



Loughborough College

Better
education
and care

Re-inspection report

Audience Post-sixteen	Published May 2006	Provider reference 130748
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Introduction

Loughborough College was inspected in March 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in work-based learning engineering, which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory work-based learning engineering provision was re-inspected on 20-22 March 2006. The outcomes of the re-inspection are as follows.

WBL area	Original grade	Re-inspection grade
Engineering	4	3

Context

The college offers work-based learning apprentice programmes in mechanical engineering and electrical (power) engineering. At the time of inspection, 68 learners are on apprentice programmes. Of these, 25 are apprentices, 42 are advanced apprentices and one learner is on an NVQ programme.

Strengths

- highly effective actions to address previous weaknesses
- good use of individual learning plans to monitor learners' progress
- well managed key skills programmes

Areas for improvement

- incomplete arrangements for quality assurance of work-based learning
- insufficient co-ordination of on and off the job training

Achievement and standards

Achievement and standards are satisfactory. Retention and framework achievement rates have improved. The retention rate for apprentices has increased over the last two years. Earlier cohorts still have low framework achievements. The retention rate for advanced apprentices was low in 2002/03, but this has improved in the last two years. Learners are now making satisfactory progress towards completion. The college has improved

its organisation of key skills. Learners now take key skills early in their programme and are aware of their importance. Twelve learners are currently out of their funding period. Learners develop a wide range of practical skills and produce work to industry-recognised standards.

Quality of provision

Teaching and learning are satisfactory. The standard of practical teaching is good. Internal lesson observations accurately indicate satisfactory teaching and learning. Teachers and learners make good use of individual learning plans. They are current and give an accurate picture of learners' progress. Teachers monitor learners' progress very well. They keep accurate records that are readily available. Learners are well aware of their progress. Teachers complete progress reviews regularly and learners have clear targets which help them to understand what they need to do to complete their qualification. The co-ordination of on and off the job training is insufficient. The relationship between learners' activities at college and at work is underdeveloped.

Leadership and management

Leadership and management are good. The management of the work-based learning provision in engineering has improved considerably. The actions taken to address the previous weaknesses have been highly effective. All weaknesses have been resolved and some have become strengths. Staff meet regularly to ensure close monitoring of learners' progress. The self-assessment report for work-based learning does not identify strengths and weaknesses specifically for engineering. The quality assurance arrangements for sub-contracted provision are undeveloped.