



# STOCKTON AND BILLINGHAM COLLEGE OF FURTHER EDUCATION

## CONTENTS

---

[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the college led and managed?](#)

[To what extent is the college educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the college](#)

[Other information](#)

[Part B: The college as a whole](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

[Part C: Curriculum and occupational areas](#)

[Engineering](#)

[Business, administration, management and professional](#)

[Computing and IT](#)

[Leisure and tourism](#)

[Hairdressing, beauty and holistic therapies](#)

[Health, social care and childcare](#)

[Visual and performing arts](#)

[Humanities, maths and science](#)

[Foundation programmes](#)

[Part D: College data](#)

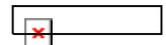
[Table 1: Enrolments by level of study and age](#)

[Table 2: Enrolments by curriculum area and age](#)

[Table 3: Retention and achievement](#)

[Table 4: Quality of teaching observed during the inspection by level](#)

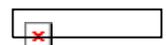
**Basic information about the college**



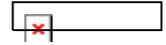
---

Name of college:	Stockton and Billingham College of Further Education College
Type of college	College of Further Education
Principal	Margaret Armstrong
Address of college	The Causeway Billingham Cleveland TS23 2DB
Telephone number	01642 865400
Fax number	01642 865404
Chair of governors	Dr Frank King
Unique reference number	130576
Name of reporting inspector	John R Phipps
Dates of inspection	8-12 October 2001

**Part A: Summary**



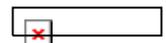
## Information about the college



Stockton and Billingham College of Further Education is on two sites in the borough of Stockton-on-Tees, one in each of the aforementioned towns. The college also provides a substantial number of courses outside the college in the local community. The college will move into a single new purpose-built centre in Stockton in 2003. The existing college sites in Stockton and Billingham will then be relinquished. A collaborative arrangement will ensure that the college maintains a presence in Billingham. The college recruits most of its students from the boroughs of Stockton-on-Tees and Middlesbrough. Students are also drawn from other parts of Teesside, North Yorkshire and County Durham. Courses are provided in most vocational areas, predominantly at entry level and levels 1 and 2. This reflects the positioning of the college within the overall education and training provision in the Teesside area. During 1999/2000 some 1,000 full-time and 10,000 part-time students attended courses provided by the college. Most full-time students are aged 16 to 18. Part-time students are largely aged 19 or over and study a diverse range of courses from short courses to those requiring two years of study. A few of the longer courses are at higher education (HE) level. The unemployment rate for the Tees Valley was 7.6% in August 2000, which is higher than the national rate of 3.7%. The proportion of students gaining A\* to C grades in general certificate of secondary education (GCSE) examinations was 40% in 2000, compared with a national average of 49%.

The last inspection report, published in March 1998 by the Further Education Funding Council (FEFC), commented on the productive links with external agencies, the clear strategic direction set by governors, open and effective lines of communication and up-to-date computing resources. It also commented on the college's poor financial position, a need to improve course reviews and the dissemination of management information, to raise pass rates and to improve the quality assurance system. The college states that it aims to provide students with 'a springboard to their future success by tailoring learning to the needs of individuals, business and the wider community.'

## How effective is the college?



Inspectors judged the quality of education to be outstanding in leisure and tourism. None of the areas inspected was less than satisfactory. Health and social care, childcare, visual and performing arts, humanities, maths and science were all considered to be good. The main strengths and areas for improvement are listed below:

### **Key strengths**

- effective management
- substantial improvement in pass rates over the last few years
- good overall retention rates

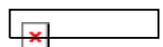
- well-organised and generally well-taught lessons
- broad range of courses with flexible attendance patterns
- valuable provision in the community
- some excellent specialist resources.

***What should be improved?***

- rigour of course reviews and self-assessment reports
- teachers' questioning techniques during lessons
- management of engineering provision
- amount of work experience provided for students
- teaching of key skills.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

**Quality of provision in curriculum and occupational areas**

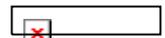


*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall*

range: outstanding (grade 1), good (2), satisfactory (3), unsatisfactory (4), very weak (5).

Area	Overall judgements about provision, and comment
Engineering	<b>Satisfactory.</b> All teaching is at least satisfactory and some is good. Most retention rates are good but some have decreased over the last three years. Pass rates are good at foundation level but poor at intermediate and advanced levels. Management of the provision is weak.
Business, administration, management and professional	<b>Satisfactory.</b> Retention rates are high and students are given plenty of help throughout their courses. The pass rates for students aged over 19 are good. However, pass rates for students aged 16 to 18 are poor, particularly on courses leading to general national vocational qualifications (GNVQs).
Computing and IT	<b>Satisfactory.</b> There is a broad provision supported by some excellent resources. Teaching is satisfactory overall but full-time students experience too narrow a range of learning methods. Pass rates for short IT courses are at or above national averages. Retention rates have increased on level 1 and 2 courses but remain poor on level 3 courses.
Leisure and tourism	<b>Outstanding.</b> There are high pass rates and good retention rates on most courses. Teaching is of a high standard and leads to effective learning. Students produce good portfolios of work. There are excellent specialist resources.
Hairdressing, beauty and holistic therapies	<b>Satisfactory.</b> Courses are organised in a way that allows students to attend when it suits them best. There are good pass rates. Teaching is satisfactory but questioning techniques need improving. Students do not have sufficient opportunity to practice their skills in the conditions found in commercial salons.
Health, social care and childcare	<b>Good.</b> Teaching is well organised and purposeful. Retention and pass rates are good on childcare courses. Student support arrangements are effective. Course reviews lack rigour and clear action plans.
Visual and performing arts	<b>Good.</b> A wide range of programmes is available at the college and in the community. Lessons are well planned and delivered effectively. Pass rates are good on most courses. The teaching is least effective when group sizes are small or when different courses are combined.
Humanities, maths and science	<b>Good.</b> The provision is particularly good for students aged over 19 on part-time courses. Teaching is well managed and interesting. Students are enthusiastic. The small general certificate of education advanced-subsidary and advanced-level (GCE AS and A-level) provision is less satisfactory and this is particularly the case in psychology.
Foundation programmes	<b>Satisfactory.</b> The management of basic skills course is strong but there is weak co-ordination of part-time courses for students with learning difficulties. The teaching is generally effective but there is an over-reliance on handouts and written work in some lessons.

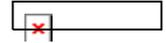
#### How well is the college led and managed?



The leadership and management of the college are good. Governors and senior managers provide

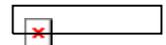
systems aid analysis of the college's performance and assist in decision making. There is a good quality assurance framework but the college's self-assessment procedure is over complex. The college has succeeded in improving pass rates whilst maintaining good retention rates. There is a good staff-development programme.

### **To what extent is the college educationally and socially inclusive?**



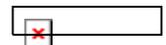
The college's approach to inclusion is good. There are effective strategies for widening participation. The college consults with a range of local organisations and has strong community links. There is a good range of learning opportunities in the community for students who prefer not to attend the main college sites. The community provision is carefully matched to the needs of the users, and its effectiveness is well monitored. The college has been successful in increasing participation in education in the local community, and recruits many students from disadvantaged backgrounds. These are generally well supported, although people with physical disabilities are unable to use some classrooms and facilities on both college sites. The college collects data on the ethnic backgrounds and gender of its students. It has recently begun to analyse this by curriculum area, and has acknowledged the gender imbalances on some of its courses, notably in engineering and hairdressing. Action plans are being written for the promotion of engineering courses to women, but these are at a very early stage of development.

### **How well are students and trainees guided and supported?**



There is effective pre-course advice and guidance for potential students. The induction programmes are well constructed and valued. All students undertake an initial assessment to determine whether they have any additional learning needs. If they have such need, an offer of support is made within two weeks of the assessment. Additional learning support is provided using a variety of approaches. These are carefully evaluated. Students are given plenty of help through a well-established and well-managed tutorial system. Tutorials include regular reviews of students' progress and target setting.

### **Students' views of the college**



Students' views about the college were taken into account and a summary of their main comments is presented below:

#### ***What students like about the college***

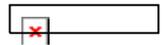
- helpful and supportive teachers
  
- a mature environment where students are made to feel welcome and given respect

- an interesting enrichment programme
- opportunities to achieve qualifications in addition to those arising from their main programmes of study
- good support for those with specific learning needs.

***What they feel could be improved***

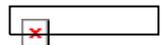
- wheelchair access to the library and some other areas of the college
- slowness in receiving certification on some courses.

**Other information**



The college has two months to prepare an action plan in response to the report. It must show what action the college will take to bring about improvements in response to issues raised in the report. The governors must agree the plan and send copies of it to the Learning and Skills Council (LSC) and the Office for Standards in Education (OFSTED).

**Part B: The college as a whole**

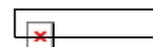


<b>Aspect &amp; learner type</b>	<b>Graded good or better</b> (grades 1 to 3) %	<b>Graded satisfactory</b> (grade 4) %	<b>Graded less than satisfactory</b> (grades 5 to 7)
Teaching 16-18	60	31	9
19+ and WBL*	80	18	2
Learning 16-18	57	36	7
19+ WBL*	78	19	3

*Key: The range of grades includes: excellent (grade 1), very good (2), good (3), satisfactory (4), unsatisfactory (5), poor (6), and very poor (7).*

*\* work-based learning*

## **Achievement and standards**



1. The overall college retention rates at levels 1 to 3 are above national averages for colleges of further education (FE). Pass rates are also good except for students aged 16 to 18 on level 3 courses, where they have declined to below the national average. External consultants recently undertook a benchmarking study at the college. Their report agrees with the findings of the inspection team that there has been a dramatic improvement in pass rates whilst maintaining good retention rates over the three years 1997 to 2000.

2. On many programmes, students achieve qualifications in addition to those resulting from their main course of study. Students' progress, when judged against their prior attainments, is satisfactory. Students apply themselves well to tasks and often complete them in good time. The quality of their written work is generally good. Students' portfolios are comprehensive and well structured. Those produced by students on tourism courses are of a particularly high standard. Students' practical skills are frequently better than would be expected at that stage of a course. For example, performing arts students give vibrant and energetic performances early in their course. Students generally work well on their own, although a few of the younger students are easily distracted. The development of students' key skills is poor in some curriculum areas. For example, in health and care insufficient attention is given to key skills and students fail to see their relevance.

### **16-18 year olds**

3. Only 22% of the students are in the 16 to 18 age range. Of these, 77% are studying at levels 1 and 2. The overall retention rate for students aged 16 to 18 on full-time programmes at levels 1 and 2 is 92% and the pass rate is 75%. The number of students aged 16 to 18 on GCE AS and A-level courses in 2000 was only about one third of the number on such courses in 1997. Over the same time period, the pass rate improved from 23% to 66%. In humanities, the improvement was particularly dramatic: from 19% to 71%. The number of students on GCSE courses has also declined and retention and pass rates have improved. Retention rates are now better than the national average for FE colleges and pass rates, although low, are comparable with the national average. However, in mathematics and English, where the numbers are largest, only 26% of students who started GCSE courses achieved grades A\* to C in 2001. GNVQ programmes at foundation and intermediate levels have satisfactory retention and pass rates. Although most students on level 3 GNVQ programmes stay to the end of the course, the proportion who pass is small.

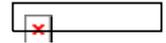
4. In 2000, over 100 students started on courses leading to a national vocational qualification (NVQ) at level 1 and 94% of them successfully completed the course. There are large numbers of students on short courses. Retention rates on these courses are very good and pass rates have improved dramatically to above 90% at all three levels.

### **Adult learners**

5. The number of adults on GCE A-level programmes is small, but comparable with those aged 16 to 18. Retention and pass rates have improved to over 80% and are above the national average for FE colleges. Retention rates on GCSE courses are above 80% and pass rates have improved from 55% to 72% in three years. The number of adults on GNVQ programmes is very small. The number

of adults on NVQ programmes has declined in recent years but retention and pass rates are good, particularly at level 3 where the retention rate was 97% and the pass rate 93% in 2000. Large numbers of students attend access to HE courses and the majority study humanities subjects. The results on these courses are very good. Retention rates have been over 80% in two out of the last three years and all students who stayed to the end of the humanities course in 2000 passed.

## Quality of education and training



6. Teaching, learning and attainment were graded by inspectors in 158 sessions. Some 32% of the teaching was judged to be very good or excellent. The highest proportion of such teaching was in humanities and science, and leisure and tourism. Unsatisfactory lessons were spread fairly evenly across the curriculum areas, but the highest proportions were in foundation studies and care. Students on advanced courses benefit from better standards of teaching than those taking courses at level 1 and level 2. The highest proportion of less than satisfactory teaching was on entry-level courses. When the age-groups were taught separately, adult students were better taught than young people in all programme areas apart from engineering and business. However, in the majority of lessons there was a mixture of younger and older students.

7. Relationships between teachers and learners are good in all curriculum areas. Students speak positively of the support they get from their teachers and the adult atmosphere in the college. They are well motivated and keen to learn. Teachers recognise that many adults lack confidence at the start of a course and adapt the pace and style of teaching accordingly. In most lessons, adults and young people work well together. The majority of teachers demonstrate good knowledge of their subject and relevant technical competence. Most are enthusiastic in their teaching. Many lessons are well planned and follow detailed schemes of work. Teachers often start by reviewing the main points covered in the previous lesson. They then explain to students how this links to the aims and objectives of the topics to be covered in the current lesson. The more effective teachers ensure that their lessons are pitched at an appropriate level and that students of different abilities are set appropriate tasks. Teachers draw effectively on students' industrial experiences to stimulate interest.

8. Most of the unsatisfactory teaching is a result of poor planning. A small proportion of lessons lack clear objectives. Few teachers or students use information and learning technology (ILT) sufficiently. In a number of curriculum areas teachers direct all their questions to the whole group. As a result they do not check the understanding of all students. Some teachers place too much reliance on a narrow range of teaching methods. Time is not always used productively in lessons. Some exercises set for students are too elementary.

9. The quality of much of the practical training received at the college is good. Practical lessons are well planned and managed effectively. Students are encouraged to adopt professional practices. They develop their practical skills effectively in all subjects and many achieve high standards. Workshops often have students working at different levels. Individuals are able to progress at a pace that suits them. They gain confidence in the use of specialist equipment. However, in some vocational areas, such as hairdressing and computing, facilities in the college do not allow teachers to create enough realistic work experience for students. Some work experience is provided within the college, for example in the hairdressing salon, travel agency and catering facilities. Whilst this is satisfactory for training purposes, students would benefit from the experience of applying their knowledge and skills in external commercial environments.

10. Most staff are appropriately qualified. Some 90% have a recognised teaching qualification, and 80% have a professional qualification appropriate to their specialist area. Teachers on NVQ courses have appropriate assessor awards. Some part-time staff teaching students with learning difficulties are insufficiently qualified. Some 23% of teachers are on fractional contracts and 36% are from an agency. The remainder is full-time. Part-time and agency staff are made to feel part of the teaching

team, and are kept informed of developments in their subjects and in the college as a whole. All staff have ready access to relevant professional development opportunities, and the take up of these is good. Agency staff are invited to attend in-house staff development at no cost, and may undertake professional courses, such as teaching qualifications, at half cost.

11. Some classrooms, notably those used by students on business, care, and leisure and tourism courses, are pleasant and spacious. However, a number of the rooms used for the teaching of humanities and IT are affected by external noise, which makes it difficult for students to hear their teacher. The salon used for the teaching of practical hairdressing, and some of the rooms used by students on foundation courses, are too small. Some art and design lessons are taught in rooms designed for other purposes. The college is aware of the limitations of its accommodation. It has well-developed plans to move to new premises in the centre of Stockton by mid-2003. In the meantime, whilst carrying out essential maintenance on its two existing sites, it is reducing the amount spent on refurbishment. Consequently some areas on both sites are drab and unattractive.

12. Teaching resources are satisfactory in all curriculum areas, and are good in some. Students on beauty therapy courses particularly value the commercial nail salon, which the college has opened in the centre of Stockton. This provides them with useful, first-hand commercial experience. Leisure and tourism students develop their skills in an on-site travel agency, and a simulated aircraft fuselage, which enables them to undertake cabin crew drills in a realistic working environment. The college has invested heavily in up-to-date IT equipment, which is effectively maintained. However, the equipment is not well used in some curriculum areas, notably administration and care.

13. There are clear policies and procedures for the assessment of students and the monitoring of their progress. Assessment is carefully planned and students are aware of assessment schedules. It is timely, rigorous and fair, and is carried out regularly on most college courses. Students' progress towards their learning goals and qualifications is carefully monitored and recorded. On some courses, assessment is started early in the programme, for example, in hairdressing. Most students receive good feedback on the standards they are achieving and how they can improve their work further. Assessment of work-based trainees is usually undertaken in the workplace. However, some NVQ students do not take sufficient responsibility for identifying assessment opportunities.

14. The college has rigorous internal verification procedures. These are carried out effectively on most vocational courses. Action plans are produced to remedy weaknesses identified by external verifiers and moderators. Full-time students are set target grades. If their work falls below expected standards, tutors and students agree action plans for improvement. On most courses regular reports of students' progress or absence are sent to parents or employers, but there are some exceptions such as engineering courses. Arrangements for monitoring part-time students' progress are less formal but nevertheless generally effective.

15. Training in key skills is done separately from the main learning programmes by specialist staff. Insufficient links are created between the key skills work and the main qualification. Opportunities to develop key skills are rarely identified in lesson plans. Key skills teachers and subject teachers do not co-ordinate their work to form a coherent whole. The college has not yet implemented the new guidance on key skills which was issued at the end of August. Many students hold qualifications which will exempt them from the need to achieve key skills qualifications under the new guidance.

16. There is a wide range of programmes, which meets local needs and complements other learning provision in the area. Links with partner organisations, community groups and employers are used effectively to inform curriculum development. Market research is also used well in developing the curriculum. Some courses are taught in community centres, providing learning opportunities for those who prefer not to attend the main college premises. The college is successful in widening participation. The proportion of students from disadvantaged backgrounds has increased in recent years.

17. In many curriculum areas, qualifications are offered at a range of levels, providing progression routes for students. In some, there are entry-level courses for students with learning difficulties, providing clear routes into mainstream courses. However, the proportion of learners who progress

from entry level to foundation level is low. Students are offered opportunities to study for a range of additional awards related to their main qualification. These are valued by students and improve their employment prospects. Flexible and open learning methods are sometimes used, particularly on courses for adults, to enable them to learn in a way that is suited to their personal circumstances.

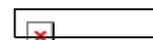
18. The college offers an enrichment programme for students, which takes place mainly at the Billingham site. Many students based at this site benefit from these activities. However, some students based at the Stockton site are not prepared to travel to Billingham to participate. The college has introduced a programme of monthly visits to extend the experience of students on entry-level programmes. The one visit that has taken place so far was well attended, highly valued and enjoyed by students.

19. The college provides accurate information on its courses and students understand the course requirements. Open evenings provide a good opportunity for potential students to meet and talk with staff, collect information and have the range of options available to them explained. At other times, the college information and advice facilities provide a welcoming and responsive service suited to the needs of the individual enquirer. Students benefit from well-constructed induction programmes. These contain compulsory elements that are set out clearly in useful documents. The induction process is not tied to a particular time of year. Students starting courses at any time receive induction following the guidelines produced by the college. These arrangements are highly valued by students.

20. The support and guidance arrangements in the college are good. Students' additional learning needs are determined through an initial assessment during induction. Appropriate help is then offered within two weeks of this assessment. There are clear documents describing the help available to students. Additional learning support staff are deployed effectively. The effectiveness of the support is evaluated using a range of strategies. The support for students with disabilities is effective. All full-time students have a personal tutor. Students are appreciative of, and have confidence in, their tutors and the tutorial programme. Nearly all tutorials seen were of at least satisfactory quality and a large majority were good or better. The quality of tutorial programmes is frequently reviewed by a team of lead tutors who meet fortnightly. Tutors have the responsibility of planning their own tutorial scheme of work within a prescribed framework. This enables them to match the tutorial programme to the needs of their particular group. Good records are kept in tutorial files of the outcomes of individual and group tutorials. There are good systems to support students with personal, health, social and financial problems.

21. Careers education and guidance is provided partly through a service-level agreement between the college and an external careers company and partly through the tutorial programme. Careers guidance is generally good. However, there is insufficient evaluation of the work of careers officers. There are plans to improve the quality of the provision and to add to the range of activities. These currently include individual guidance interviews, group work, and sessions on HE. A link with Teeside University is promoting progression to HE. The careers work is well resourced and students have good access to information.

## **Leadership and management**



22. The governing body is appropriately involved in developing the college's strategic plan. Governors have sufficient expertise to take an independent view of the college's performance. They have met a self-imposed target of 75% attendance at meetings. They have been particularly effective in forging good working relationships with the staff. For example, there has been full consultation with staff in determining the college's mission, values, aims and key strategic objectives. Governors are kept informed through presentations by college managers. They are given appropriate reports and reliable data when they are reviewing the college's performance

benefited from the training available to them.

23. At a senior level, the college is well managed. Senior and middle managers have clearly defined roles. They work co-operatively and share a commitment to a common purpose. The quality of leadership and management in the faculties and the cross-college sections is variable. There is particularly good teamwork, lines of communication and planning in leisure and tourism, visual and performing arts, care and computing. The management of the curriculum in engineering is unsatisfactory. The organisation of the teaching and assessment of key skills is not effective. Some course reviews are inadequate.

24. The college has reliable management information. Regular reports are produced enabling staff to keep track of budgets, student enrolments, retention, achievement, timetable planning and room usage. Timely monitoring of registers and absenteeism, together with good student guidance and support, have helped to maintain high retention rates.

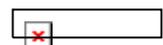
25. The college's quality assurance arrangements are satisfactory. Operational standards guide staff in their day-to-day work. Curriculum audits occur three times a year. There are annual course reviews. When audits reveal cause for concern, development plans are put in place. The audits have proved to be a particularly effective means of improving courses. Observation of teaching and annual staff-development reviews also contribute to the college's quality improvement framework. Staff are appraised against clear criteria.

26. The processes leading to the production of the college's annual self-assessment report have recently been revised. Cross-college teams evaluate courses and central services. The procedures are complex and not fully understood by those participating. The college's self-assessment report is aligned to the structure of the Common Inspection Framework. The report contains insufficient evidence to justify the judgements reached and the grades awarded.

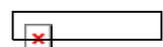
27. The college has a range of policies and procedures for ensuring equality of opportunity. These are reviewed regularly. Whilst some students explore equality as part of their course, for others it is discussed only briefly during induction and during one group tutorial. This is inadequate to ensure a proper understanding of the complex issues involved. There is no strategy to ensure that students' awareness of equal opportunities is reinforced. Most staff have received little training on equality issues. However, the college is working towards a nationally recognised award and is developing a number of initiatives. These include the appointment of a co-ordinator, and the development, in conjunction with other organisations, of a centre of excellence for equality and diversity.

28. Resources are well managed. The college has moved from having a deficit to having a surplus over the past few years. Staffing costs are within national norms. Faculties and central services complete annual business plans. Budgets are devolved to course and section level. Regular reports ensure that there is a close check on income generation and expenditure. The college has taken care to maintain the existing accommodation while it prepares to move to new buildings. Expenditure associated with the new buildings has been planned for.

## Part C: Curriculum and occupational areas



### Engineering



Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- well-organised lessons
- effective use of visual aids
- good pass rates on foundation craft courses
- good retention rates on advanced courses
- successful introduction of courses in digital technologies.

### ***Weaknesses***

- insufficient checking of students' understanding during lessons
- poor retention rate on intermediate-level electrical installation course
- poor pass rates on technician and intermediate-level craft courses
- weak curriculum management.

### ***Scope of provision***

29. Full-time and part-time engineering craft courses are available at foundation, intermediate, and advanced level, during the day and in the evening. There are few technician courses, although the college has recently introduced new courses in digital technologies. In 2000/01, there were 195 students aged 16 to 18 and 2,350 adults on college-based courses. Approximately 40% of students are on entry and intermediate-level courses. There are no foundation or advanced modern apprenticeships, but in 2000/01 there were 40 students on work-based learning programmes with a large automotive manufacturer. There are currently four New Deal clients. There is a wide range of profit-making short courses on employers' premises and at the college. Short courses make up 75% of the college-based provision and help to meet the needs of employers and employees.

### ***Achievement and standards***

30. Pass rates on craft courses at foundation level in electronic servicing and electrical installation are good, despite some decline over the last three years. However, pass rates are poor on most technician and intermediate-level craft courses. For example, the pass rate on the national certificate in engineering has been 30 percentage points below the national average for the last three years. The pass rate on the electrical installation intermediate-level course has fallen to below the national average over the last three years. A few courses, such as the NVQ in performing manufacturing operations, have improved their pass rates over the same period.

31. Retention rates are satisfactory for most courses, although some have declined over the last three years. They are currently good on advanced-level courses but poor on intermediate-level electrical installation courses.

32. There are no significant differences in average pass rates between students aged 16 to 18 and those aged over 19. Students' progress relative to their prior attainment is satisfactory. Most students demonstrate appropriate practical skills when they are working in the engineering workshops. Their punctuality is poor in some lessons.

***A sample of retention and pass rates in Engineering, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
City and Guilds 2240 electronics servicing	1	No. of starts	59	*	44
		% retention	80	*	70
		% pass rate	71	*	61
City and Guilds 2360 electrical installation	1	No. of starts	7	8	41
		% retention	100	75	80
		% pass rate	86	83	70
City and Guilds 2240 electronics servicing	2	No. of starts	53	30	13
		% retention	94	63	85
		% pass rate	30	26	9
City and Guilds 2360 electrical installation	2	No. of starts	15	*	21
		% retention	80	*	65
		% pass rate	58	*	23
City and Guilds 2240 electronics servicing	3	No. of starts	6	15	9
		% retention	100	87	100
		% pass rate	50	67	11

Source: ISR (1999 and 2000), college (2001).

\* course not running

***Quality of education and training***

33. The quality of teaching is at least satisfactory in all lessons. Most lessons are well organised. Teachers have prepared detailed schemes of work and lesson plans. At the start of each lesson they refer back to the work done previously to reinforce learning and then explain how it relates to the topic being studied. The teaching of key skills is integrated with vocational work wherever it is appropriate. Teachers make good use of visual aids in theory lessons. For example, components used in the transmission of electricity on the national grid were demonstrated effectively in a theory lesson. In most practical lessons, teachers emphasise health and safety. However, electrical

installation students do not always make proper use of personal protective equipment. Some teachers give interesting demonstrations. For example, one used a paper aeroplane to illustrate the difference between distance and displacement. Teachers rarely use directed questions to check that all students understand the topic. The students who answer frequently demonstrate their detailed knowledge of the subject, but others remain silent. Many handouts and transparencies for overhead projectors are of a low standard. In a few lessons, teachers made technical errors. Full-time students do not undertake work experience to help them understand industrial practices.

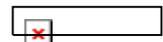
34. There are few links with local schools. Most students are given an initial assessment to establish whether they need any additional learning support. A well-planned induction introduces them to the college and to their course. Tutorial support for full-time students is effective. Most students are aware of the help available from the college's support services. They comment positively on the assistance given by tutors. Students' progress is monitored regularly. Assessment and verification practices meet the awarding body requirements. Reports are issued to parents of students aged 16 to 18 each term, but employers are not kept informed about the progress of their employees.

35. Many teachers have had industrial experience and most have teaching qualifications. Some undertake staff development through their personal contacts with industry. Part-time teachers use their experiences of work effectively. Technician support is good. Workshops have sufficient tools and consumable materials. The range of equipment is generally adequate. It includes a recently purchased computer-controlled machine tool. However, there is a shortage of equipment for electrical science. Most classrooms are spacious, suitably equipped and well maintained. In a few rooms, the students' views of the whiteboard are obstructed. The layout of the electrical installation workshop restricts working space for students. There is a good range of up-to-date and relevant publications.

### ***Leadership and management***

36. Curriculum management is unsatisfactory. Following a recent reorganisation, the roles and responsibilities of managers are unclear to teachers. No one person has an overview of all aspects of the college's engineering provision. Curriculum planning is not thorough and the self-assessment process is insufficiently rigorous. There are too few specific references to engineering in the self-assessment report. Course reviews do not focus sufficiently on strategies to improve the quality of teaching and learning, and students' achievements.

### **Business, administration, management and professional**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- high retention rates
- good pass rates on management and professional courses
- thorough monitoring of students' progress.

### **Weaknesses**

- low pass rates on GNVQ business courses and Association of Accounting Technician (AAT) courses
- weak course reviews
- low recruitment to full-time courses.

### **Scope of provision**

37. The college provides courses in business, administration, accounting, management and professional studies. Most of the courses are part-time. In 2000/01 there were 110 students aged 16 to 18 and almost 1,400 aged 19 or over. There are full-time level 2 courses leading to a GNVQ in business and an NVQ administration but they attract few students. The majority of full-time students are aged 16 to 18. Almost 100 students are enrolled on AAT courses leading to qualifications at foundation, intermediate and technician levels and over 50 students are enrolled on open-learning management programmes at levels 3, 4 and 5.

### **Achievement and standards**

38. The pass rates on management and professional programmes are good. The pass rate for the certificate and diploma in management increased from 59% in 1999/2000 to 98% in 2000/01. Similarly, the results in the certificate in personnel practice course have improved steadily over the last three years to a 100% pass rate in 2000/01. However, pass rates for GNVQ business are poor and are significantly below national averages. For example in 2000/01 the pass rate was 22 percentage points below the national average. On AAT courses, pass rates have been well below the national average in the last three years. Although these results improved in 2000/01 they remain generally poor. The exception was the intermediate-level course on which the pass rate increased from 19% in 1999/2000 to 73% in 2000/01. In 1999/2000, no student on the technician-level course achieved the qualification and the pass rate for 2000/01 was only 29%. Retention rates on all programmes have been high in the past three years. In most cases they are above the national average. For GNVQ business the retention rate for 2000/01 was 93% which was 19 percentage points above the national average.

39. The quality of students' work is good. Most portfolios are comprehensive and well structured. They contain examples of evidence collected in the workplace, which are used during NVQ assessments. On the GNVQ business course, students' work is marked thoroughly. Teachers give useful feedback, which enables students to improve. Students on management courses demonstrate high levels of analytical and research skills. Attendance and punctuality is good on most courses. During inspection the attendance rate was 83%.

### **A sample of retention and pass rates in Business, administration, management and professional , 1999 to 2001**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
NVQ administration	2	No. of starts	23	34	36

		% retention	74	82	86
		% pass rate	82	61	80
AAT foundation	2	No. of starts	40	49	46
		% retention	98	82	83
		% pass rate	35	55	63
Diploma in health service reception	2	No. of starts	36	41	59
		% retention	67	85	93
		% pass rate	75	63	71
NVQ administration	3	No. of starts	16	16	11
		% retention	100	94	91
		% pass rate	80	40	80
AAT intermediate	3	No. of starts	47	33	54
		% retention	89	82	89
		% pass rate	24	19	73
AAT technician	4	No. of starts	48	15	25
		% retention	96	100	96
		% pass rate	10	0	29
Certificate/diploma in management	4	No. of starts	35	34	41
		% retention	91	88	83
		% pass rate	81	59	98

Source: ISR (1999 and 2000), college (2001).

### **Quality of education and training**

40. There are schemes of work and lesson plans for all courses but some are not sufficiently detailed. However, most of the teaching observed was well planned and well managed. When students needed additional help with difficult topics, teachers adjusted their lesson plans accordingly. Most teachers set tasks which are appropriate for the topic being studied. For example, the topic of assertiveness was introduced to health service receptionists through a series of short but effective exercises. These included group discussions, individual work and a role-play exercise which developed the students' ability to deal with clients at work. In most lessons, students participate in discussions when invited to do so and make good progress. In a few lessons, teachers did not check sufficiently frequently on students' understanding or progress. In one lesson, students on an advanced-level course spent an hour working on basic calculations which was not good use of their time. In another lesson, a small group of mature students were studying recruitment procedures, the teacher conducted an informal discussion in which most of the questioning was directed at only one of the students.

41. The work set on higher-level courses is interesting and challenging. Students on the diploma and certificate in management courses were set an assignment that required them to investigate the effectiveness of communication and information systems within their organisation. They understood the purpose and relevance of the project and demonstrated that they could investigate retail services in the local context thoroughly. Most teachers provide notes in the form of handouts for their students but make relatively little use of other learning resources. In a few cases, visual aids were used effectively but their quality was often poor. Although students use computers to produce assignment work, insufficient use is made of information and learning technology and there are few references to it in schemes of work. Students do not use the Internet and other computer-based materials sufficiently to help them with their learning and research.

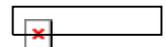
42. All students benefit from a good induction programme to the college and to their courses. Tutorial support is good. Students' progress is monitored regularly and targets are set for improvement. Students are very positive about the help they receive from their tutors. In the 2000/01 annual student survey, 94% of business students indicated a high level of satisfaction with their courses.

43. Teachers are competent and enthusiastic. They make good use of staff development opportunities. There are well-equipped learning centres on both sites. Classrooms are pleasant and well managed. There are particularly good resources for students on IT-related courses and higher-level courses, such as those leading to management and professional qualifications.

### ***Leadership and management***

44. Course teams meet regularly to discuss course development. However, many teams are very small; in some cases just one person is responsible for course management and teaching. The accountancy team has extended its range of courses enabling students to progress to professional courses within the college. Course reviews are descriptive rather than evaluative. They pay insufficient attention to the quality of teaching and learning, and do not lead to actions to remedy weaknesses. In contrast, external verifiers' reports are well monitored and actions are taken which lead to improvements. Judgements made in the self-assessment report are often not supported by evidence. For example, insufficient use is made of the lesson observation programme or student surveys as a source of evidence. The college is aware of the weaknesses in course reviews and intends to tackle them following the introduction of a new faculty structure in the spring of 2001.

### **Computing and IT**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- good retention rates on GNVQ foundation and intermediate-level courses
- good retention and pass rates on short IT courses
- well-used computing resources and good workbooks
- wide range of appropriate courses.

#### ***Weaknesses***

- poor retention rate on the GNVQ advanced course

- narrow range of learning experiences for full-time students
- some unsatisfactory accommodation
- no work experience for full-time students.

### ***Scope of provision***

45. The college provides full-time GNVQ programmes at foundation, intermediate and advanced level which mainly recruit students aged 16 to 18. There is a part-time Higher National Certificate (HNC) course which attracts a small number of older students. A large proportion of the students in this curriculum area are aged 19 and over, and are studying on short IT courses designed specifically for this age group. These courses are available at the main college sites and also as part of a large community provision. The college has recently refurbished a double-decker bus as part of a project to provide training in basic skills in the wider community. Further curriculum developments are taking place as part of the information and learning technologies forum, which develops courses for small to medium-sized enterprises.

### ***Achievement and standards***

46. The pass rates on the short IT courses have been at or above national averages for three years. Students on part-time introductory IT courses achieve well and many go on to the next level. Pass rates for the GNVQ intermediate course have improved over the last three years. Indications are that this trend will continue when results for 2001 are available. With the exception of the GNVQ advanced-level course, most courses have improved their retention rates over the last three years and are now at or above national averages.

47. Students' attainments in lessons are good. Students apply themselves well to tasks, which are completed within reasonable time-scales. The standard of their written work is good. Students generally respond willingly in lessons and get on well with their teachers. Many of them have a good working knowledge of the software packages they use. Students use the Internet effectively for research.

### ***A sample of retention and pass rates in Computing and IT, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GNVQ IT foundation	1	No. of starts	20	14	12
		% retention	70	78	92
		% pass rate	71	64	*
City and Guilds 7261 certificate in computing	1	No. of starts	63	179	71
		% retention	87	84	84
		% pass rate	73	64	77
Computer literacy and	1	No. of starts	1,797	1,112	958

information technology		% retention	92	91	95
		% pass rate	57	72	72
GNVQ IT intermediate	2	No. of starts	15	21	19
		% retention	87	81	95
		% pass rate	46	52	*
Integrated business technology II	3	No. of starts	339	369	328
		% retention	95	86	89
		% pass rate	63	68	53
GNVQ advanced	3	No. of starts	11	16	9
		% retention	100	69	67
		% pass rate	82	64	*

Source: ISR (1999 and 2000), college (2001).

\* data not available from awarding body

### **Quality of education and training**

48. Overall, the teaching of computing and IT is satisfactory. In practical lessons, teachers give individual students a lot of help. As a result, students in large groups frequently have to wait too long for attention. There is an over-reliance on the good workbooks produced by teachers. Teaching in the workshops is generally satisfactory but the workshops provide only a narrow range of experiences for students. Full-time students are not given the opportunity to broaden their experience through work experience, although students on the advanced course work on projects with local employers in their final year.

49. Assignment briefs are clear. Students are aware of the standards required to achieve a pass, merit or distinction. However, they are less familiar with the standards required in key skills. Some teachers provide thorough and constructive feedback indicating how students could improve; others do not.

50. Students attending the IT workshops receive appropriate guidance and advice about courses and progression routes. Course handbooks provide helpful information about the courses. During induction, additional learning support needs are identified and effective support is provided during lessons. The tutorial programme is ineffective. It has little impact and provides few benefits to students. Attendance in lessons is monitored rigorously by teachers and absences are followed up by curriculum administrators. This has improved attendance and retention rates on most courses. There is a comprehensive, college-wide enrichment programme but there is low take-up of this by full-time students at the Stockton campus.

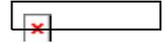
51. Teachers are well qualified and knowledgeable about their subjects. The small number of newly appointed teachers are all working towards teaching qualifications. The college has good specialist IT resources. The college network provides students with access to the Internet and the college intranet. Students are assigned an e-mail address and space on the network for storage of their files. The network is well supported by technicians. The accommodation at the Stockton campus is poor. Some classrooms are cramped. Noise in the large, open-plan room is distracting.

### **Leadership and management**

52. The faculty structure has recently been changed and the meeting schedule is new. Leadership and management of computing courses are satisfactory. Communication between staff in the course teams is effective. There is a formal programme of meetings and good lines of

communication. There are good schemes of work, assessment plans, and internal verification procedures. However, self-assessment is carried out at faculty level and does not distinguish sufficiently between the work done in individual schools. Subject teachers are insufficiently involved in the self-assessment process.

## Leisure and tourism



Overall provision in this area is **outstanding (grade 1)**

### **Strengths**

- good range of additional qualifications achieved by full-time students
- high pass rates
- good retention rates
- stimulating and challenging teaching
- excellent specialist resources.

### **Weaknesses**

- inadequate checks on students' understanding in some lessons.

### **Scope of provision**

53. The college provides a wide range of full-time and part-time courses in leisure and tourism. Courses are available during the day and in the evening leading to qualifications at levels 1 to 3, including the advanced vocational certificate of education (AVCE), GNVQs, NVQs and the Association of British Travel Agents (ABTA) primary and advanced certificates. AVCE courses are available in travel and tourism, and in leisure and recreation. In addition, there are specialist courses for both full-time and part-time students enabling them to gain the skills needed to work as cabin crew and resort representatives. All full-time students work towards key skills qualifications and some also take courses in Spanish, sports coaching and GCE AS-level sports studies. There are currently 147 students aged 16 to 18 and 56 adults, most of whom are on part-time courses. There are no trainees undertaking foundation modern apprenticeships and only one undertaking an advanced modern apprenticeship. There is one New Deal client, who participates in the leisure and

recreation course.

### ***Achievement and standards***

54. Retention rates are good on most courses. They are significantly above the national average on the GNVQ advanced course. Pass rates are also good on this course. The retention rate on the recently introduced AVCE course is satisfactory in travel and tourism but poor in the less popular leisure and recreation course. The standards of attainment in lessons and in students' portfolios are good or very good. At advanced level the best students are able to analyse and interpret information from a wide range of up-to-date, industry-specific sources, and to use their findings to support sensible conclusions. They have a clear understanding of the vocational context of their work. Written work is of a good standard and is well presented. Students handle data and use graphs effectively.

55. Retention and pass rates on intermediate-level courses are good. Students on these courses are developing appropriate research skills. Portfolio work is of a good standard. That produced by the better students displays sound critical analysis of information. Some students are given additional learning support, which is helping them with their vocational studies. There are good retention rates on the NVQ level 2 travel services course which is taken by full-time students. Pass rates on this course are excellent and are significantly above national averages.

56. Large numbers of full-time and part-time students work towards the level 2 ABTA certificate. The course has good retention rates and pass rates have been at or above the national average for two years. There are good pass rates on the specialist part-time courses preparing students for employment as cabin crew or resort representatives. Students' portfolios on these courses are of a high standard. Students have a thorough understanding of the industry and apply their knowledge effectively to their assignment work.

### ***A sample of retention and pass rates in Leisure and tourism, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Cabin crew certificate	1	No. of starts	101	31	15
		% retention	85	96	73
		% pass rate	25	57	82
ABTA certificate primary award	2	No. of starts	122	76	59
		% retention	83	82	79
		% pass rate	46	69	73
NVQ in travel services	2	No. of starts	**	10	11
		% retention	**	60	82
		% pass rate	**	50	89
GNVQ intermediate in leisure and tourism	2	No. of starts	26	24	20
		% retention	64	86	83
		% pass rate	56	63	80
GNVQ advanced in leisure and tourism	3	No. of starts	13	20	15
		% retention	77	47	87
		% pass rate	100	67	90
AVCE in travel and tourism	3	No. of starts	**	**	23
		% retention	**	**	67

		% pass rate	**	**	*
--	--	-------------	----	----	---

Source: ISR (1999 and 2000), college (2001).

\* data not available from awarding body

\*\* course not running

### **Quality of education and training**

57. The teaching is mostly good or very good across the range of courses in leisure and tourism. It is well planned, stimulating, challenging and promotes effective learning. Teachers use up-to-date industry-specific materials in their teaching. This helps students to gain a clear insight into professional working practices. A wide range of up-to-date case studies is used in lessons to develop students' understanding of the leisure and tourism industry. For example, in one lesson, students on the AVCE travel and tourism course considered the impact of foot and mouth disease on local tourist attractions and in another, students on the ABTA primary certificate course used current travel brochures to determine the cost of holidays for a number of different clients. In a lesson on the cabin crews' course, the teachers gave an enthusiastic presentation on airline travel, which drew heavily on recent experience. In some lessons, all questioning is directed towards the whole group and as a result, the teacher does not check the understanding of individual students.

58. There are strong links with employers, but GNVQ and AVCE students undertake insufficient industry-related activities. They pay visits to local tourist attractions and make an extended trip to London but they do not make an overseas visit and do not undertake work placements. Only a small number of these students undertake a placement in the college's travel agency which is able to offer a useful range of practical experiences. Students on the NVQ travel services course develop their background knowledge for the first half of the course, after which they go into work placements to develop skills and undergo assessment. They work in local travel agencies or in the college's own travel shop. These arrangements are very effective and provide students with a wide range of experiences and opportunities to assess their competence. During their work placements, students continue to attend college for one day a week to undertake lessons in key skills and to get help with portfolio building. Some evidence relating to key skills is collected in the workplace but most of the assessment takes place at college.

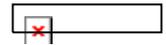
59. All students have a period of induction, during which they are introduced to the college and to their courses. Full-time students spend up to two weeks undertaking a range of induction activities including diagnostic assessments to identify additional learning support needs. Students in need of such support are provided with additional individual tuition and subsequently their progress is closely monitored. Tutorial support is good. Full-time students have frequent individual tutorials in which their progress is monitored and action plans and individual targets are agreed. However, students do not receive a copy of their action plan. Part-time students also receive tutorial support but on a less formal basis.

60. Teachers are appropriately qualified and most have recent relevant commercial experience. All are specialists in various aspects of the courses and undertake staff development to update their skills. The classrooms used for leisure and tourism lessons are vibrant and attractive and contain up-to-date displays of students' work and publicity material. There are excellent specialist resources. The college operates its own travel agency under a franchise arrangement. The agency offers a full range of services and students who use it as work experience are able to research customers' enquiries, and make and confirm bookings. An unusual and useful resource is an aircraft fuselage. This provides students on the airline cabin crew course the facility to simulate a wide range of cabin crew activities dealing with a variety of passenger types. A good range of current paper-based and IT-based learning materials is available for leisure and tourism students.

### **Leadership and management**

61. Leisure and tourism courses are well managed. They are organised by a small team of four full-time and two part-time specialist teachers, under a head of school who reports to the head of faculty. Each course has a course leader. Teachers share expertise and materials. There are good communications between staff and they are well informed about developments in the college. Course teams follow the college's quality assurance procedures closely. Annual course reviews include an assessment of performance against targets for recruitment, retention and achievement and comparisons with national benchmarks. The review pays insufficient attention to the quality of teaching and learning, although lessons are regularly observed. Teachers are not sufficiently involved in the self-assessment process.

### **Hairdressing, beauty and holistic therapies**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- many opportunities for students to take additional qualifications
- good pass rates
- effective assessment of students on hairdressing courses
- hairdressing students' good practical skills
- effective support for students
- well-resourced commercial high street nail centre.

#### ***Weaknesses***

- insufficient numbers and types of models in the salons
- no work experience for full-time students

- poor questioning techniques used by teachers
- ineffective setting of targets during progress reviews
- lack of individual training and assessment plans
- hairdressing salon too small for some practical groups.

### ***Scope of provision***

62. The college provides a wide range of full-time and part-time courses in hairdressing, beauty therapy and complementary therapies, such as aromatherapy, reflexology and Indian head massage. There are courses at NVQ levels 1 to 3 in hairdressing and at levels 2 and 3 in the beauty and holistic therapies. About half the students on these courses are aged between 16 and 18, and half are aged 19 or over. Most are female but there are four male students. There are opportunities for students on full-time courses to study for other qualifications in addition to their main NVQ.

### ***Achievement and standards***

63. Hairdressing courses leading to NVQ qualifications at levels 2 and 3 and all the complementary therapy courses have very good retention rates, many of them of 100%. In contrast, courses leading to NVQ level 1 in hairdressing and NVQ level 2 in beauty therapy have retention rates below the national averages for FE colleges. Pass rates on NVQ levels 1 and 2 courses in hairdressing are well above national averages. For example, the pass rate on the NVQ level 2 course improved in each of the last three years and was 100% in 2001. This is about 20 percentage points above the national average. Similarly, beauty and complementary therapy courses all have very good pass rates. All students on courses in Indian head massage, nail art, reflexology and aromatherapy passed in 2001.

64. Students carry out new and unfamiliar tasks well. For example, a student just starting on the level 2 hairdressing course, confidently and successfully returned long hair back to its natural colour. The student worked proficiently and carefully. Many hairdressing students demonstrate higher levels of skill than those expected of them. Some younger learners in hairdressing, after only four weeks on the course and after watching only one demonstration, could pin hair up to a good standard. Most students work well on their own during practical lessons. However, some younger students do not show the same levels of attainment in their theory work, and are easily distracted.

### ***A sample of retention and pass rates in Hairdressing, beauty and holistic therapies, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
NVQ hairdressing	1	No. of starts	*	*	41
		% retention	*	*	63
		% pass rate	*	*	92

NVQ beauty therapy	2	No. of starts	14	22	27
		% retention	79	68	67
		% pass rate	55	87	89
NVQ hairdressing	2	No. of starts	31	18	39
		% retention	81	97	92
		% pass rate	71	80	100
NVQ hairdressing	3	No. of starts	*	10	7
		% retention	*	77	86
		% pass rate	*	80	83

Source: ISR (1999 and 2000), college (2001).

\* course not running

### **Quality of education and training**

65. Programmes are well designed. Students are able to attend at times which suit their individual needs. For example, parents are able to plan attendance around taking their children to and from school. If lessons are missed, additional sessions are made available to allow them to complete work. Students have the opportunity to select a main programme and to supplement it with additional units. For example, those working towards an NVQ in beauty therapy may also gain units from holistic therapy or hairdressing programmes. Similarly, many hairdressing students take additional beauty-related units. This improves their chances of gaining employment.

66. Training is well planned. There are annual schemes of work and plans for each lesson. Practical and theory components are well covered. Most teaching and training methods are satisfactory. There is some good one-to-one coaching. Staff have a good relationship with students, pitching their teaching at an appropriate level and pace. Tutors make effective use of whiteboards, flip charts, overhead projectors and videos. However, there are no arrangements for booking resources. As a result, in one lesson when students were expecting to see a video, another teacher was using the equipment. Questioning is rarely used effectively. Usually, open-ended questions are directed at the whole group. A small proportion of students consistently answer the questions while others remain silent. There are no work-experience programmes for full-time students in beauty therapy or hairdressing. Most students have no opportunity to develop their skills in a commercial environment. The insufficient number and variety of clients at the college salons exacerbates this weakness. Students do not have sufficient opportunities to practice a range of skills on different people.

67. Students are assessed early on hairdressing courses. For example, only four weeks after starting an NVQ level 1 course some students had been assessed in several areas. Students starting level 2 courses have already practised much level 2 work whilst doing their level 1 course. For example, some had already been assessed on cuts and colours. The level 1 course could have been completed earlier by the more able students, enabling them to progress quickly to level 2. Many students in both hairdressing and beauty therapy are unclear about the NVQ framework. Some students have a poor understanding of the assessment process and their part in it. They rely on tutors to identify assessment opportunities. The opportunity to assess a student for hair analysis, shampooing, conditioning, and blow-drying was missed whilst a student was colouring a client's hair. One group of hairdressing students that started in April 2001 was not aware of their progress, as their logbooks were not up to date. Some were unsure whether they had completed level 1.

68. There are excellent arrangements to provide students with specialist help. For example, some students received help with basic skills that helped them gain their level 2 NVQ qualification. A visually impaired student is currently completing a programme in massage and has the support of an assistant in all lessons in addition to access to specialist equipment. There is a new system of

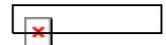
student reviews, which is an improvement on past practice. However, no clear targets are identified during reviews and there are no individual training and assessment plans.

69. There are several new members of staff who are vocationally competent but are still developing their teaching skills. Students benefit from the tutors' up-to-date commercial experience. Facilities at the college are satisfactory. Beauty therapy salons are well equipped, spacious and airy. There is a recently opened nail centre in the town centre. This is resourced to a high standard. It is a busy salon, giving students on nail courses the opportunity to gain valuable experience. Hairdressing students have access to a plentiful supply of good quality products to use on clients' hair. The salon is, however, too small for some groups. Students in several groups were unable to work on more than one client at the same time, which restricted their learning.

### ***Leadership and management***

70. The hairdressing and beauty therapy school is run in partnership with a private company. The company has clear aims and objectives which are shared by all the staff. Staff development is supported through the college's budget. Students are enrolled at the college and have access to all college facilities. There is a comprehensive system for observing teaching and learning. Constructive feedback and advice is given to teachers to help them improve their performance. Recently there have been several changes of staff. The changes have been managed well, with minimum disruption to students. Regular course reviews take place in which all staff are involved. However, there was insufficient involvement of the teachers in the self-assessment process.

### **Health, social care and childcare**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- broad range of provision and good opportunities for progression
- well-organised and purposeful teaching
- good retention rates and excellent pass rates on full-time childcare courses
- effective work placements
- very good tutorial support and individual target setting.

#### ***Weaknesses***

- ineffective use of questioning in some lessons
- inadequate course reviews with no clear action plans
- written feedback on some assignments.

### ***Scope of provision***

71. The college provides a wide range of full-time and part-time courses in health and social care and childcare. Approximately 160 full-time students follow GNVQ or certificate and diploma courses in childcare and education, from foundation to advanced level. There are approximately 1,000 part-time students following a wide range of care-related programmes. Most full-time students are in the 16 to 18 age-group and most part-time students are aged 19 or over.

### ***Achievement and standards***

72. There are very good retention rates and excellent pass rates on full-time childcare courses. All students have passed the diploma in childcare and education course in the last three years and the certificate course in the last two years. Retention rates have declined over the same period to around the national averages. Pass rates for GNVQ health and social care at foundation and advanced levels have been below national averages for the last two years. It is expected from the internal assessment of students that pass rates this year will be at least equal to the national averages. Retention rates for GNVQ levels 1, 2 and 3 are at or above the national averages. In September 2000, 14 students were recruited to a new full-time foundation programme in childcare. Thirteen completed the course, all of whom passed; seven progressed to the certificate in childcare and education. There are generally good retention and pass rates on part-time courses for students in the 19+ age-group.

73. In addition to their main qualification, full-time students achieve vocationally relevant awards such as first aid at work, and food hygiene certificates. In general, students' attainment in lessons is at an appropriate level. Students on foundation childcare courses have classwork and portfolios that are well organised and of a high standard.

### ***A sample of retention and pass rates in Health, social care and childcare, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GNVQ health and social care	1	No. of starts	25	18	13
		% retention	75	93	73
		% pass rate	60	57	*
Certificate in childcare and education	2	No. of starts	16	20	18
		% retention	77	88	76
		% pass rate	90	100	100
Basic counselling skills	2	No. of starts	149	156	96
		% retention	83	84	84

		% pass rate	80	83	92
GNVQ health and social care	2	No. of starts	14	14	14
		% retention	77	92	73
		% pass rate	70	89	*
Diploma in childcare and education	3	No. of starts	27	30	39
		% retention	96	83	78
		% pass rate	100	100	100
GNVQ health and social care	3	No. of starts	9	27	16
		% retention	88	52	88
		% pass rate	60	70	*

Source: ISR (1999 and 2000), college (2001).

\* data not available from awarding body

### **Quality of education and training**

74. Teaching is generally good. Lessons have clear aims and objectives, are well organised and purposeful. Lesson plans and schemes of work are well designed. However, there are very few references to key skills in lesson plans and there is insufficient integration of them with the vocational aspects of the courses. The college is taking steps to address this weakness. Students benefit from the range of appropriate teaching methods employed. In one lesson, students were directed to consider well-chosen extracts from soap operas. The resulting discussion included the role of popular culture in promoting health education. Resource materials such as case studies are used effectively in lessons, stimulating interest and extending students' understanding. Teachers are successful in relating theory to practice and enabling learners to apply their knowledge in a realistic context. There is ineffective use of questioning in some lessons. The questions fail to engage the attention of students or to improve their understanding. There is little use of teaching materials which reflect the diversity of a multi-cultural society.

75. Students' progress is carefully monitored through the tutorial system. Learners value the support they receive from their teachers. In one lesson, a student who was distressed received skilled and sensitive attention. Targets are set for attendance, academic progress and work placements. Progress towards the targets is monitored effectively. Work placements are well managed and provide excellent learning opportunities for students and some employment opportunities. Feedback to students is variable. Written feedback on some assignments is inadequate and fails to give sufficient guidance to learners on how they can improve their performance.

76. Staff are well qualified. They have appropriate vocational and educational qualifications and experiences. Classrooms were satisfactorily maintained and fit for their purpose. Appropriate specialist resources are located in base rooms and there is a good range of textbooks and journals.

### **Leadership and management**

77. Course teams meet regularly. Meetings are well run and good records are maintained. There is consistent management of courses on different sites. Established part-time staff are effectively integrated into course teams, although they are sometimes unable to attend meetings. Improvements are made to course organisation as a consequence of open and supportive team discussions. For example, changes to the scheduling of GNVQ assignments were agreed and implemented. Targets are set for retention and pass rates, making use of national averages as benchmarks. Course reviews lack detail and do not include clear action plans. Although the judgements in the self-assessment report are generally sound, insufficient evidence is given to support them.

## Visual and performing arts



Overall provision in this area is **good (grade 2)**

### ***Strengths***

- wide range of programmes in the college and the community
- well-planned and effective teaching
- high standard of practical work
- challenging projects
- good retention rates on many programmes
- high pass rates on GCE A-level and access courses.

### ***Weaknesses***

- low pass rates on GNVQ programmes
- ineffective teaching and learning in some small groups
- failure to make learning outcomes clear in combined groups.

### ***Scope of provision***

78. There is a broad range of full-time and part-time programmes in art, design and craft at the college and at centres around the community. Full-time and part-time performing arts programmes

are based at the Billingham centre. In 2000/01 there were 273 students aged 16 to 18 and 997 adults on courses at the college. Most students on full-time courses are aged 16 to 18. Approximately three-quarters of the adult students are on part-time level 1 programmes. Courses are available at foundation, intermediate and advanced levels during the day and in the evenings. The courses lead to GNVQs, GCE A/AS levels, GCSEs, City and Guilds, Open College awards and a variety of other qualifications from various awarding bodies.

### ***Achievement and standards***

79. Pass rates are well above the national average on the GCE A-level fine art course. They are also excellent on the art and design access to HE programme, attended mainly by adults, all of whom passed in 2001. Pass rates on GCSE, GNVQ intermediate and advanced art and design and advanced performing arts courses are below national averages. However, the results on the advanced programmes improved last year. Retention rates are good and are above the national average for FE colleges on GCSE and all level 3 courses.

80. Performing arts students understand the importance of pre-performance warm-up and rehearsal. This results in energetic and confident performances. In music theory lessons, students demonstrated an understanding of complex principles and rhythm structures. Art and design students develop good drawing skills. They carry out detailed observations leading to accurate drawings and paintings. The best students can demonstrate how they arrive at ideas for designs through effective preparatory studies from a variety of source materials including photographs and sketches. Advanced-level students are able to present their work and assess the work of their peers effectively. Students' portfolios had a range of two-dimensional and three-dimensional work executed with confidence in a variety of media. Students research and develop ideas for designs effectively. For example, students researched the work of artists such as Picasso, Rothco and Kandinsky to provide a good starting point for a project on the study of faces. Progression rates from the access course to HE are good. Approximately 80% of students on the access progressed to HE courses in 2001. Adults on a range of level 1 craft programmes demonstrate good standards of work, particularly in watercolour painting. They compile sketchbooks which they make use of in their design work. The most successful examples contain annotated drawings and pictures of artists' work. There is excellent attendance and punctuality.

### ***A sample of retention and pass rates in Visual and performing arts, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
First diploma in performing arts	2	No. of starts	13	17	24
		% retention	85	71	67
		% pass rate	100	82	*
GNVQ intermediate art and design	2	No. of starts	11	12	9
		% retention	100	92	56
		% pass rate	55	55	*
GCSE art	2	No. of starts	33	22	12
		% retention	100	95	92
		% pass rate	48	70	50
GNVQ advanced art and design	3	No. of starts	5	12	10
		% retention	40	75	80
		% pass rate	50	38	63
GNVQ advanced performing arts	3	No. of starts	15	33	32
		% retention	100	73	77

		% pass rate	60	41	64
Access to HE	3	No. of starts	**	17	11
		% retention	**	88	100
		% pass rate	**	93	82
GCE A-level art	3	No. of starts	12	20	20
		% retention	100	75	90
		% pass rate	90	91	89

Source: ISR (1999 and 2000), college (2001).

\* data not available from awarding body

\*\* course not running

### **Quality of education and training**

81. Teaching is satisfactory or good on all courses. Thorough preparation and planning ensures lessons are well managed. Projects are challenging and result in good practical work, in both the visual and performing arts. Good use is made of visual and aural stimuli as a starting point for practical and theoretical work. For example, at the start of a project on recycling, students made careful drawings of a collection of sweet wrappers, bottles, cans and packages. In a theory class, students listened to a piece of music to determine its rhythm structure. To ensure they understood it fully, the students used any objects on their desk, including pens and water bottles, to tap out the rhythm. The introductory and level 1 provision in art, design and crafts is substantial. Teachers understand that many of the learners on these programmes have never achieved formal qualifications and/or have been out of education for a long time. In a course on greeting card design, the tutor had planned the twelve-week programme so that each week the students learned a new skill. They started and completed a piece of work in each session. The work was mounted and collected in a portfolio. Students' motivation and enthusiasm for the work was maintained as they felt they were achieving something each week.

82. The one-to-one teaching is particularly effective in promoting learning, developing understanding and ensuring that students know what they have to do to improve. Through effective discipline and standard setting, teachers promote a professional approach to study. However, learning is less effective where the groups are very small. In some such groups, teachers did not give students the opportunity to express their views. In some lessons, a single student dominated the discussion. There were then insufficient checks on learning across the whole group. Learning outcomes and attainment expectations were not always clear when groups of students from different courses had been combined and were being taught together. A few activities within lessons were too ambitious or complex. In these, students were unable to participate fully because they did not understand the purpose of the activity.

83. There is good continuous assessment through effective work-related tutorials. It is fair and rigorous. The most effective project briefs contained detailed learning outcomes. Intermediate-level students found group critiques difficult to understand and did not contribute sufficiently. Students benefit from good personal and work-related support and some find their tutors inspirational. Adult students stressed the increase in their confidence since attending college. Following a review of the poor internal progression from GNVQ intermediate to GNVQ advanced courses and the poor achievements on the intermediate course, staff have introduced foundation level GNVQs and a more rigorous selection procedure.

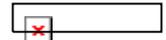
84. There is a good mix of experienced and new staff. Their expertise meets the range of courses and the demands of students. Practising artists and designers enhance the learning experience and raise the aspirations of students. Physical resources are good in both college centres and good or adequate in community centres. Students have sufficient materials to carry out their practical work.

Some lessons took place in rooms designed for other purposes. The acoustics in the theatre made listening to teachers difficult.

### ***Leadership and management***

85. The management of art and design and performing arts is good. Heads of school and teaching teams work well together. They discuss and agree projects and assessments. Course reviews result in action planning which is followed up in team meetings. The self-assessment report was insufficiently detailed.

### **Humanities, maths and science**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- wide range of provision which meets the needs of adult students
- excellent pass rate and good retention rate on the Further and Adult Education Teachers' Certificate (FAETC) course
- well-organised and effective teaching
- good resources
- effective and valued tutorial provision.

#### ***Weaknesses***

- very poor results in GCE A-level and GCSE psychology
- lack of common assessment policies and criteria in some subjects.

#### ***Scope of provision***

86. There is a wide range of part-time courses. Most students on the access to HE course and the FAETC course are adults. Both have a variety of attendance patterns. For example, students on the FAETC course can attend during the day, the evening or a combination of both. The access to HE course includes many possible combinations of subjects. There are GCSE and GCE A/AS-level courses in psychology, sociology, English, biological science and mathematics. The biological science courses are used primarily as additional qualifications for full-time students on health and care courses. The GCSE mathematics course attracts large numbers of students who wish to improve on the grade they obtained at school.

### ***Achievement and standards***

87. In 2001, most students on the FAETC course attended until the end of the course and 98% of these passed. This is 27 percentage points above the national average for all colleges. All students who completed the access to HE course in 2000 passed. Each year a large proportion of these students obtain places on HE courses. GCE A-level sociology and English language courses have satisfactory or good pass rates but their retention rates are poor. GCSE English language and mathematics pass rates are poor but comparable with the national average for FE colleges. GCSE and GCE A-level psychology pass rates are also poor. The GCE A-level pass rate declined sharply in 2001. Pass rates and retention rates on the biological science courses were also well below the national average in 2001.

88. Students on the FAETC course have a thorough understanding of their subject and are confident in presenting their ideas to the whole group. In some GCE and GCSE lessons, students showed a lack of communication skills. Some had a narrow subject-specific and general vocabulary. This inhibited their ability to express themselves accurately and to benefit fully from discussions and group work. Portfolios from students on the FAETC course are particularly impressive and several GCE A-level English language coursework assignments were well presented and researched.

### ***A sample of retention and pass rates in Humanities, maths and science, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GCSE English language	2	No. of starts	113	64	82
		% retention	71	77	66
		% pass rate	60	53	54
GCSE mathematics	2	No. of starts	196	164	218
		% retention	82	92	79
		% pass rate	31	37	35
City and Guilds FAETC	3	No. of starts	78	87	80
		% retention	90	89	85
		% pass rate	75	86	98
Access to HE	3	No. of starts	233	149	134
		% retention	71	83	71
		% pass rate	60	100	73
GCE A-level psychology	3	No. of starts	*	10	26
		% retention	*	90	69
		% pass rate	*	67	22

Source: ISR (1999 and 2000), college (2001).

\* course not running

### **Quality of education and training**

89. Teaching is well planned and organised. Schemes of work and lesson plans are detailed and well presented. They pay attention to the learning needs of individuals and include appropriate teaching strategies. Learning materials, including handouts and worksheets, are attractive and useful to students. Much of the teaching is lively and stimulating. In one access to HE lesson, the teacher used models of the pea plant to illustrate Mendel's experiments on genetics. This learning was then consolidated, using worksheets of varying degrees of difficulty suitable for the needs of individuals. This exercise provided a successful introduction to a complex area of biology and students were stimulated and interested in the subject. Learning was frequently and thoroughly checked. In a FAETC lesson, students worked in groups on questions concerned with identifying individual learning needs. Conclusions were then presented to the rest of the class by a spokesperson using appropriate visual aids. The subsequent discussion was knowledgeable and fluent. In one excellent lesson, at an early stage of the access to HE course, students studied social policy and formed small groups to discuss and record their findings on where responsibility for providing for basic human needs lies. The discussions were purposeful and well organised. The teacher drew on all the contributions in order to illustrate and encourage disciplined thinking and writing.

90. In most lessons, teachers use interesting and appropriate teaching methods. For example, students in a GCE AS-level English language lesson listened to a recording of Ella Fitzgerald singing 'Paper Moon' to conjure up the atmosphere of 'A Streetcar named Desire.' In a FAETC lesson, students used a variety of visual aids in order to illustrate and experience the strengths and weaknesses of each. Teachers set work at an appropriate level. In most cases, students' work is marked accurately and returned promptly. However, some courses leading to the same qualification do not have common assessment policies or criteria. The coursework requirements of awarding bodies are complied with, and work is moderated effectively.

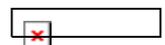
91. Tutorial provision for mature students is particularly well organised and is valued by the students. Those on access courses have one hour a day designated as tutorial time, when their progress is monitored and discussed and they are helped to overcome any difficulties they are experiencing with their work. This provision is organised in a way which takes account of any external responsibilities which the students may have.

92. The learning resource centres on both sites have a good range of books and videos. The Stockton site has an extensive range of specialist education texts and journals for use by students on the FAETC course. Students on access courses can use the library facilities at the University of Teeside, which they are introduced to at an early stage of their course. IT facilities are well used to research and produce work. A few classrooms at the Billingham site are noisy and bare, but those at the Stockton site are more spacious and comfortable.

### **Leadership and management**

93. Courses are well managed. There are regular course meetings whose minutes are monitored by the head of faculty. Management information is produced regularly and used effectively by course teams. Courses are reviewed well using the college system. Staff are well qualified and experienced and there is appropriate staff training and development.

### **Foundation programmes**



Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- wide range of programmes
- some highly effective lessons
- good individual support for students on basic skills programmes.

### ***Weaknesses***

- over-reliance on handouts and written work in some lessons
- poor co-ordination of part-time courses for students with learning difficulties
- some poor accommodation.

### ***Scope of provision***

94. There are two main strands to the foundation programmes: basic skills courses and provision for students with learning difficulties. There are currently 122 part-time students on basic-skills courses. Approximately a third of them attend at the college and the remainder attend courses in the community. Most basic skills students study for up to four hours each week. There are 83 full-time and 39 part-time students on programmes specifically designed for people who have learning difficulties. The full-time students are at the Billingham site for four days a week. The part-time provision is mainly for people from adult training centres who attend the college's Stockton site for between 2 and 12 hours each week.

### ***Achievement and standards***

95. Students with learning difficulties make satisfactory progress and successfully achieve their learning goals. Retention and pass rates for these students are generally high, in line with national trends. The retention rate in 2000/01 was 98% and all students achieved their individual learning goals. In 2000/01, the retention rate on basic skills courses was good at 72%. Approximately 78% of students who complete the courses achieve the awards. In addition to learning basic skills, students improve their interpersonal skills and levels of self-confidence.

96. Students' work is generally well organised. There are large differences in ability among students in the same groups. Some are able to focus on instructions whilst others are not. In basic skills tutorials, students are frequently confident enough to use resources such as dictionaries without reference to tutors. Many students on foundation programmes work well, use their own initiative and are confident enough to respond to questions in front of the whole group. Although attendance is good, a minority of lessons started late because students did not arrive on time.

### ***Quality of education and training***

97. The college provides a good range of foundation programmes. Basic skills courses cater for a range of students, from those who are just acquiring reading and writing skills, to those who want to revise and improve. Much of this work takes place in the community, attracting students from a wide geographical area, and drawing in people who would not normally attend college. The course team uses imaginative themes to provide a context for learning basic skills. Examples include preparation for the driving theory test and recording memories for the future. Around half of basic skills students are working towards nationally accredited qualifications. There is also a wide range of courses for students with learning difficulties. Students undertake an entry-level course in life skills, or one of three entry-level programmes in health and social care, business administration or art and media. These provide direct progression routes to mainstream college courses.

98. There is good individual support for basic skills students. Their existing knowledge and skills are effectively identified during the first four weeks of their programme. Individual learning goals are set, ranging from the ability to write a cheque, to the ability to pass the entrance examination to join the police force. Students work towards these goals at a pace that suits them. Their progress is assessed and recorded at the end of each learning session. They benefit from effective individual coaching and, where appropriate, group teaching sessions on specific topics such as spelling and punctuation. Staff use a wide range of teaching methods. The college is currently piloting a new reading course for beginners using a phonic approach.

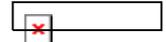
99. Most teaching on courses for students with learning difficulties is good. Most lessons are well planned and clearly structured to provide a variety of activities to maintain the interest and concentration of learners. Staff are effective in involving all students in learning activities, despite their widely varying abilities. Learning resources are carefully prepared, and where necessary, adapted for individual students. For example, handouts are provided in large print for students with visual impairments. The college has introduced an enrichment programme for entry-level students. As part of this programme they have recently visited a Second World War exhibition centre. The visit provided good learning opportunities before, during and after the event. It provided a focus for learning, which has motivated students and resulted in some lively teaching sessions. A few lessons are not well prepared and do not include enough practical activities. Work placements are arranged for a minority of students. More would benefit from having such experiences. There is an over-reliance on writing activities and the use of handouts. Some students who are unable to read are required to copy writing from a board or handout. This is an inappropriate activity, which simply occupies students, without helping them to learn.

100. Many of those who teach students with learning difficulties have undertaken no specialist training or staff development. A course for disaffected young people takes place in premises four miles from the main college site. The premises are too small. Students are working on basic joinery in a cramped workshop that has no adequate storage area. There are no rooms for theory work. Some of the teaching rooms in the college are also unsatisfactory. They are often uncomfortably hot which distracts students who then lose concentration.

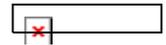
### ***Leadership and management***

101. Basic skills provision is managed within the health and education faculty. The college is working towards the Basic Skills Agency quality mark and has a development plan for basic skills. There is poor co-ordination of part-time courses for students with learning difficulties on the Stockton site. Hourly paid agency staff teach the entire part-time programme. They do not hold meetings or establish links between one lesson and the next. Students do not have a personal tutor, despite the fact that some attend for three days each week. The self-assessment report does not provide judgements on the quality of foundation programmes. There is some reference to basic skills programmes, but no assessment of the strengths and weaknesses of the provision. There is no section relating to programmes for people with learning difficulties.

## Part D: College data



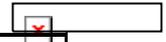
**Table 1: Enrolments by level of study and age**



Level	16-18 %	19+ %
1	43	41
2	23	25
3	12	16
4/5	0	2
Other	22	16
<b>Total</b>	<b>100</b>	<b>100</b>

Source: *Provided by the college in spring 2001.*

**Table 2: Enrolments by curriculum area and age**



Curriculum area	16-18 No.	19+ No.	Total Enrolments %
Science	517	2,578	16
Agriculture	40	45	0
Construction	131	347	3
Engineering	259	2,308	13
Business	162	2,117	12
Hotel and catering	377	425	4
Health and community care	665	3,135	20
Art and design	355	1,298	8
Humanities	827	2,799	19
Basic education	273	729	5
<b>Total</b>	<b>3,606</b>	<b>15,781</b>	<b>100</b>

Source: *Provided by the college in spring 2001.*

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		1999	2000	2001	1999	2000	2001
<b>1</b>	Starters excluding transfers	344	765	433	899	978	1,707
	Retention rate (%)	95	93	92	96	90	89
	National average (%)	81	80	80	80	78	79
	Pass rate (%)	51	61	77	31	55	83
	National average (%)	59	62	66	62	63	69
<b>2</b>	Starters excluding transfers	439	602	497	1,061	1,063	1,352
	Retention rate (%)	95	78	86	98	87	88
	National average (%)	76	76	77	79	78	78
	Pass rate (%)	49	55	70	31	63	72
	National average (%)	63	67	68	66	65	68
<b>3</b>	Starters excluding transfers	488	315	284	1,087	1,250	1,213
	Retention rate (%)	98	84	80	97	85	89
	National average (%)	77	77	77	79	79	79
	Pass rate (%)	49	71	65	46	63	88
	National average (%)	71	72	73	64	65	69
<b>4/5</b>	Starters excluding transfers	*	*	*	271	214	161
	Retention rate (%)	*	*	*	99	93	90
	National average (%)	*	*	*	84	84	81
	Pass rate (%)	*	*	*	18	49	76
	National average (%)	*	*	*	58	61	60

*Note: Summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).*

*Sources of information:*

*1. National averages: Benchmarking Data 1997/98 to 1999/2000: Retention and Achievement Rates in Further Education Colleges in England, The Further Education Funding Council, September 2000.*

*2. College rates for 1997/98-1998/99: Benchmarking Data 1997/98 to 1999/2000: Retention and Achievement Rates, produced by the Further Education Funding Council, September 2000.*

*3. College rates for 1999/2000: provided by the college in spring 2001.*

*\* too few students to provide a valid calculation*

**Table 4: Quality of teaching observed during the inspection by level**

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3(advanced)	76	18	6	45
Level 2 (intermediate)	71	25	4	65
Level 1 (foundation)	56	44	0	25
Other sessions	70	17	13	23
<b>Totals</b>	<b>69.6</b>	<b>24.7</b>	<b>5.7</b>	<b>158</b>

© CROWN COPYRIGHT 2002. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

School inspection reports are available on the OFSTED website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))

