership of decisions. An example of this would be the all staff consultation to establish the College's Core Values and Behaviours. A change management group has been formed containing staff across the college to include staff in the decision making processes of the College.

Safeguarding

Safeguarding is outstanding and there has been significant investment in staff training for Safeguarding and activities to provide learners with confidence in the college's ability to keep them safe and secure. The Equality Policy has been aligned to the Equality Bill 2010, and Equality Impact Assessment (EIA) has been introduced and successfully applied.

Agenda for continuous improvement

The college is well prepared to respond effectively to a volatile external environment and has an excellent record in managing change. It is innovative and not afraid to take difficult decisions. The Senior Management Team has developed strong links with key decision makers in government, sector skills councils and with commercial leaders.

Staff development, particularly the development of pedagogical skills, effectively builds the college's capacity for continuing improvement. The strategic capability of managers and governors coupled with an extensive network of partners, maintains the college's capacity to respond positively and successfully to changes in the further education sector. Teamwork and communication throughout the College is excellent as was demonstrated through the Investors in People Inspection, during which staff said "We all work in an atmosphere of trust as we are all professionals"

Financial Control

The Skills Funding Agency graded the college as having 'good' Financial Control and the College assesses its ability to use Financial Planning Controls to contribute to the proper, economic, efficient and effective use of resource as outstanding. The College three year financial plan is prepared for and approved by the Corporation and then submitted annually to the SFA. The plan is a realistic model of the expected College results for the next three years, based upon the latest funding and financial information available at the time. In constructing the plan, the financial figures reflect the College's expectation of the results being achievable. Appropriate sensitivities have been factored into the plan to reflect the College's ability to perform within the current economic climate.

The timetable for the annual financial planning process is scheduled to include two detailed budget reviews within year. The planning process includes SMT, Section Heads and other budget holders who all contribute to the review process. The revised budget is then presented to the Corporation for approval. Monthly management accounts monitor the financial performance of the College against the budgets set. Any budget exposures are reported in the management accounts. The forecasting models for Work Based Learning and Train to Gain have enabled resources to be utilised to support the College in trying to maximise its income allocations. The resulting financial position of the college is that it has no mortgages, £15million pounds of accumulated reserves and cash balances of £3million pounds on an annual turnover of £20million pounds.

Self Assessment Grades

Key Outcomes

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18	Adult	Emp Res				
Full-time learners									
Part-time learners									
Overall effectiveness	2	2	2	2	2				
Capacity to improve	1								
A. Outcomes for learners	2	2	2	2	2				
A1. How well do learners achieve and enjoy their learning?	2								
A1.a) How well do learners attain their learning goals?	2								
A1.b) How well do learners progress?	2								
A2. How well do learners improve their economic and social well-being through learning and development?	1								
A3. How safe do learners feel?	1								
A4. Are learners able to make informed choices about their own health and well being?	2								
A5. How well do learners make a positive contribution to the community?*	1								
B. Quality of provision	2					2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2								
B2. How effectively does the provision meet the needs and interests of users?	1								
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1								
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	1								
C. Leadership and management	1	1	1	1	1				
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1								
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	1								
C3. How effectively does the provider promote the safeguarding of learners?	1								
C4. How effectively does the provider actively promote equality and diversity?	2								
C5. How effectively does the provider engage with users to support and promote improvement?	1								
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1								
C7. How efficiently and effectively does the provider use its	1								

available resources to secure value for money?		
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Key Outcomes 3 year trends

	Overall 07/08	Overall 08/09	Overall 09/10
Overall effectiveness	2	1	2
Capacity to improve	1	1	1
A. Outcomes for learners	2	2	2
B. Quality of provision	2	2	2
C. Leadership and management	2	2	1
Safeguarding	1	1	1
Equality & Diversity	2	2	2

Long programmes by Subject Sector Area (SSA)

	SSA	08/09 Cohort	09/10 Cohort	08/09 *Success	09/10 *Success
Health, Public Services & Care	1	214	221	74	↑86
Science and Mathematics	2	n/a	14	n/a	↑86
Engineering & Manufacturing	4	264	354	63	↑73
Construction & Planning	5	336	374	71	↓68
ICT	6	125	65	79	↓74
Retail and Commercial Enterprise	7	311	328	82	↓77
Leisure, Travel and Tourism	8	81	76	80	↓76
Arts, Media and Publishing	9	30	24	72	↓71
History, Philosophy and Theology	10	14	28	73	↑82
Languages, Literature & Culture	12	n/a	1	n/a	↑100
Education and Training	13	81	64	70	↔70
Preparation for Life and Work	14	564	511	72	↑76
Business, Administration and Law	15	61	99	71	↑76
				73	↑75

* Stated on a like by like retention policy

Therefore the numbers for 08/09 cohort 1 will not be known exactly, they have been taken from the published QSR (from LSC)

Curriculum Section Grades (Learner Responsive – All levels)

	08/09 Cohort	09/10 Cohort	08/09 Success	09/10 Success	08/09 Nat Av.	Grade 08/09	Grade 09/10
Health and Social Care	1615	836	99	↓98	81	1	1
Motor vehicle and Engineering	258	350	66	↑74	76	3	2
Construction	384	425	75	↓70	76	2	3
Creative Industries and Business Technologies	399	288	81	↓72	76	2	3
Hair, Beauty and Complimentary Therapies	363	375	84	↓77	76	1	2
Services to People	431	400	88	↓86	79	1	1
Schools and Community Provision	452	506	70	↑76	n/a	2	2
Train to Gain	2143	2610	66	↑71	71	2	2
Apprenticeships	516	666	62	↓54	58	2	3

Support Areas

	Overall effectiveness 09/10	Capacity to improve 09/10
Student Services	2	1
Learning Support	2	2
Communication and Marketing	2	1
Estates	2	2
Health and Safety	1	2
Finance	2	1
Employer Responsive	3	2
Quality	2	1

SECTION 2: JUDGEMENTS & EVIDENCE

Outcomes for learners

2

A1. How well do learners achieve and enjoy their learning?

A1. a) Evaluate statements for learners' attainment of learning goals

2

Key Strengths	Evidence
Outstanding success for students on Health and Social Care and Services to People Courses	<p>Learner responsive: 98% of learners on Health and Social care and 86% of learners on Services to People courses achieve their learning aims which, is 17% and 7% respectively above national averages</p> <p>Employer responsive: Train to gain success rates for Health, Public Services and Care (89%) and for Skills for Life (80%)</p>
Good success rates on learner responsive programmes	81% of learners on learner responsive programmes achieve their learning aims which, is above the last published national averages.
Outstanding performance of learners with additional learning support.	The success rates for students supported by ALS were in most cases higher than the equivalent rates for those students not needing support. This gives the college assurance that ALS funding is providing good value for money. Where success rates were lower, this was typically linked to lower levels of student retention.
Key Areas for Improvement	Evidence
Adults learner responsive provision at Long level 3 and H for courses in education and training, and level 1 and 2 for preparation for life and work	These sector area success rates for adult provision were greater than 5% below the national average
Under 19 learner responsive provision at long level 1 and 2 for construction and Creative Industries and Business Technologies	The constituent sector area success rates for under 19 provision were greater than 5% below the national average

Key Strengths	Evidence
Students enjoy their learning and have high perceptions of how good the college is	Good Attendance with the whole college at 88% and an average class size of 13.5 The year-end learner surveys for 2009-10 showed the overall satisfaction with the college for FE and work-based learners has improved to 100% and 99% respectively which is something to be celebrated.
Good Value Added for most Learners	Business Studies, Health and Social Care and Public Service learners demonstrate good grades in the 90th percentile. IT Practitioners, Travel and Tourism and Vehicle Maintenance are in the 60 - 70th percentile.
Highly effective use of additional learning support to help learners progress	When comparing success rates of students on long programmes of those students accessing Additional Learning Support, compared to those not requiring it, show a consistent pattern of those accessing support achieving higher levels of success.
Key Areas for Improvement	Evidence
Develop enterprise college ethos to promote more opportunities into employment for learners	The College has recognized that has a part to play in supporting the Government priority to support economic recovery through growth in the private sector.

Qualification Success Rates for specific student groups

Analysis of the most recent results for learner responsive long programmes (excluding key and functional skills) is included within this next section. The key focus in analysing this data is to highlight performance gaps between cohorts, this is achieved by identifying where the number of achievements for a particular group is significantly lower than the college average.

Ethnicity (excluding Apex)

Ethnicity	09/10 Starts less Transfers	% of Cohort	09/10 Success Rate %	Learning Aim Achievement Difference to Programme Average
Bangladeshi	3	0.1	33	-49
Indian	85	2.5	81	-1
Pakistani	11	0.3	82	0
Other Asian	20	0.6	80	-2
Chinese	9	0.3	67	-15
Black African	46	1.4	80	-2
Black Caribbean	22	0.6	77	-5
Other Black	1	0	100	18
Mixed	37	1.1	70	-12
Any Other	43	1.3	77	-5
Not provided/known	6	0.2	67	-15
White British	3104	91.6	82	0
College (excluding Apex)	3387		82	

Ethnicity - Apex

Ethnicity (Apex only)	09/10 Starts less Transfers	% of Cohort	09/10 Success Rate %	Learning Aim Achievement Difference to Programme Average
Bangladeshi	2	0.7	0	-73
Indian	73	23.8	68	-5
Pakistani	5	1.6	80	7
Other Asian	9	2.9	78	5
Chinese	3	1.0	100	27
Black African	20	6.5	80	7
Black Caribbean	6	2.0	50	-23
Other Black	3	1.0	67	-6
Mixed	8	2.6	50	-23
Any Other	14	4.6	64	-9
Not provided/known	-		-	
White British	164	53.4	77	4
Apex	307		73	

Learning Difficulties and Disabilities

	09/10 Starts less Transfers	% of Cohort	09/10 Success Rate %	Learning Aim Achievement Difference to College Average
16 - 18 Students with learning difficulty	363	9.8%	82	1
Adult Students with learning difficulty	295	8.0%	79	-2
16 - 18 Students without disability	918	24.9%	78	-3
Adult Students without disability	1979	53.6%	83	2

Gender and Age

	09/10 Starts less Transfers	% of Cohort	09/10 Success Rate %	Learning Aim Achievement Difference to College Average
16 - 18 Male	840	22.7%	80	-1
Adult Male	753	20.4%	69	-12
16 - 18 Female	521	14.1%	80	-1
Adult Female	1580	42.8%	88	7
College	3694		81	

Impact of Additional Learning Support

The take up of additional learning support continues to be high, with around 600 students receiving support in 09/10. When comparing success rates of students on long programmes of those students accessing Additional Learning Support, compared to those not requiring it, show a consistent pattern of those accessing support achieving higher levels of success.

		16-18	
		Starts less Transfers	09/10 Success
Long 1	Supported	356	86.8
	Not requiring support	147	78.2
	Variance		+9%
Long 2	Supported	118	75.4
	Not requiring support	404	74.8
	Variance		+1%
Long 3	Supported	20	80.0
	Not requiring support	224	78.6
	Variance		+1%
		Adult	
		Starts less Transfers	09/10 Success
Long 1	Supported	62	75.8
	Not requiring support	112	59.8
	Variance		+16%
Long 2	Supported	25	68.0
	Not requiring support	448	65.8
	Variance		+2%
Long 3	Supported	11	81.8
	Not requiring support	205	83.9
	Variance		-2%

Key Strengths	Evidence
<p>Excellent use of enrichment to promote employability</p>	<p>Work Skills Competitions have been used to motivate learners to be successful. The college has two learners, one plumbing and one bricklayer, who reached the UK squad selection event, with one progressing to the UK team selection event. Learners from a range of curriculum areas e.g. Beauty, Accounting, have taken part in local and regional competitions.</p> <p>Exchange visits through Leonardo have provided the Construction and Motor vehicle Sections with excellent opportunities to work in Sweden and Germany and all gain understanding of the high professional standards required to work in the industry</p> <p>Very good use of a professional speakers to support and enhance the learners knowledge and understanding of the world of work</p>
<p>Good use of additional qualifications to support students in developing wider employability skills</p>	<p>Curriculum staff work with Subject Sector Skills Agency(SSA) and awarding bodies to tailor qualifications to enhance employability</p>
Key Areas for Improvement	Evidence
<p>Further develop the range and take up of enterprise opportunities for students</p>	<p>The reduction in public sector spending announced as part of the spending review will detrimentally impact on the local and regional economy unless new enterprise in the private sector can be stimulated</p>

A3 How safe do learners feel?

1

Key Strengths	Evidence
Students develop good working practices in relation to managing their own safety	<p>Exemplary compliance with health and safety. All learners adhere to Personal Protective Equipment (PPE) rules in the workshops.</p> <p>Good compliance with college rules and in particular use of internet, central monitoring quickly resolves any issues, mostly downloading music.</p> <p>Apprenticeship and TTG learners contribute to a review of health and safety in their 12 weekly reviews. Learners take part on residential activities and trips, during which they are briefed regarding individual responsibilities with the majority responding well.</p>
Good student perceptions of safety and equality	<p>99% of learners completing the year end survey said they felt safe. Learners use the complaints process as they feel appropriate, complaints are swiftly resolved and cover concerns about tutors, courses, selection, financial support, trips, communication, and assessment. Analysis of complaints indicate that there is no discernable difference across the cohort of learners regarding age, ethnicity and gender. .Excellent behaviour is demonstrated by learners in all areas of the college, learners demonstrate respect for peers and staff.</p>
Key Areas for Improvement	Evidence

A4 Are learners able to make informed choices about their own health and well-being?

2

Key Strengths	Evidence
Highly effective induction and student support services.	<p>There is good access for learners to the Sexual health programme; the Welfare team led a successfully campaign for Chlamydia Health screening throughout the year in conjunction with the NHS which 99% of learners surveyed found very useful and 87% felt the session would change their attitudes towards safer sex.</p> <p>There is good attendance by learners at the college Health and Fitness Fair, where they are encouraged to see the</p>

	<p>impact of Smoking and alcohol abuse.</p> <p>Effective use of 'Youthbytes' which, provides learners with confidential instant access from their PC to information and advice on how to maintain a healthy lifestyle.</p>
Highly effective tutorial and pastoral support.	<p>Full time learners completing the Early Days survey confirm 94% that tutorial and career sessions are very useful.</p> <p>Regular target setting during tutorials (FT) 95% and reviews(WBL) 97% confirm clear targets or learning goals were set to help learners improve . 89% were given help with personal problems and 94% confirm they were given support to improve techniques such as time management.</p>
Proactive promotion of anti-bullying.	<p>Learners took part in a highly effective campaign on 'Cyber bullying'. A tutorial linked to the Radio 1 campaign 'Bullyproof' alerted learners of the need to be vigilant in their social networking habits, which are monitored centrally through the college's IT manager and Network Operations (Netopps).</p>
Excellent fitness related enrichment activities.	<p>There is effective promotion of fitness through the FESCO coordinator e.g. Yoga, fitness training and bespoke training.</p> <p>Learners have participated in 'Boxing' training led by a learner who is an amateur boxer supported by a Student Liaison Officer, enthusing learners to stay fit.</p> <p>A very successful sporting programme is supported by a Recreational officer and includes Inter-mural football and table tennis and encouragement is given to females to participate. The football team was particularly successful and teams of SLDD learners, further demonstrating highly effective inclusion.</p> <p>Learners enjoy the rowing competition and Dance mat and provide all learners with a fun opportunity, whilst testing their fitness, strength, speed and co-ordination.</p>
Embracing a diversity of faiths and beliefs	<p>The student support services team facilitate the sharing of different beliefs and faiths through showcasing events held in 'the street' which, is the College's main public space on the Coalville Campus.</p>

Key Areas for Improvement	Evidence
Improve overall participation in sport or healthy activity	88.7% of learners expressed satisfaction with the opportunities to take part in College enrichment, leisure, recreational activities and the Student Council which compares to 100% satisfaction with the colleges overall provision.

The College has a systematic process to ensure all learners receive an induction which provides information on how to access services. Examples of induction activities include, visits by a counsellor, student liaison officer support and motivation sessions. The Citizens Advice Bureau visit learners. National apprenticeship contract learners take part in induction which includes staff, employers and parents. The College has developed an online reporting system, initially for Volvo, in response to employer concerns with receiving up to date learner achievement and welfare information. The features of the system have been updated in response to requests from the Volvo Apprentice Steering Group.

All learners have access to a tutor. Full time learners have a tutor who provides first line pastoral support and when necessary refers to other agencies as appropriate, e.g. counselling, welfare team, Connexions, pregnancy testing, drugs support and Turning Point. There was excellent support provided to learners who experienced the sad loss of two of their peers, leading to learners raising funds for a memorial bench. This helped them come to terms with their loss and focus their energy in a positive way. Apprentices have Retention Officers who provide ongoing support working closely with apprentices, their trainers and employers and parent/guardians. Part time learners have a designated tutor or trainer, providing academic support and other support when necessary.

There is good use of the health and social checklist at interview to inform of learner's specific needs. This provides a method to gain further information, clarification and/or disclosure of more detailed information, e.g. in care, carer, poor attendance at school, how they are coping if living on their own and any health conditions.

A5 How well do learners make a positive contribution to the community?

1

Key Strengths	Evidence
Close partnerships with local, national and international business.	Sections use their vocational expertise to maximise the impact for learners, for example, Early years learners work with the local special school, Complimentary Therapists took part in a 'Whole Life Road Show' completing hand, arm, neck and back massages on employees from NWL District Council. Motor Vehicle learners completed winter health checks on cars with the proceeds going to a special school.

	<p>Construction learners worked with counterparts from Europe refurbishing accommodation in the local community and on small projects within the college.</p> <p>Travel and Tourism learners organised a prize-award lunch for several companies based at the East Midlands Airport to recognise employee achievement. Our learners participated in the ambassador scheme for training and work experience, took part in a BMI Baby recruitment event and some learners gained summer employment</p>
<p>Staff and students actively support local and national charities and people less fortunate than themselves.</p>	<p>IT learners took part in an Enterprise Challenge, the proceeds went to the British Legion and gave significant support at the time of the Poppy Appeal.</p> <p>Sport and Uniformed Service learners completed a sponsored bike ride in aid of a sports student lost in a car accident.</p> <p>Early years students signed up to a 'Right to Read' scheme for primary school children to receive one to one reading sessions.</p> <p>Health and Social Care learners received a training session on volunteering following speakers from organisations such as Ryder Cheshire and also a new project that involves working with learners with Autism</p> <p>The College works with 'Voluntary Action Leicestershire' to match learners with appropriate voluntary projects in the locality.</p>
<p>Active student participation in protecting the environment through 'green initiatives'</p>	<p>Learners are encouraged and supported to recycle where possible, to be respectful of their environment and calculate their own carbon footprint helping them to consider the amount of printing they do. Learners act as ambassadors at open and advice evenings.</p> <p>Construction learners took part in a St George's Day Litter pick.</p> <p>Interactive Media students entered the 'Big Switch Off' film competition organised by Leicestershire County Council, producing a video on energy saving measures which won their category. In addition they worked on a website for the World skills competitions hosted at the College and</p>

	<p>established the first Film Week in Coalville.</p> <p>Art and Design learners took part in a live brief for the local district council to produce a trophy for the 'Footprint Award', the focus being the use of natural resources. The awards are presented at the Annual Civic Ball of North West Leicestershire District Council.</p>
<p>Involvement of the student council to improve the work of the college</p>	<p>Good and effective learner representation and improving. Learner representatives including Student Governors demonstrate increased involvement in the decision making process of the college. Examples of changes as a result of learner feedback are the healthier food options available and the security of the car park enhanced with 5 additional high resolution CCTV cameras being installed.</p> <p>The Principal undertook a 'Learner Voice' project to ensure that learners could share their views with him. Termly 'informal' meetings take place between groups of learners and the Principal. A monthly update is provided for learners by the Principal on "Learnet".</p>

Key Areas for Improvement

Evidence

Quality of Provision

2

B1. How effectively do teaching, training and assessment support learning and development?

2

Key Strengths	Evidence
Exemplary diagnostic assessment to ensure personalised support for learning.	<p>All learners on full time and apprenticeship training are assessed using BKSBS on line assessment or DFES paper based assessment for learners without access to the Internet. For learners who have not recently practiced literacy and numeracy skills learning support assistants provide additional support. Learners confirm high satisfaction at 95% in the Early Days survey of their initial diagnostic assessment and resulting feedback.</p> <p>The College has a satisfactory level of knowledge of learners in care, or in receipt of care services, and there is good dissemination of 139 reports to support the transition of learners from school to college.</p>
Good teaching and learning with some outstanding areas.	<p>Full time learners survey confirms high satisfaction with tutor knowledge at 94%, ability to make subject interesting and enjoyable at 94%, organisation of lessons at 91%. Higher overall satisfaction with teaching is shown in the work based learning survey at 98%.</p>
Excellent learning facilities	<p>Learner survey confirms 89% satisfaction overall with IT facilities.</p>
Good feedback to learners to enable progress.	<p>96% Work-based learners and 95% of full time learners confirm promptness of feedback.</p>
Good assessment of learning.	<p>There is good setting of standards through regular standardisation meetings and cross college internal verification meetings consider common issues. External Verifiers confirm good assessment practice for the majority of programmes, with direct claim status for most.</p>

Key Areas for Improvement**Evidence**

Improved differentiation of assessment and improved use of assessment for learning particularly for employer responsive learners

The learner surveys showed that in the areas of lowest success rates the learners were least satisfied with clear targets being set and appropriate timing of assessments e.g. only 72% satisfaction in construction for employer responsive learners

Outstanding learning resources

Stephenson College is a well maintained, purpose built college, arranged in learning clusters with excellent IT facilities providing access the Internet, Larnet, e-learning resources and e-books to support teaching, learning and independent study. Book stocks are reviewed annually and there is a progressive implementation of e-books. Learners have their library entitlement and are told of the range of e-resources available during induction.

There are Industry standard practical workshops in all vocational areas which provide excellent motivation for learning. The annual review of the curriculum provides suggestions for modernisation and improvement in the estate e.g. an SLDD practical area, and/or new curriculum practical areas to develop, e.g. for electrotechnical and sustainable energies. Additional facilities have been put into place in the Nottingham centre to accommodate electrical installation and gas courses and to extend Level 3 plumbing courses. All areas have good access for learners with a disability and/or difficulty.

The College provides excellent IT facilities and support with rare disruption to learning. Wireless facilities used extensively to allow laptops to attach to the college network. The college's Virtual Learning Environment (VLE) provides outstanding accessibility to learning resources. The addition of an e-learning coordinator to support staff with the use of camcorders, advanced smartboards, powerpoint and electronic quiz development has improved lesson content. Smart boards are in all teaching rooms with electronic screens in workshop areas to provide additional visual reinforcement and to link practical with theory. There is extensive range of software to support technical learning, e.g. Interactive Media, Engineering and Computing. The Higher Education Centre provides a bespoke area for the HE provision and is centrally situated to raise the profile of HE for learners who may consider this as a potential progression option.

Good teaching and learning

There is good planning and detailed schemes of work with lesson plans having clear, smart objectives. Lesson plans show a range of learning activities to ensure learners with different ability levels are supported. Learners in receipt of additional learning support are clearly identified and support needs understood. In the better lessons, there is innovative and exciting teaching and learning with activities linked to competitions and the World Skills master classes. Highly effective blended learning takes place where learners have access to high quality e-

learning. Learners are guided to work independently with planned sessions in the cluster and IT areas. There are software packages, learning packs and/or curriculum independent learning plans(ILPs) accessible on Learnnet for use by learners outside their regular timetable. The college has a dedicated area for a fault finding electronic self study programme (Digiac) for Motor Vehicle learners.

There are excellent practical skills training activities where learners are fully engaged. Learners work together to build their skills and consolidate theory learning. Foundation learners are provided with suitable learning steps to build confidence and achievement. Level 3 learners have been encouraged to understand the importance of setting target grades from their GCSE grade points. Where target setting is done effectively, such as in BTec Diploma in Business studies the value added score for learners is 1.24 and in the top 90% of providers. Good equality and diversity awareness is evident through embedded in curriculum delivery, and the use of staff role models e.g. women in construction, males in care.

There is supportive feedback provided verbally to learners in practical workshops and annotated on theory work, with summative feedback on unit assessment sheets in the majority of curriculum areas. There are good professional relationships observed in the majority of cases between staff and learners. In most cases work is marked and returned promptly with an increasing number of programmes submitting work electronically for assessment with feedback being provided to learners through email.

There is excellent on-line access to assessment and progress records for National contract learners, with Assessment results posted to a central website for learners, parents/guardian and employers to monitor progress. National companies endorse this method of being kept informed on the progress of their employees and it is seen as a key determinant in their decision to work with the college. This online information is used extensively by tutors, retention officers, employer liaison officers to monitor and motivate learners to achieve their intended qualification.

A range of assessment methods are used effectively to assess competencies. Where necessary personalised assessment, including professional discussions and practical strategies, are used to evidence achievement.

There is good assessment planning and all programmes are monitored centrally through a process of Electronic Assessment and Learning Plans (EALPs). The purpose of this process is to monitor progress towards timely achievement of qualifications, or framework completion and, where necessary, to instigate support. In the better sessions this process is used to motivate learners to work at a pace to achieve their qualification ahead of the scheduled date of completion.

Key Strengths	Evidence
<p>Broad curriculum provision with clear progression routes</p>	<p>The curriculum offer has an excellent range of courses at all levels covering 13 sector areas. There are good progression routes from Entry level to level 2 in most vocational areas in learner responsive provision. Apprenticeship, Advanced Apprenticeship and Train to Gain(TTG) level 2 and 3 are offered in 9 sector areas and Skills for Life is offered to all TTG learners. For many sectors there is a progression path to level 6 achievement.</p> <p>Key skills are matched to the level of the learners in full time provision.</p>
<p>Clear relationship of the curriculum provision to local and regional economic needs.</p>	<p>Curriculum planning takes account of labour market intelligence and employer and learner feedback to drive curriculum change. Such examples of change are the introduction of Electrotechnical courses, Foundation Degrees in Business and Dementia Studies, an increase in Customer Service provision and courses in Sustainable Energies. There are effective partnership arrangements with the Apprenticeship Matching Service and Job Centre Plus to ensure learners are matched appropriately to need and interest.</p> <p>Entry to Employment (E2E) has continued to recruit and support learners not yet ready for their next level of training. Effective progression onto mainstream training has been achieved. The vocational option carousel for SLDD was changed to offer different vocational tasters to reflect potential employment opportunities and progression routes available in the college. Entry courses bridged the gap between foundation level (Skills for Work) and mainstream level 2 programmes were enabled using a high level of pastoral support.</p>
Key Areas for Improvement	Evidence

Flexibility of curriculum design and delivery

There are excellent links with national employers who commission the college to manage the curriculum delivery that is aligned their business needs. Their learners benefit from sharing experience with colleagues from other parts of the country, whilst working for the same company. A pre-apprenticeship programme has been planned for implementation in 2010/11 working with The Union of Construction and Allied Trades (UCATT) to provide learners with placements using their network and contacts in the industry. The curriculum delivery is managed to provide the best delivery pattern within the business needs of the college and the employer. For example, courses in the evening provide the opportunity for adults to embark on vocational qualifications not previously studied. Literacy and numeracy programmes are offered in schools and community centres proximate to the learners and at times linked to school hours. Apprenticeship training is offered on day release and block release patterns. TTG delivery is tailored to the needs of the learner with initial skills scans determining the amount of training and assessment required and the extent to which it may be delivered at employers premises. The delivery of afternoon and evening courses to accommodate adult apprentice provision is planned for 2010/11.

B3. How effectively does the provider use partnerships to develop its provision to meet learners' needs?

1

Key Strengths	Evidence
Excellent partnerships with employers	<p>The achievement of Part B for Building Services Engineering and the continued improvement of measuring impact of training to maintain the Part A of the Training Quality Standard demonstrates highly effective and beneficial links with local and national employers.</p> <p>Highly effective working with UCATT has increased and the TUC Education Quality Mark has been attained. A pre-apprenticeship programme has been developed (xref B2)</p> <p>A highly effective partnership with the NHS, County Council and the Sector Skills Council, Skills for Care has led to the development of a Foundation Degree in Dementia Studies to provide a vital progression route for learners completing level 3 qualifications.</p> <p>An excellent partnership with Cummins Diesel and Global engineering company has led to an ESF bid to develop a model of training to offer global opportunities for their apprentices.</p> <p>Key college partners such as Volvo and Nottingham Trent University are represented by governors on the Corporation.</p>

Collaborative development of provision with Sector Skills	Excellent partnership working exists with Summit Skills where they have provided support for the college bid to become the East Midlands hub for the National Academy in Sustainable Energies. The College has hosted the regional Summit Skills competitions.
Working with local, regional and national agencies to improve social inclusion	<p>Good links with Union Learning Representatives who continue to refer learners with literacy and/or numeracy needs, adding Lincoln station as a new venue for referred learners.</p> <p>Good and effective working with Job Centre Plus and Next Steps to provide a programme for those who have been unemployed for more than six months.</p> <p>Effective links with Social Service and the local authority to provide learners with qualifications and volunteering opportunities despite individual barriers to success.</p> <p>Good partnership working with the Pupil Referral Unit, there were 7 excluded year 11 pupils on the pilot Foundation Learning programme with a 60% success rate.</p> <p>The college is responsive to the needs of schools and works closely with Connexions especially the Students with Educational Needs (SEN) and E2E Advisors. To provide the school partnership with work with a higher profile a Schools Partnership office has been allocated.</p> <p>Ed Balls then Secretary for Children, Schools and Families visited the college to take part in a wide ranging question and answer session with learners.</p>

Key Areas for Improvement

Evidence

The College has a number of partnerships, locally, regionally and nationally and these include:

- Good and effective working with Job Centre Plus and Next Steps to provide a programme for those who have been unemployed for more than six months.
- Effective links with Social Service and the local authority to provide learners with qualifications and volunteering opportunities despite individual barriers to success.

- Good partnership working with the Pupil Referral Unit, where 7 excluded year 11 pupils on the pilot Foundation Learning programme achieved a 60% success rate.
- Good partnership working with the Local Authority for 14 - 19 learners, the college leading the way in the development of Diplomas, providing cross county support and school link courses and tasters where over 1400 pupils visited the college.
- A particularly successful programme of activities with local schools involving 14 - 16 year olds in the construction trades of brick, painting and decorating, carpentry and joinery.
- The College is responsive to the needs of schools and works closely with Connexions especially the Students with Educational Needs (SEN) and E2E advisors. To provide the school partnership with work with a higher profile a Partnership office has been allocated.
- Highly effective partnerships with European counterparts in Engineering and Construction leading to beneficial exchange visits for both the learners and teacher/trainers involved.
- Highly effective partnership with the NHS, County Council and the Sector Skills Council, Skills for Care to work together to develop a curriculum and validate a Foundation Degree in Dementia Studies to provide a vital progression route for learners completing level 3 qualifications and for those in existing employment.
- The College's work as a member of the Local Strategic Partnership enables our integration into local initiatives.
- Good relationship with Awarding bodies e.g the college facilitates meetings for regional and national events – CACHE
- The college works with the Early Years Local Authority Workforce Development Team to support the employers knowledge and understanding of funding for training.
- Responsive to the needs of the local community where Construction learners work on the refurbishment of a local sports club to renovate the changing rooms.
- The Deputy General Secretary of the TUC awarded prizes at the Annual College event.
- The College and North West Leicestershire District Council explored collaborative arrangements to progress the Total Place Initiative locally in 2010.
- Leicestershire Colleges engage with others to promote skills competitions. The Principal is the East Midlands Champion for UK Skills.

B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

1

Key Strengths	Evidence
Excellent standard of information, advice and guidance.	<p>Parent/guardian surveys conducted prior to parents evening show that 94% of those completing the survey agreed they were given accurate and useful information, 83% agreed that appropriate arrangements were made to discuss the course with college staff prior to enrolment and 100% of those who had been contacted by college regarding their son'/daughter's attendance and progress agree this had been helpful.</p> <p>First Class careers education provided, with a specialist HE adviser offering presentations at tutorial or one to one support. 100% of learners found the support sessions very useful. Well planned visits to universities and external speakers support learners consideration of different options.</p> <p>The college gained the MATRIX award for whole college Information Advice and Guidance. The MATRIX assessor identified 'Learners have access to a wealth of information resources via LearnNet, clusters and Student Services....Overwhelming positive feedback from learners about the accessibility of IAG from course tutors'</p>
Excellent support provided to full time and apprentice learners.	<p>Full time learners completing the Early Days survey confirm 94% that tutorial and career sessions are very useful.</p> <p>Regular target setting during tutorials(FT) 95% and reviews(WBL) 97% confirm clear targets or learning goals to help them improve were set. This demonstrates and increasing 2 year trend in improvement. 89% confirm they were given help with personal problems and 94% confirm they were given support to improve techniques such as time management.</p> <p>College continues to encourage all learners to wear their badges as part of the college 'keep safe' campaign.</p>
High Quality additional learning support check.	<p>Good success rates for learners in receipt of ALS. 16 - 18 year olds in receipt of ALS had high success rates and most levels were improved on 08/09</p>

When comparing the success rates for ethnicity, gender, age and disability in receipt of ALS there are improvements for Asian and Black and those who declare a disability achieved.

89% of learners receiving ALS rated that support average to excellent with 74% confirming good or excellent

Key Areas for Improvement**Evidence**

Student recruitment

The college has easily accessible information held electronically on the college website, Intranet, NG portal, in our curriculum clusters and students Services' data base. The information is contextualised for users by experienced and well trained staff who provide timely and comprehensive advice on an individual basis, for vocational tutors. This system is supported by a well managed and highly effective interview process comprised of comprehensive advice and impartial guidance provided by vocational tutors and a referral system back to the Student Service Manager for undecided learners. Information is provided to people with a learning difficulty and / or disability and interviews are attended by the Disability Officer. A risk assessment is completed to ensure SLDD learners are able to receive the correct level of support to achieve their intended qualification. This process also provides access to a management programme for behaviours and the opportunity for review throughout the learner's programme.

Learners are signposted to the potential progression routes during to tutorials. A Next Steps Adviser attends college on a weekly basis to provide advice to unemployed people regarding the 6 month offer of training. Committed vocational staff attend college and feeder school careers events to ensure learners receive initial advice to support the learner when making career choices.

Student Council

Good support is provided for the Student Council by the Recreational Officer and Student Services Manager. Student Liaison Officers are available for learners to approach with any concerns they may have and officers provide access to enrichment activities. The Student Council contains two student governors.

Induction and Ongoing support

There is an excellent induction programme which is tailored to the attendance pattern of the learner. All new learners are invited into college in July to complete the first part of their familiarisation and undertake an initial health and safety qualification during an event entitled "Keep Warm". This has helped settle learners in quickly to their college course in September. As part of the induction Learners are supplied with a USB (on which is the college handbook) and a water bottle to encourage hydration. Safeguarding officers are identified to learners at induction. Apprentice inductions' include a staff role play to enliven and make memorable the key messages regarding equality and safety.

Tutors introduce learners to the full range of facilities and services available at the College and use the early days of attendance for team building activities. There is effective action, to follow up poor attendance and poor performance via text messaging, telephone calls and during tutorials.

Good action planning and target setting help the learner focus their learning and to improve skills in preparation for key skills/functional skills tests, phase tests and vocational and summative tests. There is learner progress information available for tutors for use at reviews, tutorial, parents evenings and employer visits. Excellent welfare arrangements exist for all learners and include support through EMA, course reductions, travel costs, access to the Learning Support Fund, counselling, a subsidised health suite and external avenues for health and well being e.g. Youthbytes – providing advice on sexual health, alcohol, drugs and healthy lifestyles. Further support is available to apprentices identified as being at risk by Retention Officers who liaise with employers, tutors and Parent/guardians to ensure the best possible help and support is provided. Retention Officers and Recruitment Consultants provide impartial support and advice regarding progression opportunities for further training or employment for apprentices. Retention Officers support the national block release apprentices during evening activities. The Accommodation Officer provides a 24 hour telephone line to ensure block release apprentices are settled in their accommodation.

Additional Learning Support

There is a dedicated team of additional learning support assistants (LSAs) that are highly experienced and qualified staff. The LSAs lead learning support in each curriculum cluster, where they become familiar with the vocational teaching and/or have vocational skills which enhance the support they give. The deployment of LSAs ensures that learners receive support early in their course and tutors are better placed to communicate with LSAs the level of support needed.

There is good online dyslexia screening assessment available in each cluster. There is a robust, flexible in house assessment of exam concessions to ensure learners are provided with the correct level of support to achieve their qualification. Additional support for literacy and numeracy is given to prospective trainees to hone skills in preparation to complete entry assessments to gain an apprenticeship place. There is good access to assertive technology including Dictaphones, conference folders with induction loops and equipment to aid the magnification of work for learners who are sight impaired. Behavioural support continues to be a key area and is being strengthened in 2010/2011, with a trained behavioural support LSA being recruited. The distance travelled by learners is measured by LSA's revisiting the diagnostic assessment and a review of an individual's targets during the learner's programme.

Leadership and Management

1

C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

1

Key Strengths	Evidence
Clearly stated ambition with strong and coherent strategic leadership.	<p>There is highly effective and strong management that responds to changes in the market place. College targets are set and monitored through the operating statement and risk assessment, performance management meetings and senior management meetings. Strategic direction is embodied by the Corporate Objectives of Quality, Growth, Efficiency and Corporate Social Responsibility and these themes permeate through all planning, monitoring and communication with staff at all levels.</p> <p>The College aspires to be outstanding and has used a routemaster bus as a metaphor for our “journey” during staff events and in staff communications.</p> <p>The College has been awarded the ‘Gold’ standard for Investors in People meeting 196 out of 197 criteria (pass standard is 39 with the Gold Standard requiring 165 criteria are met).</p> <p>The College has high profile attendance at the Annual Conference of the Association of Colleges to ensure the Leadership and Management are cognisant of the current Government and Economic strategic direction.</p>
First class teaching staff which supports high quality learning.	<p>Staff fully qualified or working towards their qualifications has increased from 83% in 07/08 to 89% in 09/10. 91% of full time staff are represented in these figures with 84% sessional staff being included. 50% of the teaching staff in college are made up from work based learning trainers who are also required to be qualified. Our progress towards the target is very good as FE workforce Data for 08/09 states that 92% full time, 90% sessional and 50% work based trainers are qualified to date.</p>
High quality leadership and management of employer relations, IAG and teaching and learning	<p>TQS A accreditation has been gain for the College and TQS part B for Building Services and Engineering</p> <p>The college has been award the MATRIX mark for whole college</p>

Initial Advice and Guidance.

The College has the Quality Mark for Union Learn

Key Areas for Improvement

Evidence

Core values, behaviours and ambition

The college's Core Values and behaviours have been established following the contribution of all staff and Governors. Examples of our values being acted out can be demonstrated in the pride we have in our building, maintaining it to a high standard and the expectations we have for staff and learners. The college's ambitions and priorities are clearly communicated by a range of methods including the college staff newsletter the 'Drum' and by the highly visible Principal, who conducts formal and informal meetings with staff and learners.

College Management and Peer Review

Senior management meetings follow a four weekly cycle with each meeting focusing on one of our four Corporate Objectives. Significant management time has been dedicated to examining potential funding streams to take account of prevailing economic conditions and reductions in anticipated public funding. The College has been managed to meet funding priority targets at local and national levels with success rates for most areas maintained at or above the national averages. The college has maintained a financial surplus in a period of recession having taken a series of efficiency measures, including two rounds of redundancy. The College works within a network of aspirational colleges, coordinated by RM Tenon, who are also the College internal auditors. As part of this network we undertake Peer review group activity which continues to provide excellent feedback and dissemination of good practice with staff involved at all levels of the college. A review of college teams has brought our apprenticeship and TTG work under one operational and one senior manager. HR, CIS, IT and Finance were consolidated during 2009/2010 under a new Director of Resources role. Leadership and management in the curriculum areas is good to outstanding.

Aspirational Plans

The college has clear aspirations to expand its excellent provision for the benefit of learners in the following ways:

- To be the lead institution for the National Association of Plumbing Inspectors and Testers (NAPIT) National Apprenticeship programme to train engineers in Sustainable Energy Technologies.
- To widen our apprenticeship framework offer through the introduction of a Highways Maintenance Apprenticeship. We aim to continue to increase the expansion of our Maintenance Operation qualification to support the growing social housing sector.

- Additional Foundation Degrees were developed in 09/10 and include Dementia Studies, Leadership and Management (Business), and Building Services. The courses contribute to our ambition to have more locally accessible progression into HE for our learners
- To take part in the World Skills events and to use the success of our learners to enthuse other learners to be successful and strive to be the best in their field.
- We continually review our actions and performance in order to improve retention and success rates.
- We manage under performance of staff and/or complaints arising from staffing issues through capability processes or additional staff training.
- There is an ongoing improvement in the availability and ownership of Data through the New Generation software (NG) portal. A range of reports support performance management and self assessment at all levels of the college.
- Effective monitoring of under performing courses leads to changes in the curriculum, for example the discontinuation of ESOL and motorcycle courses.
- Building further relationships with the local community, particularly in the deprived ward of Greenhill. An example of this work has been our role in establishing a Credit Union which has over 120 members via our work as members of the Local Economic Committee of the Local Strategic Partnership. The Principal has been nominated for a Queen's Award for Enterprise as a result of his work.

Staff development

The College has a strong commitment to staff development with a budget to support our staff development plan and ensure our compliance with workforce reforms. There is a good system of Staff appraisal which identifies CPD needs for teachers and trainers and is supported by observation action plans. College and curriculum audits produce information to shape the whole staff development plan and staff development days. Staff development requests area approved by line managers to ensure that the requested activity supports the College's Corporate Objectives and/or individual's developed plan produced via the staff appraisal process.

C2. How effective do governors and supervisory bodies provide leadership, direction and challenge?

1

Key Strengths	Evidence
Provide clear strategic direction	Corporate Objectives are contained within a published three year strategic summary document. The structure and roles of the senior management team, the operating statement and

	<p>performance management review, all reflect our Corporate Objectives of Quality, Efficiency, Growth and Corporate Social Responsibility.</p> <p>The Corporation minutes demonstrate that the governors set the strategic framework for the work of the college and evidence of this can be seen in the minutes of Corporation Working Party events.</p>
Challenge SMT appropriately	Corporation Committee meeting minutes show how SMT recommendations are questioned and challenged to ensure that they are aligned to the College's Corporate Objectives of Efficiency, Quality, Growth and Corporate Social Responsibility.
Ensure value for money and efficiency	<p>The Framework for Excellence graded the financial control and management of the college is Good and the self evaluation for the SFA has identified areas of outstanding practice.</p> <p>The College reserves are outstanding and the college has no residual debt on its state of the art facilities.</p>
High calibre constitution of the board that reflects the ethnicity of the local population	There is a governor skills matrix which informs the replacement of any board members. There is also consideration given to maintaining a balance of ethnicity which reflects the local population.

Key Areas for Improvement

Evidence

Development of the Governing Body

In 2009/10 the governing body saw several new members representing strategic partners of the College e.g. North West Leicestershire District Council, the National Forest and the Leicestershire Constabulary. Other new members reflect areas of curriculum of the college e.g. Construction. The Governing Body has a good mix of skills and specialisms to support the College. An induction for all governors includes attendance at a meeting as an observer before membership commences. Student governors are supported to ensure they feel comfortable to contribute to the meeting discussions and decisions. Student governors provide links to the Student Council. Invitations are sent to governors for all suitable external training events and specific training is arranged internally e.g. The Chair has attended Equality training, all other

governors are required to attend annual safeguarding training provided at the beginning of a Corporation meeting .

Setting strategic direction

Outstanding self assessment is undertaken annually by governors using a self assessment questionnaire, following a training session on the Common Inspection Framework, to ensure all aspects of governance are being reviewed and an action plan to continue excellent practice produced. The Governors are regularly updated on developments at both institutional and national levels through presentations that form the first part of all Corporation meetings, e.g. Safeguarding, Funding and Fees. There is an annual review of the strategic direction of the college through the Governors annual working party. At these events the Governors meet with college senior managers to review the strategic direction of the college and set the targets and corporate objective for the following year.

Accountability and managing risk

The Governors receive the College’s Operating Statement and risk assessment review. The Audit Committee monitor progress of the operating statement and risk assessment plan each term. Governors receive timely reports to enable recruitment, retention and success rates of learners to be monitored, along with reports relating to finance that include performance indicators. Internal and external Auditors work to an agreed plan with specific themes. An action plan is produced from audit reports and progressed through senior management meetings. Governors review key college policies on a 5 year cycle, or earlier where legislation changes or other directives are received. Governors take a good and active interest in the college systems with named governors attached to work relating to health and safety, sustainable energies in Construction, safeguarding and equality. The governor for Construction was significantly involved in the production of a report supporting the college’s innovative work in the area.

C3. How effectively does the provider promote the safeguarding of learners?

1

Key Strengths	Evidence
Excellent, Health, safety and welfare arrangements.	<p>An initial 2 day Health and Safety course is provided for learners prior to starting college in September. 306 learners took the British Safety Council level 1 Certificate in Health and Safety at Work and Entry level Award in Workplace Hazard Awareness of which 100% achieved.</p> <p>There is a 3 year decreasing number of reported accidents/incidents to learners. Two incidents reportable as defined by RIDDOR.</p>

Outstanding safeguarding.	97% of learners completing the survey confirm they feel safe. 94% of learners confirm the health and safety information the received was overall good.
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Key Areas for Improvement Evidence

Keeping safe and healthy

There is a strong commitment to all aspects of health, safety and welfare, that includes a member of the Corporation dedicated to health and safety and one to Safeguarding. Both take active part in how the college manages these areas. Two students attend the Health and Safety meetings. All policies and procedures are available on Staffnet. All accidents and incidents are reported to the Health and Safety Officer for recording an investigation, with quarterly accident statistics reported to the Corporation. Excellent induction to health and safety of learners takes place to ensure an understanding of the expectations of the College, in all aspects of the learners’ experience including time spent in the workplace and on trips and visits.

There is good monitoring of Health and Safety of work placements and employers. Either a six monthly or annually assessment is undertaken. Fire Risk Assessment, in line with Fire Safety Regulation Order (FSRO) guidance, are in place for all college sites. These are reviewed annually and actions raised by these assessments are monitored by the Health and Safety committee. Fire Evacuation of the building is performed in 3 minutes. All staff and learners are instructed on how to contact the college first aid team.

The College has a rapid response team which will be automatically deployed upon receipt of a code when any incident is deemed particularly volatile, e.g. student aggression. Good visible recorded CCTV coverage of the car park and main college areas promote a safe environment. All students, staff, governors and visitors are required to wear identification badges. All visitors report to reception where they are collected by the staff who they are visiting. Safe passage for learners to the town centre is provided by a shuttle bus which departs from the College every 15 minutes. Learners access to IT and internet is monitored and suitable breaks provided. Learners are provided with clear instruction on safe use and seating position at the computer.

Safeguarding vulnerable children and young adults

There is a Safeguarding Team lead by a senior manager, with the day to day management of safeguarding led by the Student Services manager. There are 5 Child Protection officers. The college works with the Leicestershire Local Children's Safeguarding Board (LLCSB) and in collaboration with other local providers. All Safeguarding Officers have been trained and 4 have undergone Common Assessment Framework (CAF) training. All staff are trained in safeguarding and are provided with a pocket sized reminder of how to recognise child protection issues and colleagues to refer to. Work based learners receive an induction pack which includes the “Be Safe” booklet, and also manual handling information. During learner induction there are role plays on various forms of harassment, bullying including cyber and internet bullying. An up-to-date single staff record is held in personnel. All staff recruitment activity has been reviewed and strengthened with information and questions about safeguarding. Procurement activity

includes, where appropriate, checks on the personnel of companies with whom the College may enter into contracts e.g. CRB for coach drivers. The College network of landlords and landladies where our learners lodge during block release visits are CRB checked. Additional safeguards have been applied for block release learners under 18. For examples these learners do not share sleeping accommodation with over 18 year olds. The College maintains an “at risk” register of all reported safeguarding cases and the Child Protection Officers monitor these cases to ensure appropriate support is available. Student Support Staff provide advice and guidance on safe sex in conjunction with the Leicester Safe Sex project and the college’s welfare team.

C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

2

Key Strengths	Evidence
Good promotion of equality	<p>Learners confirm they have been treated fairly, a 3 year trend in improvement in overall satisfaction to 94%. 97% of full time learners and work-based learners confirm they have a good working relationship with their trainer/assessor.</p> <p>Very good training on Equality issues is delivered by an external trainer to all full-time groups. 67 groups took part and 90% of learners found the session either useful or very useful.</p>
First rate promotion of the college offer to inform prospective learners	<p>Good and effective marketing and communication which are well managed and by a professional team that contributes to the achievement of the college recruitment targets.</p> <p>Excellent standards in the college's external communications e.g. editorials, our prospectus, magazine articles and the College’s website ensure the reputation of the College grows and prospective learners are attracted to the College and made to feel welcome. The College has invested in an electronic prospectus and Annual Report.</p> <p>Marketing activity reaches out to all ages via activities such as attendance at school open evenings and school events, job fairs, Connexions, Next Step and the</p>

	<p>Leicestershire wide event ' Big Match', college open days and advice evenings.</p> <p>Informal marketing activity is led by tutors with and trainers with existing learners and employers in line with our behaviour of promoting the College.</p> <p>The College provides first class management of celebration events such as Prize Awards, Graduation events, employer and local community partnership events.</p>
Highly effective, well managed formal complaints procedure ensures learners and staff receive timely resolution.	<p>Learners are introduced to the complaints policy at induction and in their handbook. They are supported by tutors to access the process.</p> <p>Complaints are managed in a timely manner until a resolution is achieved. In 09/10 there were 35 complaints across the college and all of these were resolved.</p> <p>Staff complaints are managed according to the college policy and procedures and are analysed to identify issues.</p>

Key Areas for Improvement	Evidence
Satisfactory take up of support by adults, could be improved.	
Publicise more clearly the equalities work undertaken by the College	A review of publicity and information material, including the college website, revealed that much of the equalities work undertaken by the college needed to be more evident

Personalised support

The college offers an inclusive experience for all learners. Learners have access to a high standard curriculum regardless of the types of delivery. Personalised programmes are organised where necessary. All learners with learning disabilities are provided with support and examples of adaption include changes to provide ground floor classroom access, enlarged font and computer software. There is a sustained diverse mix of learners with enrolments on employer provision reaching learners in a number of regions, predominantly East and West Midlands. The College works with the unemployed in our community, where the recession has affected their work status, in partnership with the Job Centre Plus and Next Steps.

Very good support is provided for learners from special schools and to allow the College's SLDD learners to move into mainstream provision and to use all the college facilities, e.g. health suite, hair salon, beauty treatments

Equality impact assessment

There has been an effective transfer to the Equality Bill and Single Equality Scheme and the introduction of Equality Impact Assessment (EIA). The embedding of EIA is progressing very well via the Equality Group. Sub groups for EIA ensure that our college's policy, processes and decisions are questioned in relation to the promotion of equality. Any adverse affect of the College's work is monitored when considering the protected groups within the Equality Bill. Equality Impact Assessment is a standing item at all management meetings. Examples of EIA's completed include assessments of the college website, prospectus and additional learning support materials. Improvements are required to ensure accessibility of information and engagement by learners e.g. the production of our Equality policy in a learner friendly style.

There is good monitoring of learners in minority ethnic, age, gender, disability and post code deprivation categories. Retention, pass and success rates of under-represented groups are monitored and planned improvements identified in the Single Equality Scheme action plan and self assessment development plan. There is ongoing reinforcement of equality, diversity and behaviour management through staff development days. This training equips staff to ensure learners have good role models and college staff they can confide in. The 'Stephenson Way' is introduced in the induction of learners and is used as an ongoing theme to reinforce the college's value of respecting each other, to work to succeed and to enjoy the experience of college.

C5. How effectively does the provider engage with users to support and promote improvement?

1

Key Strengths	Evidence
Excellent 'learner voice' participation.	A comprehensive schedule of on line learner surveys, including the National Student Survey, provide good learner feedback, for programme leaders and section heads. All survey results are monitored by senior management and reported to the Corporation. The National Student Survey was reported as robust and gained a grade 2 (good). Whilst the Apprenticeship/TTG response rate is lower than desired there has been a 3 year improving trend with 125 responses in 07/08, 426 in 08/09 and 538 in 09/10. The analysis shows that overall satisfaction remains high. There are some differences

	<p>with 16 - 18 work based learners less satisfied than the adults when comparing good or better rates. Similarly Black learners (number very small at 18) are less satisfied than Asian and White learners. When analysing full time learners there is a similar pattern of satisfaction. Key skills, which is now Functional Skills, continues to show as the area of least satisfaction regarding good or better ratings: however, it is improving. Analysis shows a high proportion of positive comments related to Teaching and Learning.</p> <p>Good representation from across the College is seen at the Student Council which is empowered to make suggestions for improvement. Examples of actions taken following Student Council discussions include our healthy food options and salad bar along with improved CCTV.</p> <p>Learners have good contact with the Principal and managers to share their views. Learnet provides easily accessible functions to allow learners to access information and take part in college activities.</p> <p>Learners receiving additional learning support can contact the co-ordinator through the ALS web page and email designated members of staff to identify problems confidentially.</p>
<p>Good local, regional and national networks.</p>	<p>There is good networking with the local community, regional and national networks by the Principal and senior managers to strengthen the college strategic profile and to inform planning.</p> <p>An external email address receives comments from external stakeholders: An example of an improvement, made following a suggestion was to add our term dates to our Website</p>
<p>Excellent relationships with Employers.</p>	<p>Employer feedback is excellent and demonstrated in the achievement of TQS. Methods of feedback include steering groups, trainer links, email and employer surveys. Examples of changes made as a result of feedback include qualifications and methods of delivery for Volvo being altered, fitted interiors developed for Lovell's as part of the strategy to manage the recession, the web reporting has been streamlined and there has been in company delivery of training for small employers.</p>

High levels of compliance with Awarding body standards

All External Verifier reports show a high confidence in the quality of the college staff. Where issues are identified they are quickly responded to through working closely with the external verifier and/or awarding bodies.

Centre Risk Assessment results by two major Awarding bodies demonstrate high confidence in the college.

Tutors attend awarding body forums and training days to ensure the College maintains up-to-date delivery and assessment methods and to gain feedback on changes in curriculum to enable timely change to delivery. 09/10 has been a particular difficult year for curriculum planning with the change over to the Qualification Curriculum Framework.

The College works with the NHS and County Council at operational level to support the development of a curriculum for Dementia Studies.

There has been the introduction of a pre-apprentice group for low carbon apprenticeship in direct partnership with the National Association of Professional Inspectors and Testers (NAPIT).

The College has responded to a request from Mier Construction to pilot an additional unit for their apprentices in Workskill, which is a personal development qualification.

The College's National contract reputation has brought new business for 10/11 e.g Brush Engineering Apprentices.

The Principal is an active member of the Leicestershire County Council Children and Young People's Trust Board, the Leicester and Leicestershire Learning Organisation, is Vice Chair of the Local Strategic Partnership Group (LSP), Chair of the Economic Sub Committee of the LSP and Chair of the Leicester and Leicestershire Principals' Group.

The College entered in to initial exploration regarding the viability of Total Place Initiative to explore shared services with the Local District Council and County Libraries Service.

Key Areas for Improvement**Evidence**

C6. How effectively does self assessment improve the quality of the provision and outcomes for the learners?

1

Key Strengths	Evidence
Good use of data to inform quality performance	Significant improvement in the availability and use of data available through the NG portal during performance management meetings has enabled intervention strategies.
Thorough risk assessment processes	<p>Evaluation of new opportunities and their associated risks are considered in finance and budget reviews to ensure that sufficient resources can be made available for new initiatives. Examples are continued support for the Distance Learning programme, new partnerships with Offender Learning and a Coach company to train drivers.</p> <p>Internal Auditors (Tenon) have a 20 day programme where specific key areas are audited. The findings are actioned and are reflected in our evaluation and self assessment process.</p>
Rigorous quality processes	<p>External assessment areas of our work such as Employer activity, Information advice and guidance and Investors in people has led to successful achievement of the quality marks, TQS Part B, MATRIX and liP Gold Standard.</p> <p>There is a high level of successful completions of self assessment action items in the 2008/9 – 2009/10 Quality Improvement Plan such as: In order to improve Value Added (VA) scores for graded level 3 courses, a system has been introduced whereby tutors and learners calculate their target grades which are used in tutorials and in feedback to improve. The BTEC ALPs report for 09/10 shows and increase overall in value added scores. This work will continue to strengthen VA improved scores.</p>

Key Areas for Improvement	Evidence
Refinement of programme reviews and performance management processes	The College aspires to be graded as outstanding and has identified the need for all staff to be accountable for their contribution to the overall work of the college. A focus on data driven, student focused programme reviews will allow all teaching staff to demonstrate this accountability.
More efficient management of employer responsive quality systems.	A Quality audit has identified duplication of administrative functions.

Rigorous Self-assessment

The College has a comprehensive self assessment process which was outlined at the beginning of the SAR. The impact of this process on the college is very positive due to the robust way in which identified areas for improvement are followed up. The process of self assessment of the curriculum is begun at programme level where all programmes evaluate and grade their programme performance using all the available evidence. The College is part of a peer review network which has provided feedback on key areas of the college operations including Self Assessment. Peer colleges provided feedback to the authors of the individual Self-assessment reports and action was taken. There is good monitoring and follow up action to all external verifier reports to ensure qualification integrity is maintained. Significant progress has been made in the embedding of the College Customer Relationship Management (CRM) system leading to improved reporting of customer satisfaction and of the impact of training for employers.

Systems and Data

The College continues to strengthen its use of data to inform quality improvement by using rigorous Internal Audits that have identified where staff need support, and in some cases the capability process is instigated. High quality lesson observations are completed as part of the internal audit and are externally peer reviewed to validate the grades given. In-house moderation of the observations carried out is completed through monthly meetings of the observation team. Ungraded observations to support good practice are completed in each curriculum area. The process of classroom observations has been targeted to improve learning and therefore fewer staff have been observed, focusing the observation team to support new staff and staff who have not yet achieved a grade 2. Observers work with staff to draw up a realistic action plan which is revisited by the observer.

Key Strengths	Evidence
<p>Good financial management and control</p>	<p>A retained operating surplus of £241K was achieved on a turnover of £20 million in year when income decreased by 8.9%. Staffing costs were reduced from 65.5% to 64.1%, operating expenses from 26.6% to 24% and premises costs reduced from £50 to £39 per square metre, of total operating costs. These statistics demonstrate efficient management to ensure necessary reductions in expenditure.</p> <p>The college has a healthy financial position with no borrowings.</p> <p>External audit identified no errors or any matters to reporting respect of the year 09/10. Internal audit reviews carried out 09/10 concluded that key financial systems demonstrated substantial compliance and all follow up actions completed.</p> <p>Framework for Excellence scores for Financial health and financial management and control are both good.</p>
<p>The college provides a balanced and confidence enhancing student experience</p>	<p>Learners have a curriculum that includes vocational and functional skills, social skills through the tutorial programme and access to a wide range of leisure and enrichment activities.</p> <p>The college also provides outstanding safeguarding through its protocols, policies and health and safety practices embedded into the curriculum.</p>
<p>Good outcomes for learners, which are outstanding for Health and Social Care and Services to Peoples</p>	<p>Learner responsive: 98% of learners on Health and Social care and 86% of learners on Services to People courses achieve their learning aims which, is 17% and 7% respectively above national averages.</p>

Key Areas for Improvement	Evidence
Further development of financial value added measures.	At a top level the college demonstrates outstanding value for money, but in order to plan for a volatile future the college would benefit from a more detailed breakdown of financial value added

Good Financial Management

The college has an embedded procurement process to assist the purchasing of best value for materials and improvement in the process of purchasing. This resulted in a total savings of £64,000 in 09/10. Some examples are the voltage optimiser that generated a net saving £9,000, new photocopier leases saved and other savings included £14,000, waste disposal and sanitary waste (£5,000) detachment of terrorism policy from the general insurance policy (£5,600) tender design and print for course guide (£4,000). There are highly efficient finance systems which provide timely and accurate processing of income and expenditure transactions. Exceptional support is provided to budget holders with detailed accurate financial information to agreed deadline. i.e. management accounts, budgets with detailed narratives, KPIs and sensitivity analysis. There is a proactive annual review of capital bids to ensure equipment and new developments are supported.

Staff costs are managed with teaching staff contracted hours and caseloads monitored to ensure efficient use of staff. Where appropriate there is the possible directing of recruitment to particular specialist areas. This work impacts on other areas of resource and is supported by excellent estates management where the team respond quickly to requests from the College Managers, Student Council or staff. e.g. developing a commercial gas facility at our Nottingham Campus, enlarging the practical room for SLDD to improve access for learners with mobility difficulties. The detailed monitoring of accommodation ensures learners benefit from well maintained classrooms and workshops. Improvements have been made in the timetabling of courses across the available hours and days to improve access to workshops. Thoughtful management of group sizes, where approval is required to run small classes, has resulted in an average class size of 13.5 which is an increase on the previous year, although the target minimum class size was 16.

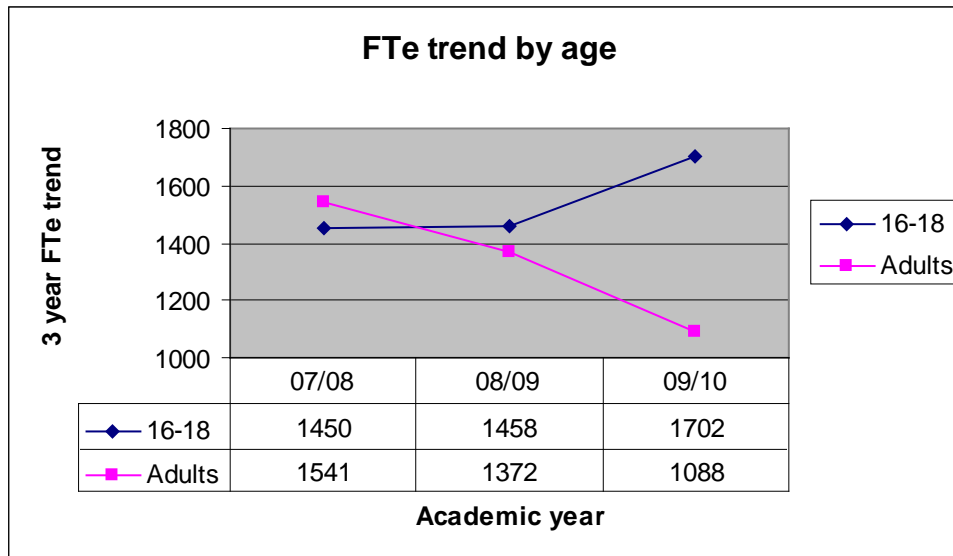
The progressive use of e-learning and e-books to aid learning, and investment in an e-learning coordinator to support staff in the use of advanced e-learning resources, and an increased collection of e-books, has provided learners with the opportunity to personalise and annotate resources to support their studies.

SECTION 3: BACKGROUND INFORMATION

Analysis of current curriculum portfolio 09/10

Enrolment trend by age

The following graph illustrates sustained growth in the number of FTE enrolments among students aged 16 – 18. However, the number of FTE enrolments for Adult students has declined steadily over the last three years. This is a pattern seen in many colleges and this decline is due to the restrictions imposed of the curriculum funded for adults along with year on year fee increases, as required by the SFA funding methodology.



Enrolment by Level

16-18 yr old enrolment trends

NVQ LEVEL	08/09 ENROLMENTS	09/10 ENROLMENTS	CHANGE
1	1586	1844	16%
2	1184	1131	-4%
3	391	515	32%
H	20	15	-25%

NVQ LEVEL	08/09 FTES	09/10 FTES	CHANGE
1	305	375	23%
2	484	528	9%
3	346	430	24%
H	0	10	

Adult enrolment trends

NVQ Level	08/09 Enrolments	09/10 Enrolments	Change
1	1250	607	-51%
2	3047	1914	-37%
3	1147	1309	14%
H	306	419	37%

NVQ Level	08/09 FTEs	09/10 FTEs	Change
1	238	111	-53%
2	802	538	-33%
3	173	253	46%
H	149	181	21%

2 year trend in FTE (Full Time Equivalent) recruitment by age and SSA

16-18 year old enrolments

SSA	SSA NAME	08/09 FTE	09/10 FTE	CHANGE
1	HEALTH, PUBLIC SERVICES & CARE	205	262	+28%
2	SCIENCE AND MATHEMATICS	2	2	0%
4	ENGINEERING & MANUFACTURING	187	240	+28%
5	CONSTRUCTION & PLANNING	183	229	+25%
6	ICT	66	62	-6%
7	RETAIL & COMMERCIAL ENTERPRISE	175	177	+1%
8	LEISURE, TRAVEL AND TOURISM	93	105	+13%
9	ARTS, MEDIA AND PUBLISHING	30	28	-7%
13	HISTORY, PHILOSOPHY & THEOLOGY	1	0	-100%
14	PREPARATION FOR LIFE AND WORK	158	169	+7%
15	BUSINESS, ADMINISTRATION & LAW	55	71	+29%

Adult enrolments

SSA	SSA Name	08/09 FTEs	09/10 FTEs	Change
1	Health, Public Services & Care	421	258	-39%
4	Engineering & Manufacturing Tech	112	147	+31%
5	Construction & Planning	205	184	-10%
6	Information & Comm. Technology	122	113	-7%
7	Retail and Commercial Enterprise	90	120	+33%
8	Leisure, Travel and Tourism	8	6	-25%
9	Arts, Media and Publishing	13	19	+46%
10	History, Philosophy and Theology	14	28	+100%
13	Education and Training	28	30	+7%
14	Preparation for Life and Work	315	123	-61%
15	Business, Administration and Law	38	58	+53%

Performance data for 09/10

Success Data – Overall

	2008/09 Final	2008/09 National Av.s	2009/10 Final	Variance to Nat Av.	Change
All Ages	82.5	79.2	81.2	+2.0	-1.3
16-18 All	78.8	78.3	80.0	+1.7	+1.2
Adult All	84.0	80.0	81.9	+1.9	-2.1
Long All	72.9	76.2	75.5	-0.7	+2.6
Short All	90.2	85.4	89.3	+3.9	-0.9

Success Data for 16-18 year olds

	2008/09 Final	2008/09 National Av.s	2009/10 Final	Variance to Nat Av.	Change
Long Level 1	77.5	78.4	84.3	+5.9	+6.8
Long Level 2	77.2	76.2	74.9	-1.3	-2.3
Long Level 3	76.5	77.1	78.7	+1.6	+2.2
Long H	n/a	68.6	100.0	+31.4	+100
All Long	77.2	77.2	79.4	+2.2	+2.2
91.1Short	85.1	80.4	76.7	-3.7	-8.4
Very Short	98.7	91.1	100.0	+8.9	+1.3
All Short	92.4	83.9	89.0	+5.1	-3.2

Success Data for Adults

	2008/09 Final	2008/09 National Av.s	2009/10 Final	Variance to Nat Av.	Change
Long Level 1	61.7	77.2	65.5	-11.7	+3.8
Long Level 2	69.8	73.6	66.0	-7.6	-3.8
Long Level 3	72.5	73.4	83.8	+10.4	+11.3
Long Level H	56.0	62.6	51.9	-10.7	-4.1
All Long	69.0	74.8	69.8	-5.0	+0.8
Short	90.1	82.5	89.2	+6.7	-0.9
Very Short	91.2	94.4	100.0	+5.6	+8.8
All Short	90.1	85.9	89.4	+3.5	-0.7

Performance data for 16 - 18 year olds

Success	09/10 Starts	Success rate 07/08	Success rate 08/09	Success rate 09/10
Long 1	503	77.2	77.5	84.3
Long 2	522	78.1	77.2	74.9
Long 3	244	78.7	76.5	78.7
Long H	1	n/a	0.0	100.0

Success	Success 09/10	08/09 National average	Variance to 08/09 National average
Long 1	84.3	78.4	5.9
Long 2	74.9	76.2	-1.3
Long 3	78.7	77.1	1.6
Long H	100.0	68.6	31.4

Retention	09/10 Starts	Retention rate 07/08	Retention rate 08/09	Retention rate 09/10
Long 1	503	85.3	80.5	90.7
Long 2	522	87.0	82.4	84.9
Long 3	244	84.1	85.6	85.2
Long H	1	n/a	0.0	100.0

Retention	Retention 09/10	08/09 National average	Variance to 08/09 National average
Long 1	90.7	87.2	3.5
Long 2	84.9	85.0	-0.1
Long 3	85.2	86.4	-1.2
Long H	100.0	84.0	16

Achievement	09/10 Completers	Achievement rate 07/08	Achievement rate 08/09	Achievement rate 09/10
Long 1	456	91.0	96.3	93.0
Long 2	443	90.0	93.7	88.3
Long 3	208	94.0	89.5	92.3

Achievement	Achievement 09/10	08/09 National average	Variance to 08/09 National average
Long 1	93.0	90.0	3.0
Long 2	88.3	89.6	1.3
Long 3	92.3	89.2	3.1
Long H	100.0		

Performance data for Adults

Success	09/10 Starts	Success rate 07/08	Success rate 08/09	Success rate 09/10
Long 1	174	68.4	61.7	65.5
Long 2	473	68.2	69.8	66.0
Long 3	216	84.6	72.5	83.8
Long H	27	76.7	56.0	51.9

Success	Success 09/10	08/09 National average	Variance to 08/09 National average
Long 1	65.9	77.2	-11.3
Long 2	66.0	73.6	-7.6
Long 3	83.8	73.4	10.4
Long H	51.9	62.6	-10.7

Retention	09/10 Starts	Retention rate 07/08	Retention rate 08/09	Retention rate 09/10
Long 1	173	78.1	73.3	73.4
Long 2	473	82.8	74.4	73.4
Long 3	216	88.9	80.0	88.4
Long H	27	93.3	88.0	96.3

Retention	Retention 09/10	08/09 National average	Variance to 08/09 National average
Long 1	73.4	86.7	-13.3
Long 2	73.4	83.2	-9.8
Long 3	88.4	83.0	5.4
Long H	96.3	82.9	11.4

Achievement	09/10 Completers	Achievement rate 07/08	Achievement rate 08/09	Achievement rate 09/10
Long 1	127	88.0	84.1	
Long 2	347	82.0	93.8	
Long 3	191	95.0	90.6	
Long H	26	82.0	63.6	

Achievement	Achievement 09/10	08/09 National average	Variance to 08/09 National average
Long 1	89.8	89.0	0.8
Long 2	89.9	88.5	1.4
Long 3	94.8	88.5	6.3
Long H	53.8	75.4	-21.6

Sector Subject Area Performance

SSA1 Health, Public Services and Care									
		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	17	82.4	80.8	1.6				
	08/09	11	100.0	80.2	19.8	1	100.0	79.5	20.5
	09/10	14	100.0	80.2	19.8	1	100.0	79.5	20.5
Long 2	07/08	57	91.2	77.1	14.1	25	76.0	75.6	0.4
	08/09	66	81.8	78.8	3.0	9	88.9	77.3	11.6
	09/10	69	79.7	78.8	0.9	15	86.7	77.3	9.4
Long 3	07/08	112	83.0	70.9	12.1	42	85.7	74.3	11.4
	08/09	87	70.1	73.5	-3.4	44	70.5	74.9	-4.4
	09/10	82	82.9	73.5	9.4	40	95.0	74.9	20.1

SSA 2 Science and Mathematics									
		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff	Starts	College Rate %	National Av. %	Diff %
Long 2	09/10	13	84.6	75.0	9.6	1	100	76.0	24

SSA4 Engineering & Manufacturing Technology

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	56	73.2	75.6	-2.4	2	50	76.5	-26.5
	08/09	67	61.2	78.4	-17.2	47	70.1	75.8	-4.7
	09/10	107	79.4	78.4	1	4	100.0	75.8	24.2
Long 2	07/08	59	74.6	68.7	5.9	9	88.9	72.6	16.3
	08/09	124	66.9	71.7	-4.8	99	79.8	70.9	-8.9
	09/10	106	80.2	71.7	8.5	87	58.6	70.9	-12.3
Long 3	07/08	27	55.6	69.7	-14.1	5	80.0	75.0	5
	08/09	28	75.0	69.2	5.8	24	85.7	77.4	8.3
	09/10	37	64.9	69.2	-4.3	13	84.6	77.4	7.2

SSA5 Construction & Planning

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	105	81.9	75.2	6.7	12	75.0	76.1	-1.1
	08/09	108	69.4	77.6	-8.2	120	66.7	72.7	-6.0
	09/10	76	81.6	77.6	4	9	55.6	72.7	-17.1
Long 2	07/08	79	64.6	66.5	-1.6	83	67.5	70.8	-3.3
	08/09	82	70.7	67.7	3.0	120	66.7	70.3	-3.6
	09/10	114	75.4	67.7	7.7	150	54.0	70.3	-16.3
Long 3	07/08	25	84.0	66.6	17.4	11	81.8	73.6	8.2
	08/09	18	94.4	63.9	30.5	12	100.0	68.7	31.3
	09/10	6	83.3	63.9	19.4	19	89.5	68.7	20.8

SSA6 Information & Comm. Technology

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	10	90.0	75.1	14.9	30	66.7	62.9	3.8
	08/09	30	86.7	79.5	7.2	23	65.2	69.6	-4.4
	09/10	0	n/a	n/a	n/a	6	16.7	69.6	-52.9
Long 2	07/08	41	85.4	75.1	10.3	24	58.8	57.8	1.0
	08/09	28	89.3	76.7	13.4	14	78.6	65.3	13.3
	09/10	19	78.9	76.7	2.2	16	68.8	65.3	3.5
Long 3	07/08	28	96.4	69.8	26.6	17	88.2	66.6	21.6
	08/09	31	77.4	73.7	3.7	7	71.4	66.8	4.6
	09/10	18	88.9	73.7	15.2	6	83.3	66.8	16.5

SSA7 Retail and Commercial Enterprise

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	0	n/a	n/a	n/a	0	n/a	n/a	n/a
	08/09	7	85.7	76.3	9.4	0	n/a	n/a	n/a
	09/10	12	75.0	76.3	-1.3	2	100	n/a	n/a
Long 2	07/08	125	74.4	74.0	0.4	49	79.6	74.2	5.4
	08/09	161	86.1	76.7	9.4	102	82.4	77.2	5.2
	09/10	117	68.4	76.7	-8.3	122	84.4	77.2	7.2
Long 3	07/08	33	93.9	80.4	13.5	15	80.0	80.0	0
	08/09	23	86.1	82.5	3.6	31	87.1	81.6	5.5
	09/10	41	80.5	82.5	-2	34	79.4	81.6	-2.2

SSA8 Leisure, Travel and Tourism									
		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	2	100.0	81.9	18.1	0	n/a	n/a	n/a
	08/09	6	83.3	82.1	1.2	0	n/a	n/a	n/a
	09/10	9	88.9	82.1	6.8	0	n/a	n/a	n/a
Long 2	07/08	32	78.1	77.8	0.3	2	0.0	81.0	-81.0
	08/09	27	77.8	80.2	-2.4	3	66.7	74.6	-7.9
	09/10	29	69.0	80.2	-11.2	0	n/a	n/a	n/a
Long 3	07/08	43	58.1	73.8	-15.7	3	100.0	71.8	32.6
	08/09	46	82.6	76.7	5.9	4	75.0	72.2	2.8
	09/10	37	81.1	76.7	4.4	1	0.0	72.2	-72.2

SSA9 Arts, Media and Publishing									
		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	4	100.0	80.1	19.9	0	n/a	n/a	n/a
	08/09	4	75.0	78.0	-3.0	0	n/a	n/a	n/a
	09/10	2	33.3	78.0	-44.7	0	n/a	n/a	n/a
Long 2	07/08	13	84.6	80.2	4.4	2	100.0	77.3	22.7
	08/09	6	83.3	79.6	3.6	1	0.0	78.1	-78.1
	09/10	9	77.8	79.6	-1.8	1	0.0	78.1	-78.1
Long 3	07/08	6	83.3	79.4	3.9	0	n/a	n/a	n/a
	08/09	18	83.3	80.6	2.7	3	0.0	75.5	-75.5
	09/10	8	75.0	80.6	-5.6	3	100.0	75.5	24.5

SSA10 History, Philosophy and Theology									
		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 3	07/08	0	n/a	n/a	n/a	0	n/a	n/a	n/a
	08/09	0	n/a	n/a	n/a	15	73.3	68.9	-3.4
	09/10	0	n/a	n/a	n/a	28	82.1	68.9	13.2

SSA13 Education and Training

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 2	07/08	0	n/a	n/a	n/a	6	66.7	82.5	-15.8
	08/09	1	100.0	n/a	n/a	1	100.0	81.9	18.1
	09/10	4	100.0	n/a	n/a	2	100.0	81.9	18.1
Long 3	07/08	0	n/a	n/a	n/a	37	86.5	75.5	11
	08/09	0	n/a	n/a	n/a	67	68.7	77.6	-8.9
	09/10	0	n/a	n/a	n/a	45	71.1	77.6	-6.5
Long H	07/08	0	n/a	n/a	n/a	22	81.8	73.4	8.4
	08/09	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	09/10	0	n/a	n/a	n/a	13	53.8	74.0	-20.2

SSA14 Preparation for Life and Work

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 1	07/08	28	53.6	78.0	-24.4	274	69.0	77.0	-8
	08/09	132	87.9	78.0	9.9	292	61.6	78.0	-16.4
	09/10	282	86.9	78.0	8.9	152	66.4	78.0	-11.6
Long 2	07/08	61	85.2	72.4	12.8	42	61.9	71.5	-9.6
	08/09	80	83.9	71.5	12.4	83	68.7	72.2	-3.5
	09/10	24	54.2	71.5	-17.3	54	59.3	72.2	-12.9

SSA15 Business, Administration and Law

		Under 19				Adult			
	Year	Starts	College Rate %	National Av. %	Diff %	Starts	College Rate %	National Av. %	Diff %
Long 2	07/08	24	87.5	73.5	14	2	100.0	70.0	30
	08/09	23	82.6	74.0	8.6	7	57.1	71.1	-14.0
	09/10	17	82.4	74.0	8.4	25	72.0	71.1	0.9
Long 3	07/08	27	74.1	73.5	0.6	7	57.1	68.3	-11.2
	08/09	26	65.4	74.0	-8.6	5	80.0	67.3	12.8
	09/10	15	66.7	74.0	-7.3	27	92.6	67.3	25.3

Impact of Additional Learning Support

The following table shows that the success rates for students supported by ALS were in most cases higher than the equivalent rates for those students not needing support. This gives the college assurance that ALS funding is providing good value for money. Where success rates were lower, this was typically linked to lower levels of student retention.

Cost Centre Name	Support	Cohort	Success %	Difference
Health and Social Care	No ALS Need	826	98	-8
	ALS Taken Up	10	90	
Services to People	No ALS Need	500	83	+13
	ALS Taken Up	45	96	
School and Community Provision	No ALS Need	206	64	+21
	ALS Taken Up	300	85	
Hair, Beauty and Complimentary Therapies	No ALS Need	320	78	-5
	ALS Taken Up	55	73	
Creative Industries and Business Technologies	No ALS Need	251	71	+5
	ALS Taken Up	37	76	
Construction	No ALS Need	338	67	+15
	ALS Taken Up	87	82	
Motor vehicle and Engineering	No ALS Need	294	72	+12
	ALS Taken Up	56	84	
Apex	No ALS Need	267	73	+2
	ALS Taken Up	40	75	

Lesson Observation Grades by Curriculum Area

The college undergoes a rigorous cycle of lesson observations over a two year cycle (changed in 2009/10 from a one year cycle), with priority give to the sections showing underperformance. Any lecturer or trainer not achieving a good or better observation is provided with a support programme to improve their teaching to good or better as part of the colleges drive to be outstanding.

	08/09				09/10				08/09 % Good or better	09/10 % Good or better
	% of each grade				% of each grade					
	1	2	3	4	1	2	3	4		
Health and Social Care	6	76	18	0	0	100	0	0	82	100
Motor vehicle and Engineering	4	46	50	0	9	70	22	0	50	78
Construction	14	81	5	0	4	80	16	0	95	84
Creative Industries and Business Technologies	5	89	0	5	12	80	8	0	95	92
Hair, Beauty and Complementary Therapies	13	87	0	0	40	60	0	0	100	100
Services to People	59	36	5	0	20	80	0	0	95	100
Schools and Community Provision	8	83	8	0	50	50	0	0	92	100
ALS	21	71	7	0	13	75	13	0	93	88

Lesson observation grades by level

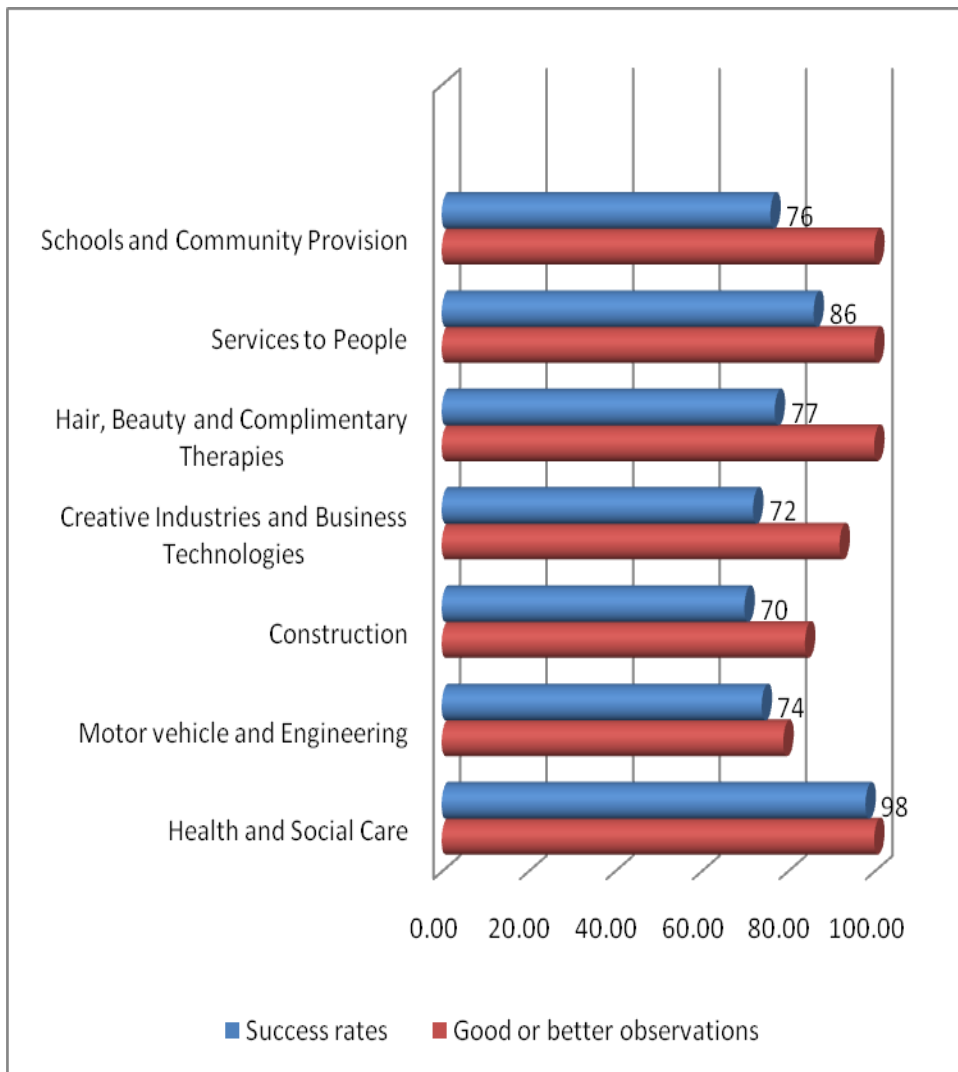
	Grade 1	Grade 2	Grade 3	Grade 4	Good or Better
Level pE	100%	0%	0%	0%	100%
Level E	0%	33%	67%	0%	33%
Level 1	11%	67%	22%	0%	78%
Level 2	12%	80%	8%	0%	92%
Level 3	24%	64%	12%	0%	88%
Level 4	0%	75%	25%	0%	75%
Mixed	0%	100%	0%	0%	100%

Lesson observation grades by learner type

	Grade 1	Grade 2	Grade 3	Grade 4	Good or Better
14 – 16	25%	75%	0%	0%	100%
16 – 18	15%	69%	17%	0%	83%
Adult	33%	60%	7%	0%	93%
Train to Gain	0%	100%	0%	0%	100%
Commercial	50%	0%	50%	0%	50%
Unknown	8%	85%	8%	0%	92%

Lesson observation grades compared to Success Rates

There is a reasonably close correlation between success rates and Lesson observation grades in most curriculum areas. In 2009-10 there was a change to the lesson observation cycle which focuses on areas of concern and has lowered the number of observations of previously successful departments. In consequence the low sample sizes have skewed the results in Health & Social Care and Schools and Community Provision where success rates are significantly lower than the observation grades. The change to the observation policy will be reviewed in the forthcoming year.



Overview of User Surveys 09/10

The overall satisfaction with the college for FE and work-based learners has improved to 100% and 99% respectively which is something to be celebrated. When analysing the sub sections of the curriculum areas, the highest level of satisfaction of 100% is with that of the Care Section learners. Learners in Motor vehicle and Engineering sections are the least satisfied at 94% overall satisfaction. The teacher's knowledge of subject and ability to interest learners remains good across all curriculum areas. Commercial course satisfaction remains pleasing with 98% of learners confirming the course helped to achieve their goal. Most of the commercial learners are male and in the gas, renewable energies and vehicle licensing (IRTEC) areas. In other short courses, the majority are female learners from Teacher Training and Early Years with an overall satisfaction of 90%. Generally these learners are highly satisfied with the knowledge and enthusiasm of lecturers and but would like to see more prompt marking and return of work. This is an action point for 2010/11.

Learner Survey Results (FE)

	07/08 End of Year % of High Satisfaction	08/09 End of Year % of High Satisfaction	09/10 End of Year % of High Satisfaction	Difference 08/09 to 09/10 %
Overall, how good do you think Stephenson College is?	86.2	95.8	96.9	↑1.1
How good is the Tutor's knowledge of the subject?	97.2	96.9	97.5	↑0.6
How good did the tutor(s) make your subject interesting and enjoyable for you?	93.1	94.2	94.3	↔0.1
How good was the planning and organization of the course and lessons?	93.4	92.5	91.2	↓-1.3
How good was the support you are given e.g. improving techniques, time management?	93.9	93.1	93.7	↑0.6
How good was the provision of prompt and regular feedback on progress?	93.1	93.4	94.4	↑1.0
How good was the quality and availability of training materials used?	92.8	89.3	92.6	↑3.3
How good did the tutor set clear targets or learning goals to help you improve?	95.3	92.8	95.3	↑2.5
How good was the accessibility of help with personal problems?	95.3	82.2	88.7	↑6.5
How good were the IT facilities you use?	89.3	82.2	88.7	↑6.5
How good were the teaching rooms/cluster/workshops you use?	93	91.7	91.9	↔0.2
How good was the delivery of Key Skills?(If applicable)	78.1	65.4	90.7	↑↑25.3
How good were the opportunities to take part in College enrichment/leisure/recreational activities/Student Union?	75.2	70.4	88.7	↑↑18.3
Do you think you were treated fairly by staff?	93.9	93.5	94.4	↑0.9

Skills for Life (ESOL) learners were provided with an adapted survey to support their language needs. This shows maintained high levels (98 – 100%) of satisfaction with all aspects of teaching and course organisation. Learners with a disability indicated a reduction in overall satisfaction at 93% which is now lower compared with their non disabled peers and is something to be addressed. When analysing the overall college results for gender, male and female learners are now on a par with 97% satisfaction which has closed a 5% gap between males and females. Female students were particularly concerned with the individual help and support with personal problems and males with enrichment and leisure facilities. Age analysis for all ages, 14 – 15, 16 – 18 , 19 – 24 indicates overall satisfaction with the college to be similar, with a range of 95%- 97%. When reviewing surveys completed by our minority ethnic learners, whilst the numbers make statistical analysis not possible, it is worth a note that overall satisfaction with the college for Black and Asian learners is 95% and they have higher satisfaction than the majority white learners at 93%.

Employer survey results

The college has attained Training Quality Standard (TQS) which means an automatic grading of outstanding in the Framework for Excellence (Ffe) for employer satisfaction. As a result the College is no longer required to take part in the Skills Funding Agency National Employer Survey however, for indicative purposes we analyse the response to the Impact Statements agreed with employers at the beginning of the provision planning process within the TQS framework. The response rate from employers was 30% and 80.38% of our Employers expressed overall satisfaction with the impact that the training had had on their business. There are no comparable statements in the Skills Funding Agency National Employer Survey to show a year on year trend however, in 2008/9, 92% of employers stated that the training programme achieved what they wanted from it.

Parent /Guardian survey results

Parents and Guardians of full time 16-18 learners were asked to complete a survey prior to Parent/Guardian Consultation evening in February 2010. There were 138 responses (265 in 2008/9). 94%(92% in 2008/9) confirmed they were given accurate and useful information about the courses and 83% (80% in 2008/9) confirm appropriate arrangements were made to discuss the course with staff prior to enrolment.

40% of the sample commented on their son/daughters experience in college. 10% of comments were seeking information and advice (38% in 2008/9), 43% were positive about staff and the support given (20% in 2008/9), 16% asked about more information on progress (20% in 2008/9) and 31% noted areas for improvement (22% in 2008/9) which include staffing issues and changes to programmes of study mostly.

SECTION 4:
QUALITY OF PROVISION IN
CURRICULUM SECTIONS &
SERVICE AREAS

Curriculum Section Health and Social Care

Overall effectiveness 1

Capacity to improve 1

Safeguarding 1

Equality and Diversity 1

Outcomes for Learners 1

Quality of Provision 1

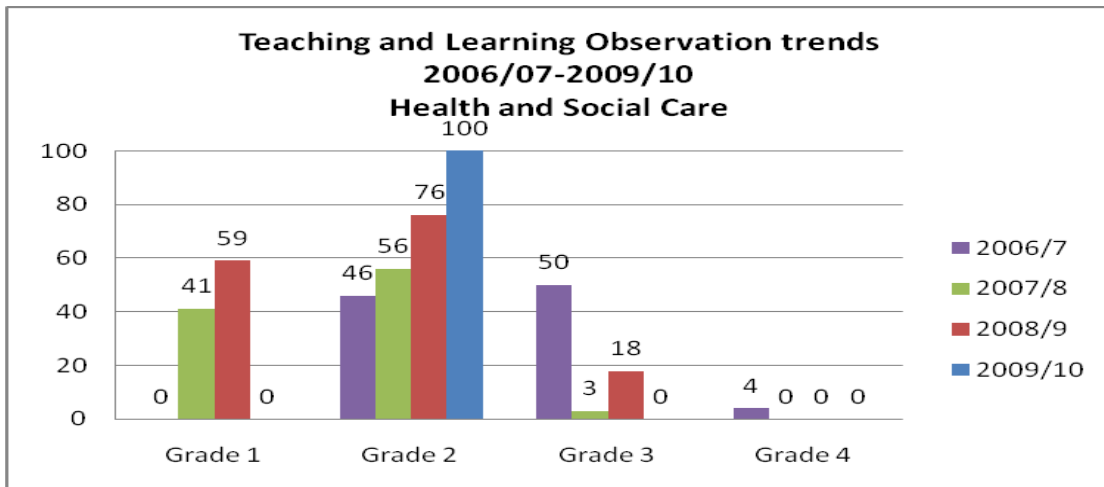
Leadership and Management 1

16-18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 2	07/08	13	92	76	16
	08/09	10	80	76	4
	09/10	18	83	76	7
Long 3	07/08	27	74	77	-3
	08/09	24	88	77	11
	09/10	23	91	77	14
Short	07/08	16	81	80	1
	08/09	28	93	80	13
	09/10	6	100	80	20

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 2	07/08	30	67	74	-7
	08/09	10	80	74	6
	09/10	20	75	74	1
Long 3	07/08	26	89	73	16
	08/09	23	70	73	-3
	09/10	50	86	73	13
Short	07/08	650	95	82	13
	08/09	1510	100	82	18
	09/10	711	100	82	18



Financial Contribution £ (k)

Target	1765
Variance to College	14

Attendance

College Target	88%
Difference	+1%

Courses under MLP

Long	0
Short	0

Key Strengths

Outstanding Good success rates on majority of provision

Good teaching & learning

Highly accessible provision

Best practice in Assessment

Outstanding leadership and management

Comprehensive support for HE applications

Key Areas for Improvement

Use retention project to determine learners have made the right choice and support with IAG for any who wish to transfer

Curriculum Section Motor Vehicle and Engineering

Overall effectiveness **2**

Capacity to improve **1**

Safeguarding **1**

Equality and Diversity **2**

Outcomes for Learners **2**

Quality of Provision **2**

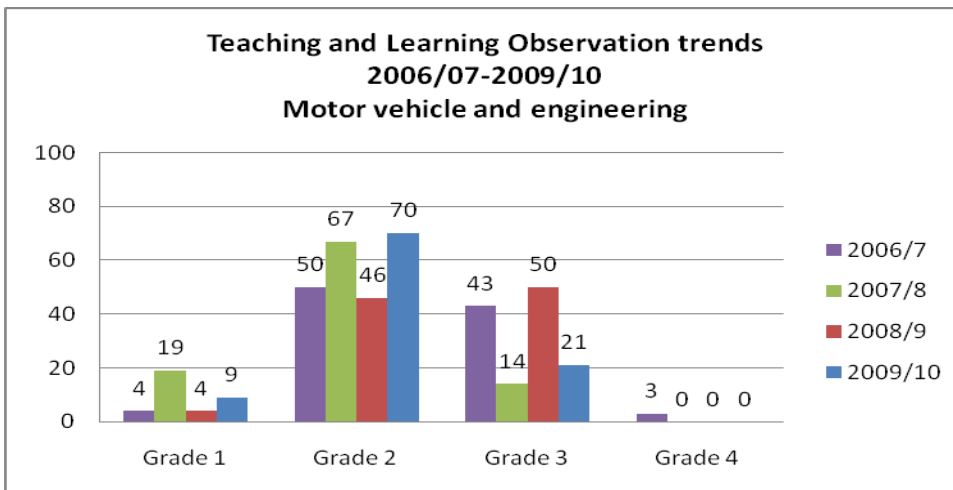
Leadership and Management **2**

16-18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	48	69	78	-9
	08/09	44	57	78	-21
	09/10	95	81	78	3
Long 2	07/08	63	71	76	-5
	08/09	138	67	76	-9
	09/10	114	82	76	6
Long 3	07/08	27	56	77	-21
	08/09	28	75	77	-2
	09/10	37	65	77	-12

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	1	100	77	23
	08/09	1	100	77	23
	09/10	3	100	77	23
Long 2	07/08	10	80	74	6
	08/09	48	50	74	-24
	09/10	88	58	74	-16
Long 3	07/08	5	80	73	7
	08/09	12	50	73	-23
	09/10	13	85	73	12



Financial Contribution £ (k)

Target	3215
Variance to College	- 152

Attendance

College Target	88%
Difference	+2%

Courses under MLP

Long	4
Short	0

Key Strengths

Fully engaged employer working relationships that ensure the provision meets the needs of learners and enables them to progress within the employment arena.

High level commitment with awarding bodies and sector skills. Many staff are respected External Verifiers which helps underpin good standards of achievement.

Flexibility in the delivery and assessment to support learners.

There is a comprehensive range of provision in response to learner and employer needs.

Key Areas for Improvement

Ensure teams work closely together to reduce any impact of QCf developments and maximise a section wide approach in a standardised manner.

Ensure all staff take ownership of the self assessment process.

Curriculum Section Construction

Overall effectiveness **3**

Capacity to improve **2**

Safeguarding **2**

Equality and Diversity **2**

Outcomes for Learners **3**

Quality of Provision **2**

Leadership and Management **2**

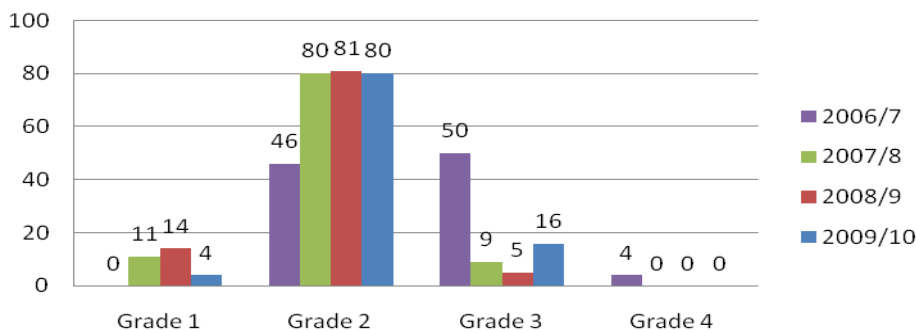
16-18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	113	83	78	5
	08/09	150	71	78	-7
	09/10	106	82	78	4.1
Long 2	07/08	79	65	76	-11
	08/09	82	71	76	-5
	09/10	114	75	76	-1
Long 3	07/08	25	84	77	7
	08/09	18	94	77	17
	09/10	6	83	77	6
Short	07/08	3	100	80	20
	08/09	1	100	80	20
	09/10	3	33	80	-47

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	13	69	77	-8
	08/09	9	44	77	-33
	09/10	10	50	77	-27
Long 2	07/08	83	68	74	-7
	08/09	120	67	74	-7
	09/10	150	54	74	-20
Long 3	07/08	11	82	73	9
	08/09	12	100	73	27
	09/10	19	90	73	17
Short	07/08				
	08/09				
	09/10	17	82.4	82	0.4

Teaching and Learning Observation trends
2006/07-2009/10
Construction



Financial Contribution £ (k)	
Target	3740
Variance to College	-38

Attendance	
College Target	88%
Difference	-2%

Courses under MLP	
Long	5
Short	0

Key Strengths

Good success rates at level 1 and 3 and 90% of teaching observations graded good or better. Additionally there are excellent resources to support learning.

Excellent enrichment activities such as the World Skills competition (as hosts we have two students participating at squad level) and exchange visits and European collaboration through Leonardo de Vinci projects.

Excellent employer engagement with good development of programmes relating to new technologies supporting excellent progression route Opportunities
Outstanding Learner voice represented on the board of governors.

Key Areas for Improvement

Poor retention and success rates on identified full time and evening level two courses. Maintenance Operations and evening Construction and plumbing groups have been a problem as they have run over two years.

Very low retention and achievement rates at level two in apprenticeships and Train to Gain. Much better assessment of candidates and placements at recruitment is needed. Assessor reviews of candidates to be more stringent and followed up at review stage. More disciplined monitoring at early stages by line manager.

Curriculum Section Creative Technologies and Business

Overall effectiveness **3**

Capacity to improve **2**

Safeguarding **1**

Equality and Diversity **2**

Outcomes for Learners **3**

Quality of Provision **2**

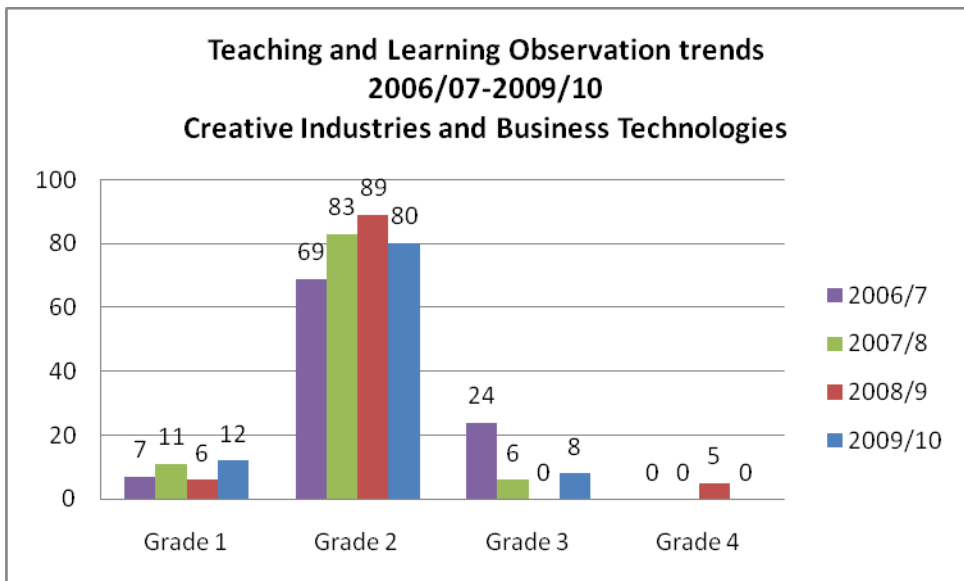
Leadership and Management **2**

16-18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	15	93	78	15
	08/09	30	83	78	5
	09/10	3	33	78	-45
Long 2	07/08	150	88	76	12
	08/09	126	89	76	13
	09/10	59	71	76	-5
Long 3	07/08	88	78	77	1
	08/09	98	76	77	-2
	09/10	52	71	77	0
Short	07/08	29	100	82	18
	08/09	14	79	82	-3
	09/10				

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	31	68	77	-9
	08/09	23	65	77	-12
	09/10	6	17	77	-60
Long 2	07/08	30	67	74	-7
	08/09	30	73	74	-1
	09/10	42	69	74	-5
Long 3	07/08	41	83	73	10
	08/09	41	73	73	0
	09/10	50	88	73	15
Short	07/08	83	92	82	10
	08/09	53	64	82	-18
	09/10	61	69	82	-13



Financial Contribution £ (k)

Target	1875
Variance to College	-26

Attendance

College Target	88%
Difference	+1%

Courses under MLP

Long	10
Short	2

Key Strengths

Exceptional learning support.

Excellent levels of attendance on all programmes.

Good success rates on Level 3 programmes.

Very good employer engagement.

Key Areas for Improvement

Improve retention and success rates for long Level 2 programmes.

Increase computer speed in cluster.

Attain positive Added Value scores for ND IT and Travel and Tourism

Curriculum Section Services to People

Overall effectiveness 1

Capacity to improve 1

Safeguarding 1

Equality and Diversity 2

Outcomes for Learners 1

Quality of Provision 1

Leadership and Management 1

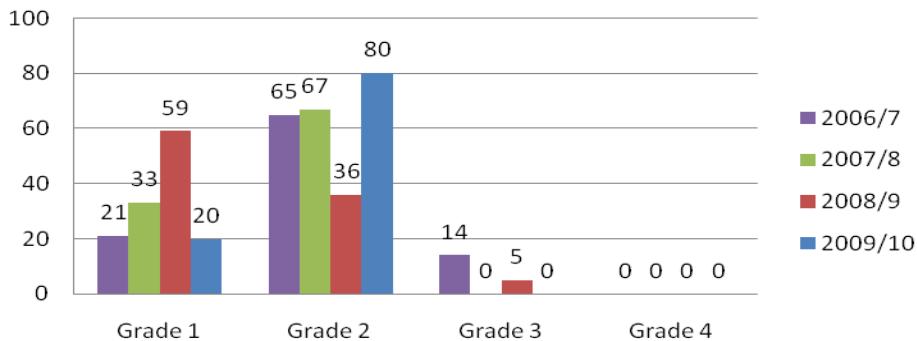
16-18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	19	84	78	6
	08/09	77	91	78	13
	09/10	23	96	78	18
Long 2	07/08	54	89	76	13
	08/09	70	81	76	5
	09/10	70	83	76	7
Long 3	07/08	73	75	77	-2
	08/09	68	74	77	-3
	09/10	70	84	77	7
Long H	07/08				
	08/09				
	09/10				
Short	07/08	3	100	80	20
	08/09	2	100	80	20
	09/10	16	100	80	20

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08				
	08/09	4	100	77	23
	09/10	1	100	77	23
Long 2	07/08	4	50	74	-24
	08/09	5	100	74	26
	09/10	6	100	74	26
Long 3	07/08	30	90	73	17
	08/09	49	61	73	-12
	09/10	34	68	73	-5
Long H	07/08	22	82	63	19
	08/09	15	73	63	10
	09/10	13	54	63	-9
Short	07/08	288	91	82	9
	08/09	358	88	82	6
	09/10	308	85	82	3

Teaching and Learning Observation trends 2006/07-2009/10 Services to people



Financial Contribution £ (k)

Target	2424
Variance to College	21

Attendance

College Target	88%
Difference	+1%

Courses under MLP

Long	1
Short	0

Key Strengths

Highly effective employment engagement.

Excellent and varied curriculum with highly accessible provision.

Excellent teaching and learning.

Very good financial management.

Outstanding success rates on the majority of part-time courses

Key Areas for Improvement

Success rates for Level 2 Sector Skill Area 1.4.

Improve Equine Apprenticeship full framework achievement

Curriculum Section

Hair, Beauty and Complimentary Therapies

Overall effectiveness

2

Capacity to improve

1

Safeguarding

1

Equality and Diversity

2

Outcomes for Learners

2

Quality of Provision

2

Leadership and Management

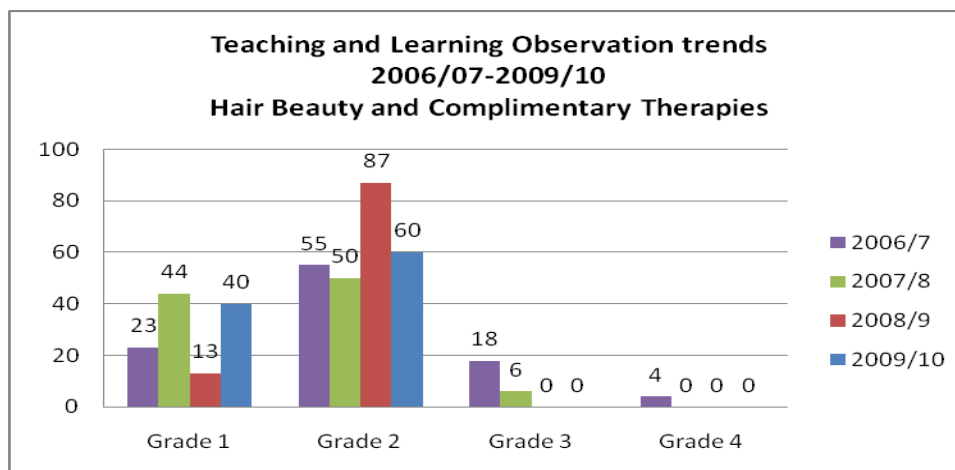
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16-18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	0	0	0	0
	08/09	7	86	78	7.7
	09/10	12	75	78	-3
Long 2	07/08	125	74	76	-1.6
	08/09	161	80	76	7.8
	09/10	117	68	76	-7.6
Long 3	07/08	61	93	77	16.4
	08/09	41	71	77	-0.7
	09/10	56	71	77	-0.2
Short	07/08	2	100	80	20
	08/09	0	0	0	0
	09/10	7	229	80	-51.4

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	0	0	0	0
	08/09	0	0	0	0
	09/10	2	100	77	23
Long 2	07/08	49	80	74	6
	08/09	102	82	74	12
	09/10	122	84	74	10
Long 3	07/08	49	82	73	9
	08/09	63	81	73	12
	09/10	50	86	73	13
Short	07/08	19	90	82	8
	08/09	5	100	82	18
	09/10	9	78	82	-4



Financial Contribution £ (k)	
Target	1553
Variance to College	46

Attendance	
College Target	88%
Difference	-1%

Courses under MLP	
Long	0
Short	1

Key Strengths

Outstanding success rates in Hairdressing L2 and L3, Body Massage L3 and Nail Technology L3 PT

Excellent teaching and learning with 100% good or better teaching in 2009/10

Highly inclusive provision as the Section works closely with the Schools and Community Partnership Section in providing an Increased Flexibility option for 14-16 year olds from school offering both hair and beauty therapy.

Outstanding enrichment opportunities through participation in events, such as World Skills competitions that enhance confidence and learning are positively promoted throughout the Section.

Key Areas for Improvement

Poor retention and success on Beauty Therapy L2 FT. Poor success rates on IHM and FT Nail Technology courses

Inadequate success rates on Hairdressing L1

Curriculum Section School and Community Partnerships

Overall effectiveness

2

Capacity to improve

1

Safeguarding

1

Equality and Diversity

2

Outcomes for Learners

2

Quality of Provision

2

Leadership and Management

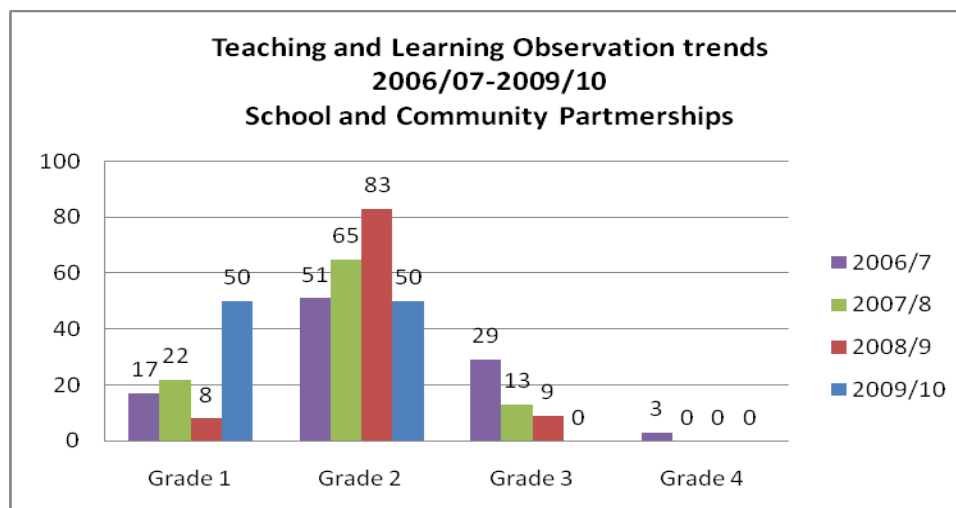
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16 -18 Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	27	59	78	-19
	08/09	52	90	78	12
	09/10	264	86	78	8
Long 2	07/08	10	50	76	-26
	08/09	10	50	76	-26
	09/10	30	57	76	-19
Short	07/08	11	91	80	11
	08/09	12	61	80	-19
	09/10	7	86	80	6

Adult Success Rate Trends

		Starts less Transfers	College Success Rate	National Success Rate	Diff.
Long 1	07/08	284	67	77	-10
	08/09	286	61	77	-16
	09/10	152	67	77	-10
Long 2	07/08	54	59	74	-15
	08/09	67	67	74	-7
	09/10	45	60	74	-14
Short	07/08	266	93	82	11
	08/09	43	84	82	2
	09/10	8	75	82	-7



Financial Contribution £ (k)

Target	729
Variance to College	-78

Attendance

College Target	88%
Difference	-1%

Courses under MLP

Long	1
Short	0

Key Strengths

Personalised learning

Robust safeguarding procedures
Learner welfare and confidence
Personal and social development

Well managed EDI

Key Areas for Improvement

Increased work experience opportunities and increase learners' involvement in the community

Improve timely success rates where below benchmark

Service Area

Student Services

Overall effectiveness

2

Capacity to improve

1

Safeguarding

1

Equality and Diversity

2

Achievement and Standards

2

Impact on User Experience

1

Leadership and Management

1

Key Strengths

Very well trained and experienced staff

Very good careers and higher education advice

Very good access to service

Outstanding range of referral points

Innovative 'keep warm' activity (Introduction to Stephenson College)

Outstanding leadership of key aspects of safeguarding and Every Child Matters

Key Areas for Improvement

Review effectiveness of logging referrals

Service Area	Learning Support	
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Overall effectiveness	2	Capacity to improve	2
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Safeguarding	1	Equality and Diversity	2
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Achievement and Standards	2	Impact on User Experience	2	Leadership and Management	2
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Key Strengths

- Effective teams of Learning Support Assistants in each curriculum section aware of the specific support needs of learners and programmes requirements
- Robust, flexible in house assessment for exam concessions with good online dyslexia screening assessment available in each cluster.
- Integration of learning support into session planning

Key Areas for Improvement

- Refine data analysis to pinpoint learners requiring support and place support in a more timely manner
- Introduction of a Behaviour Management Programme to support teaching and learning with more challenging learners
- Improve the learner voice in relation to additional learning support

Service Area

Communication and Marketing

Overall effectiveness

2

Capacity to improve

1

Safeguarding

1

Equality and Diversity

2

Achievement and Standards

2

Impact on User Experience

2

Leadership and Management

1

Key Strengths

High quality publicity materials

Outstanding events management

Highly Effective and excellent links with community partnerships

Good application of corporate identity

Key Areas for Improvement

Continuous improvement of staff perceptions of internal communications

MCT to systematically use CRM to record activity

To continue to produce publications to promote Commercial course offer

Service Area	Estates	
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Overall effectiveness	2	Capacity to improve	2
Safeguarding	1	Equality and Diversity	2
Achievement and Standards	2	Impact on User Experience	2
		Leadership and Management	2

Key Strengths

- The college has a very good reporting system which enables a fast response to any estates or caretaker issue usually within 24 hrs.
- The college has a very good estates team that has the expertise to undertake a significant amount of work through its own workforce reducing cost to the college.
- Has an very good plan to reduce its carbon footprint to meet government targets
- The college is very good in identifying its corporate social responsibility in relation to reducing its carbon footprint and in order to monitor and implement change the college has a dedicated group to support the colleges sustainability agenda

Key Areas for Improvement

- Continue work in line with budgeted action plan to reduce colleges carbon emissions to meet government target of zero carbon by 2016
- Promote car sharing
- Increased college based awareness activities to promote the green agenda
- Greater involvement of governors in the sustainability group
- Develop an estates strategy that facilitates the potential college growth and increase the colleges assets

Service Area

Health and Safety

Overall effectiveness

1

Capacity to improve

2

Safeguarding

1

Equality and Diversity

2

Achievement and Standards

1

Impact on User Experience

1

Leadership and Management

2

Key Strengths

Key health and safety policies for the college including the health and safety policy, the disaster policy and the emergency plan are all reviewed annually

All work placements are vetted prior to students being placed

Designated members of the College Corporation for both Health and Safety and Child Protection

As part of the Work Based Learning induction the Health and Safety Officer and the Retention Officers deliver safeguarding information through role play which involve bullying and harassment scenarios.

The dedicated Governor for Health and Safety takes an active part in the management of health and safety by attending Health, Safety and Welfare Committee meetings

Fortnightly meetings are held between the Director of Construction and the Site Engineer at which any health and safety issues are discussed

Key Areas for Improvement

Development of the Occupational Health strategy for the college including carrying out a stress audit for the college

Further health and safety training for college support staff

Disseminating of Health, Safety and safeguarding information to companies with student placements via College CRM system.

Service Area

Finance

Overall effectiveness

2

Capacity to improve

1

Safeguarding

1

Equality and Diversity

2

Achievement and Standards

2

Impact on User Experience

2

Leadership and Management

1

Key Strengths

Financial Regulations are reviewed and updated regularly

Excellent financial monitoring and reporting

Comprehensive support and guidance to budget holders

Timely and accurate processing of income and expenditure transactions

Key Areas for Improvement

Improve the precision of financial forecasting for Work Based Learning

Upgrade computer software to latest supported version

Improve value added reporting

Service Area

Employer Responsive

Overall effectiveness

3

Capacity to improve

2

Safeguarding

1

Equality and Diversity

2

Achievement and Standards

3

Impact on User Experience

3

Leadership and Management

2

Key Strengths

A first class Customer Relationship Management (CRM) system is now the key resource for managing and recording the employer relationship. This has been developed to include recruitment activity and full reporting both internally and externally

Key Areas for Improvement

To continue to implement Organisational Needs Analysis / Service Level Agreements for all new companies and to update them for companies currently worked with as appropriate

To increase the usage of the CRM system for monitoring and reporting purposes including use by other departments / sections

To continue to develop staff so they can maximise the potential of the CRM system

Development of a weekly emailing of absence reports to be sent via the CRM system to employers

Service Area

Quality Processes

Overall effectiveness

2

Capacity to improve

1

Safeguarding

1

Equality and Diversity

2

Achievement and Standards

2

Impact on User Experience

2

Leadership and Management

1

Key Strengths

Good teaching and Learning with some outstanding

Strong and effective staff development

Achieved TQS Part A (Whole College) and TQS Part B (Building Services, Engineering)

Highly effective Curriculum Audit System

Key Areas for Improvement

Introduce positive retention monitoring project during first six weeks of course to ensure correct match of learner to course

Develop strategies to ensure that staff monitor learner attendance closely and respond to absences in a timely way

Strengthen staff knowledge of own course data

Strengthen use of Value Added measures to encourage stretch and challenge for level 3 learners

Introduce observations 1-1 activities e.g. interviews, WBL reviews and use learner observers

Introduce local operating plans