



ADULT LEARNING  
INSPECTORATE



## Middlesex University

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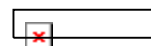
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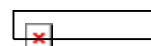
## Basic information about the institution



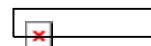
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Name of institution:	Middlesex University
Principal:	Michael Driscoll
Address of institution:	Trent Park Bramley Road London N14 4YZ
Telephone number:	020 8411 5000
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Chair of governors:	Lorna Cocking
Unique reference number:	133850
Name of reporting inspector:	Ian Seath HMI
Dates of inspection:	4-8 April 2005

## Part A: Summary



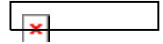
## Information about the institution



Middlesex University, formerly Middlesex Polytechnic, was formed in 1992. There are about 25,000 full-time and part-time students at its campuses in north London. Most of the Learning and Skills Council (LSC)-funded provision is located at the Cat Hill campus in the London borough of Barnet. About 50% of these students are from London and the south-east, and about 50% from overseas. The university works closely with a consortium of nine local further education (FE) and sixth form colleges and validates much of the higher education (HE) work in these institutions. The university has five large academic schools and a diverse student population that reflects the population of north London. The university encourages the multi cultural profile of its student population and its staffing profile. The local area has one of the most ethnically diverse populations in the United Kingdom and significant areas of social and economic deprivation. LSC-funded courses are offered

local need for a diploma in public service interpreting, mainly amongst the local Turkish community. A much larger diploma in foundation studies art and design course is based at the Cat Hill campus, together with many arts undergraduate courses. The university has received three Queen's Anniversary Prizes for HE and FE.

### **How effective is the institution?**



Inspectors judged education and training to be good in foundation art and design. They judged leadership and management of FE provision to be good. The university's key strengths and aspects that should be improved are listed below.

#### ***Key strengths***

- very good progression to, and preparation for, HE
- good academic and pastoral support
- good use of HE facilities by FE students
- strategic commitment to FE
- good partnership working
- social inclusion
- accurate self-assessment.

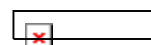
#### ***What should be improved***

- the monitoring of attendance and punctuality
- the proportion of teaching that is good or better

- the consistency and monitoring of quality assurance

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

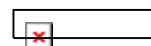
### Quality of provision in curriculum and occupational areas



*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 judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).*

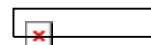
Area	Overall judgements about provision, and comment
Foundation art and design	<b>Good.</b> Retention and pass rates are very high, and progression of students to HE is very good. Teaching effectively promotes students' critical thinking and students are well prepared for HE. Students benefit from a broad range of specialist resources. Management of teaching and learning in the studio sessions is poor and aspects of assessment are unsatisfactory.

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



Leadership and management are good. The university has a clear strategic commitment to FE provision and provides a wide variety of routes to help local people progress into HE. There are strong links with a wide range of partners in the local community. Inspectors agreed with most of the judgements in the self-assessment report on its work in FE. There is a comprehensive range of policies regarding equality of opportunity. Staff development is accessible, valued, and places good emphasis on teaching and learning. FE students are successful. Some aspects of course management and quality assurance in foundation art and design are not effective. They do not provide a sufficiently close overview of students' experiences and achievements. The FE provision offers good value for money.

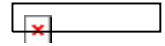
### To what extent is the institution educationally and socially inclusive?



The university's response to educational and social inclusion is good. Extensive initiatives exist for widening participation. Student recruitment targets for 2004/05 have been met after declining in

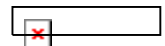
colleges in areas of social disadvantage. The university provides good professional and personal support. It fulfils its duties well in relation to the Special Educational Needs and Disability Act 2001 (SENDA). The university meets its responsibilities in relation to the Race Relations (amendment) Act 2000. Policies for equality and diversity and its race equality plan are detailed and comprehensive. The university promotes good relations with different cultural groups. Students achieve well.

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



Support for students is good. Support arrangements meet individual needs well. Pre-enrolment advice and guidance are very good. Admission procedures are clear and effective. Induction is satisfactory. Teachers are regularly available to provide good informal pastoral support and good verbal academic feedback in tutorials. Written feedback in tutorials is insufficiently detailed. Arrangements to support students' application and progress to HE are good. Initial diagnosis of students' literacy, numeracy and language needs is insufficient. Procedures for students who self-refer or are identified with support needs during the programme are used well. Technical support is very good. Support services provide good, flexible assistance for students with literacy, numeracy and language needs. The university provides good personal support. Good access to facilities and support exist for students with, for example, sensory impairments or restricted mobility.

### **Students' views of the institution**



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

#### ***What students like about the institution***

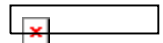
- pushed to achieve potential
  
- teachers put in extra efforts in their own time
  
- teachers give good critical advice and guidance
  
- treated as equals by friendly staff
  
- good workshops to try out ideas

- good space and facilities to work in graphics and printmaking
- enjoy working alongside HE students
- good initial guidance and advice.

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

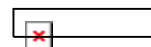
- guidance and feedback on progress for language students
- lack of space in fine art studio
- too high canteen prices
- price of photocopying
- awareness of university social life
- too high fees for interpreter course.

**Other information**



The institution inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the institution. Once published, the institution has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The institution's action plan must show what action the institution will take to bring about improvements in response to issues raised in the report. The university's academic board should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from institutions that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

## Part B: The institution as a whole



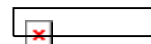
### Summary of grades awarded to teaching and learning by inspectors

Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching	64	29	7
Learning	43	50	7

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

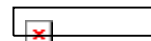
*\*work-based learning*

### Achievement and standards



1. The university enrolls around 200 students on to FE courses. The majority are aged 16 to 18.
2. Pass and retention rates on the full-time diploma in foundation art and design course are consistently very high. Retention rates and enrolments declined slightly between 2002 and 2004. Data for 2004/05 indicate that both have since improved. Pass rates on the part-time diploma in public service interpreting course are low, but in line with national averages for this type of course. Many students gain partial accreditation through a letter of credit. Enrolments on this course fell significantly between 2002 and 2004.
3. Foundation art and design students are articulate and express their ideas with confidence. They work well with each other and are mature in their approach to their work. Students develop appropriate art and design skills across a range of disciplines. They develop ideas well, but in fashion and textiles there is too much use of secondary materials such as magazine pictures. Students on the diploma in public services interpreting courses demonstrate a committed and professional approach to their work. They make good contributions to their lessons and work hard on translation techniques. They have a good understanding of issues relating to professional ethics.
4. FE students benefit from working in an HE environment. The foundation course prepares students to progress to HE very successfully. Students demonstrate maturity in their approach to study and develop skills of critical thinking and evaluation. In 2003/04, 97% of those who qualified progressed to HE, with 93% obtaining a place at their first choice institution.

### Quality of education and training



5. Teaching was judged to be good or better in the majority of lessons. A minority of lessons were satisfactory, and a small minority unsatisfactory. When compared to teaching, the proportion of lessons in which learning was good or better was lower and the proportion of satisfactory lessons higher. The proportion of very good and outstanding teaching on the foundation art and design course is lower than the national average for this type of provision.

6. In the most successful lessons, students work well together and exchange ideas productively. Teachers effectively enable students to develop ideas for themselves and to develop a critical approach to their own work. One-to-one sessions are good. Teachers are patient and their explanations are clear and well paced. They effectively ask probing questions. Teachers on the foundation art and design course skilfully evaluate progress. In the best lessons, all the students in a class are occupied with an appropriate variety of activities. Teachers successfully communicate the value of research. On the diploma in public service interpreting course, lessons are well planned with a good variety of activities. Extension activities stretch the more able students.

7. In the less successful lessons too many students are absent, although they are often able to work in the library or at another university campus. Teachers often spend too much time with individuals or small groups while others are not clear what they are expected to do. These lessons are not well planned and often lack a clear conclusion. The late arrival of students often disrupts the learning of other students. The start time of some lessons is not clear. On interpreter courses, students' progress is not effectively monitored and students are not sure what steps are necessary to improve their performance.

8. FE students benefit from using extensive teaching and learning resources which are also used on HE courses. Specialist resources for art and design are very good. For example, the university has many materials workshops which allow students to work with differing media such as metals, plastics and wood. In addition, they are able to use a wide variety of techniques with a range of equipment such as computer numerically controlled (CNC) machines and vacuum forming equipment. Students have good access to high-quality digital equipment and applications software. The Cat Hill campus has excellent learning resources which foundation students make use of very effectively. Access to high-specification personal computers is good. Book and periodicals stock is very good. Silent study areas are satisfactory. The campus has a large media library. An extensive product information collection contains many everyday items for use in assignment work, for example, construction materials, minerals, and textiles. Language and interpreting course students have access to appropriate language laboratory facilities at the Tottenham campus. All teaching rooms have multimedia projectors and are networked. Students have access to extensive Internet and intranet resources.

9. All teaching and technical support staff are appropriately qualified. All teaching staff are graduates, and many hold higher awards. All are current practitioners within their subject areas. Teaching staff have a good range of specialisms appropriate to course options. Many are experienced teachers, although most do not have a teaching qualification. Staff and students value the effective support given by technicians. Students are given appropriate health and safety induction, and projects are appropriately risk assessed. Fine art students have insufficient studio space for larger projects. Housekeeping in studios is occasionally poor, and hazards which may cause students to stumble often prevent clear access to work.

10. Assessment guidelines in the foundation art and design student handbook lack clarity. Projects briefs do not always clearly state what standards are expected and how the requirements relate to awarding body criteria. The process of standardisation to ensure final grades awarded are correct is thorough. It includes careful scrutiny by course assessment panels and boards of study. Assessment and verification comply with national standards. University and awarding body grading descriptors are different, and students are sometimes unclear about the relationship between the two. Staff provide clear, helpful specific verbal advice and guidance to students to improve their work. Contextual studies assessments provide students with much useful written feedback on each essay. Overall, however, written feedback lacks detail. Comments are mostly encouraging and supportive, but lack critical appraisal of students artistic abilities and standards of work. Written feedback and



tutorial records are insufficiently detailed. Students are not always clear what steps are necessary to improve their work.

11. A very high proportion of foundation students progress on to a range of undergraduate arts programmes. Students on language courses attain qualifications and gain employment as interpreters. An extensive range of undergraduate programmes exist for internal progression. The curricula for languages and arts foundation are designed to enable full-time students to progress into HE and industry. Timetables are structured effectively to allow students to benefit from a range of activities and learning experiences. The first eight weeks on the arts foundation course provide students with a good introduction to working with an extensive range of materials, styles and equipment. Students enjoy this part of the course and have very good opportunities, adequate training, and good support to produce work in many different media. No arrangements currently exist for students wishing to study on the foundation course part time. Key skills are not a requirement of the foundation award, however, they are integrated with the curriculum. For example, students become proficient in information technology (IT), communication and presentation techniques.

12. The university fulfils its duties well in relation to the SENDA. For example, chair lifts on every stair well and ramps provide good access to buildings and different floors for people with restricted mobility. The university provides a range of good learning resources for people with sensory impairments.

13. The university has been active in widening participation initiatives including the promotion of the foundation course in some socially disadvantaged areas. Evening classes attract many students from the local community and some progress on to the foundation course. Language courses involve students from local communities who, when qualified, gain employment in areas of social disadvantage. Social inclusion data for different cultural groups are collected, but analysis of achievement and participation is insufficient. Data for recruitment and achievement of socially disadvantaged groups are not analysed. However, the university has installed new database systems to address this. Provision is made for different faiths. Enrichment opportunities are satisfactory.

14. Staff provide a range of promotional outreach days at a variety of educational institutions. Language courses are responsive to employers' needs and have been designed with employment in mind. Good links are made with the local community and employers including local education authorities (LEAs). Legal service visits enhance students' experience on interpreter courses. Visiting experts are effectively used as a teaching resource. All teachers on the art foundation courses are practitioners.

15. Support services provide good professional assistance to students. The university has undertaken extensive research and put into place effective measures to identify and support 'at risk' students. Teachers on art foundation courses provide regular and effective one-to-one support which builds up trust and good working relationships with all students. Students on language and foundation art studies receive good personal support, and value the time which teachers give them.

16. Pre-enrolment advice and guidance are very good. Regular open days are available for prospective foundation arts students. Clear information is available on the university web site. Prospectuses are promoted locally, nationally and internationally. Good guidance is provided for all applicants to undergraduate courses. Students are assisted well in their applications and portfolio preparation.

17. Induction for arts foundation and language students is satisfactory. Students are given adequate information, tours of facilities, and talks. They are made to feel welcome and are successfully introduced to the course, the staff, and each other. The handbook for foundation in art studies contains much relevant information, but is uninspiring and not well used by students. Aspects of equality of opportunity such as legislation and its relevance are not included in the handbook.

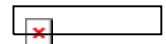
18. Initial diagnosis of students' literacy numeracy and language needs is satisfactory for interpreter students, but insufficient for those on the art and design foundation course. Language students'

additional learning needs are identified at induction. Some initial diagnosis occurs for foundation students, but this is not a formal screening process. There are very good flexible arrangements for providing students with support including online support for all students who refer themselves for support or whose needs are identified on programme.

19. The university has taken steps to ensure the development of a suitable child protection policy, and that appropriate arrangements are in place for working with children. There are currently no students under the age of 18 on the foundation studies in art or language courses.

20. Staff at Middlesex University are sensitive to students' individual needs. The university generally meets its responsibilities in relation to the Race Relations (amendment) Act 2000. The university race equality plan is good, though some foundation staff teachers are unaware of it. Very good relationships are fostered between different cultural groups. The policy for equality and diversity is detailed and comprehensive. Complaints procedures and policies are clear and understood by students. Policies and procedures to protect students from harassment, bullying and discrimination are clear. Students are supported well to explore interesting cultural juxtapositions in projects.

## Leadership and management



21. Leadership and management are good. The FE provision offers good value for money. There is a clear strategic commitment to FE in the university. A wide variety of routes into HE are available for local people. The work in FE within the university is given close attention. Students' support, accommodation and resources are well managed at Cat Hill. Many of the students on the foundation course in art and design benefit significantly from the access they have to high-quality resources. They work alongside HE students and gain an insight into HE approaches to work in art and design. They are successful and make good progress into HE.

22. Governors are well briefed regarding the university's approaches to students' retention, progression and pass rates. They have access to detailed reports from the academic board and its committees. The academic board has committees for academic standards and for teaching and learning. Each school has a school committee which reports to the academic board on matters requiring the boards' attention. There is a very detailed set of procedures used across the university for monitoring academic standards and students' progress. These procedures are applied to the FE work which the university undertakes.

23. There is a wide range of comprehensive policies covering equality and diversity which are closely monitored. These cover all the important aspects of being an employee or a student at the university. The university fulfils the requirements of the Race Relations (amendment) Act 2000. There is a race equality action plan which has been developed since 2002 and is kept under review. Some staff in art and design are insufficiently aware of these developments.

24. The university has a strong commitment to the involvement of diverse groups of students in HE. It has a network of associate colleges and sixth form colleges and an HE and training partnership with local colleges. Links with local schools and colleges are well established and form an important element of the university's strategic approach to its work in the local community. These links are established with a wide range of local partners. The School of Arts has many school and college links. Some of these are formal, part of specifically funded projects, and others are a part of the university's schools liaison programme. The School of Arts has an outreach strategy that is designed to extend these links and develop a network of outreach tutors. The language interpreter courses provide important support for local people. Staff have well-developed links with local police, magistrates' courts, probation services and the local education authority (LEA).

25. Over the last three years senior management has made significant changes to the structure of the School of Arts. These have extended the opportunities available to staff to work more closely

with their subject colleagues as well as colleagues on the course team. Foundation art students work across a wide range of the high-quality facilities available. They benefit greatly from the resources themselves and the close nature of their working with HE students in these specialist subjects. Communications are generally good, and teachers are involved in decision making about their provision.

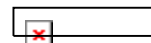
26. Inspectors agreed with most of the judgements self-assessment report produced by the university prior to the inspection. It identified weaknesses and linked to a quality improvement plan which proposes actions to address these weaknesses. However, some of the aims expressed in the foundation arts quality improvement plan are imprecise and have overlong timescales for implementation.

27. Quality assurance systems in the university are clear, detailed and comprehensive. These systems are suitably applied to the FE provision, but there is a need to ensure that there is better monitoring and recording of the day-to-day operations that directly affect the students' experience in the foundation arts provision. The university has introduced a new management information system. This offers a good range of reports to staff and managers, but is not systematically used to provide data to enable easy monitoring of the quality of provision.

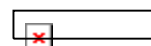
28. Some aspects of course management and quality assurance require further improvement on the foundation art and design programme. Attendance and punctuality of students are not monitored effectively. Observations of teachers by each other, which is now used across the university, have not yet been systematically undertaken. Some staff have not been appraised within the prescribed timescales. There is a need to ensure more effective sharing of good practice across the team and to gain ideas from other institutions.

29. Staff development is accessible and valued by staff. There are good opportunities to extend teachers' subject knowledge which are well publicised and used. The improvement of teaching has a high profile. Teachers can apply to hold teaching fellowships where they can be both rewarded and recognised for their excellence in teaching. Similarly, technical staff can develop their skills to become learning support tutors and apply for the award of a learning support fellowship. There are currently three learning support fellows in the school of arts. The university has a policy to ensure that all newly appointed teaching staff who have a 0.5 appointment or more and a contract of two years or more study for a postgraduate certificate in HE.

## Part C: Curriculum and occupational areas



### Foundation art and design



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

#### **Strengths**

- very high retention and pass rates
- very good progression to HE

- o effective use of wide range of good specialist resources
- o teaching effectively promotes students' critical thinking.

**Weaknesses**

- o poor management of studio sessions
- o aspects of assessment practice
- o insufficient monitoring to plan quality improvements.

**Scope of provision**

30. The foundation studies in art and design course prepares students for HE. There are currently 142 full-time students on the course. Of these, 107 are 16 to 18 year old students and 35 are adults. The course has four main specialist pathways: fashion and textiles, three dimensional design, fine art, and graphics and illustration. These prepare students for specific HE courses in a broad range of subjects.

**Achievement and standards**

31. Pass and retention rates for the last three years have been very high. In 2003/04, 97% of students progressed to HE, 93% achieving their first choice. Students use a range of different approaches and media effectively to develop ideas and concepts. They are self-confident and articulate. Students develop appropriate skills in basic art and design in a range of disciplines. Sketchbooks and worksheets demonstrate that they develop ideas and concepts well. In one project, all students produced a large-scale still life using charcoal. They demonstrated vibrant and energetic use of media with a confident use of tone and texture to capture the form on the page. Sketchbooks show logical development of ideas. However, there is too much use of collage and secondary materials such as magazine pictures and photocopies to develop ideas in fashion and textiles.

**A sample of retention and pass rates in foundation art and design, 2002 to 2004**

Qualification	Level	Completion year:	2002	2003	2004
Diploma in foundation art and design	3	No. of starts	171	162	120
		% retention	97	96	90
		% pass rate	95	93	95

Source: ISR (2002 and 2003), institution (2004)

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

32. Teachers provide good individual advice and guidance using critical, insightful comments to help students' develop ideas and concepts. Students are critical of their own work and evaluate their strengths and weaknesses. They are prepared effectively for HE and working on their own. In the best lessons, teachers use searching questions to help students clarify their thoughts. Students learn to link conceptual ideas with practical activities to produce visual images and design work. For example, one student's proposal for her final major project was concerned with surrealism and escapism. The teacher constructively used questions interspersed with suggestions and the student developed the idea into an much clearer proposal for a installation piece using photography and a video diary.

33. In the less successful lessons, students wait too long for directions and advice. There is insufficient checking of students' understanding and too many lessons are poorly planned and structured. For example, teachers plan discussions with students about projects in pairs. Advice and guidance given are only pertinent and directed to one student, which leaves the other student without a clear purpose and passive. Monitoring and recording of attendance and punctuality are insufficiently rigorous. Teachers do not always know where students are working and do not always bring them together at the end of the day to recap what they have learned.

34. Resources for specialist workshops are good. Students have good access to a very broad range of specialist equipment in well-laid out workshops and specialist areas. Most students have individual work areas located within a large studio designated for the foundation art course which enables them to work outside taught hours. However, there is insufficient space for teachers to bring students together for group discussions. In the area designated for fine art, the available accommodation restricts students ability to work on a large scale and when working on smaller pieces they cannot easily stand back to reflect and review their work.

35. Project briefs and notes provided for students in graphics are detailed and show aims and objectives for the project with clear assessment criteria. However, too many project briefs have insufficient written information and guidance about the expected quality of work. Most assessment criteria state what is required, but few are specific about the standards expected. There is insufficient written feedback to students to enable them to improve their performance. For example on project work and end of phase assessments it is cursory and concerns students' attitudes and approaches rather than standards of work. Written feedback in contextual studies gives students sufficient helpful commentary on both the actual piece of writing and an overall comment for students to reflect on.

36. The course offers students a good range of specialist options. Students are able to develop skills using a wide variety of materials, which allow them to develop good portfolios for a broad choice of HE course options. Students are encouraged to visit exhibitions and galleries as part of assessed work. Staff use their contacts well to benefit students. For example, one member of staff in graphics has arranged a personal talk and guided tour from the curator of a major exhibition in London. The three-dimensional design students took part in a collaborative project with HE students to design a foyer for a theatre.

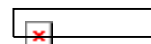
37. Pre-enrolment and guidance are good with helpful taster and open days where students meet with tutors. Students have access to a wide range of specialist university advice and guidance. Students are aware of additional classes for specialist help with study skills and essay writing. Guidance for application to university is appropriately provided. One-to-one curriculum support for students is good in all subject areas. Staff encourage independent thinking and the development of individual ideas on a day-to-day basis.

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

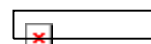
38. Leadership and management are satisfactory. The small part-time staff team work effectively together in subject areas to maintain good standards. There is good promotion of equality and diversity through projects designed to promote discussion and raise awareness. For example, in graphics, students are given a project called 'Hate' which helps them explore prejudice. Teachers

effectively contribute to decision making. Discussions about how to improve the provision take place informally, but there is insufficient sharing of good practice across subject areas. There is insufficient monitoring of proposed improvements to systems and procedures. Teachers have good access to staff development but, there is insufficient focus on improving teaching and learning. Data are not used routinely by managers for planning or to review trends in pass and retention rates. Teachers are effectively involved in annual monitoring and course review that is sufficiently critical. Actions stated in the quality improvement plan lack precision.

#### Part D: Institution data



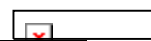
**Table 1: Enrolments by level of study and age**



Level	16-18 %	19+ %
1	0	0
2	0	0
3	100	100
4/5	0	0
Other	0	0
<b>Total</b>	<b>100</b>	<b>100</b>

*Source: provided by the institution in spring 2005*

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



Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	0	0	0
Land-based provision	0	0	0
Construction	0	0	0
Engineering, technology and manufacture	0	0	0
Business administration, management and professional	0	0	0
Information and communication technology	0	0	0
Retailing, customer service and transportation	0	0	0

Hospitality, sports, leisure and travel	0	0	0
Hairdressing and beauty therapy	0	0	0
Health, social care and public services	0	0	0
Visual and performing arts and media	112	30	87
Humanities	0	0	0
English, languages and communication	0	21	13
Foundation programmes	0	0	0
<b>Total</b>	<b>112</b>	<b>51</b>	<b>100</b>

Source: provided by the institution in spring 2005

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2002	2003	2004	2002	2003	2004
3	Starters excluding transfers	140	107	77	**	119	99
	Retention rate %	96	97	90	**	92	89
	National average %	83	83	*	70	69	*
	Pass rate %	95	97	87	**	92	*
	National average %	83	84	*	71	74	*

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

Sources of information:

1. National averages: Benchmarking Data 2000 to 2002: Retention and Achievement Rates in Further Education Institutions in England, Learning and Skills Council, September 2003.

2. Institution rates for 2000 to 2003: Institution ISR

\*data unavailable

\*\*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)	64	29	7	14
<b>Totals</b>	<b>64</b>	<b>29</b>	<b>7</b>	<b>14</b>

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