



Kingston Maurward College

Re-inspection report

Audience Post-sixteen	Published TBC	Provider reference 130655
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Introduction

Kingston Maurward College was inspected in January 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 (WBL) in agriculture, horticulture, countryside and floristry and outdoor recreation and leisure which were 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 WBL areas were re-inspected on 15-16 November 2005. The outcomes of the re-inspection are as follows.

WBL area	Original grade	Re-inspection grade
Agriculture	4	2
Horticulture, countryside and floristry	4	2
Sport, leisure and travel	4	3

Agriculture

Context

The range of provision remains the same as at the original inspection with the college offering livestock production, crop production and mixed farming apprenticeships. There are 27 apprentices and 17 advanced apprentices.

Strengths

- High retention and achievement rate of apprentices
- Good practical skills development
- Good co-ordination of on-and-off the job training and assessment

Areas for improvement

- Low retention of advanced apprentices

Achievement and standards

Retention rates of apprentices have improved and are now good. Most apprentices who remain on the programme achieve the full apprenticeship

framework. 82% of apprentices recruited in 2002-03 achieved the full framework. Twelve of the 21 learners recruited in 2003/04 have achieved the framework and three remain in learning. Retention of advanced apprentices remains low and averages only 55% over the last four years, with only one completing the framework. Some advanced apprentices make slow progress towards completion of the full framework. Apprentices continue to be placed in good work placements with supportive employers and develop good practical skills.

Quality of provision

Training at college and in the workplace is now well integrated for apprentices. Employers have a good understanding of apprenticeship requirements. They work closely with reviewers, assessors and apprentices to identify training and assessment opportunities. Assessment plans are closely linked to seasonal operations. Assessments are well planned and internal verification is satisfactory. Apprentices are supported well by employers and the college. Reviews are thorough and set clear targets for learning and assessment. Target dates for unit completion are set and closely monitored. Support for advanced apprentices is also good and now more focused on achievement. For some however, NVQ assessment does not link sufficiently closely with achievement of competence.

Leadership and management

Work-based learning is managed well within the curriculum area. Staff have clearly defined and well understood roles and responsibilities and focus on supporting apprentices to achieve. Quality assurance of training and assessment is systematic and rigorous. Learners' individual learning needs are met well. Learners' understanding of equality of opportunity is still not consistently reinforced through reviews.

Horticulture, countryside and forestry

Context

The range of provision remains the same as at the original inspection. There are 47 apprentices of whom 29 are working towards NVQs in amenity horticulture, nine environmental conservation, one forestry and one arboriculture. There is one advanced apprentice and six NVQ learners.

Strengths

- Good rates of qualification achievement
- Good development of industry skills by learners
- Effective links between on-and-off the job training

Areas for improvement

- Slow progress for some learners

Achievement and standards

Achievement rates are now good. Ten out of 25 apprentices who started training in 2004/05 have completed a full framework and three are still in learning. Seven out of 34 apprentices who joined in 2004/05 have completed with 15 still in learning. Achievement rates for learners working towards an NVQ only are good with 83% of those who started in 2003/04 successfully completing. Retention rates for apprentices have improved from 47% in 2002/03 to 65% in 2004/05. Learners develop good work skills in appropriate employment. They achieve a good range of additional qualifications which enhance their employment prospects. Most learners progress at a satisfactory rate through their qualifications, but progress for others remains slow.

Quality of provision

Links between on-and-off the job training are now good. Workplace reviews take place regularly. These include feedback from assessors, course tutors, employers and learners. They are used well to measure progress and set targets. Assessors carry out regular assessments in the workplace. Assessment opportunities are identified well and include a satisfactory range of assessment methods. However, there are some inconsistencies in assessment practice. Employers are now better involved in assessment and witness testimonies from work-place supervisors are presented as good evidence of competence. Training and assessment for key skills is now effectively integrated with vocational training and there is better use of vocationally relevant case studies and assignments.

Leadership and management

The management of work-based learning has been re-structured and the new structure has helped to improve communications between all involved in the different aspects of the learners' programme. Employer involvement is now good. Internal verification is satisfactory and has led to improved standards of assessment.

Sport, leisure and travel

Context

The range of provision remains the same as at the original inspection and includes operational services, activity leadership, coaching and exercise. There are 18 apprentices and 11 advanced apprentices.

Strengths

- Good use of information communications technology in the assessment process
- Wide range of qualifications to meet learner needs

Areas for improvement

- Frequency of assessment feedback

Achievement and standards

Retention and achievement rates have risen since the original inspection. Framework achievement has improved and is now satisfactory on both the apprenticeship and advanced apprenticeship. Learners are now making good progress towards achievement. For example 48% of learners have achieved the full framework since September 2004. The overall potential framework achievement for the 2004/05 cohort is 77%. Some learners are completing the framework before their planned end date. Key skills and technical certificates are achieved early in the programme. Learners are achieving different components of the framework early on in the programme, such as key skills and technical certificate. The standard of learners work is satisfactory.

Quality of provision

Initial assessment is carried out appropriately. Learners' progress on all framework components is adequately monitored. Assessment and verification are well planned. Good use is made of information communications technology in the assessment process. Appropriate evidence is being used from a diverse range of sources. This includes appropriate accreditation of industry qualifications gained by learners in the workplace. On-the-job training is satisfactory. The technical certificate is now taught and assessed appropriately to enable advanced apprentices to achieve the framework in a timely manner. Feedback on assessment outcomes is however too slow for some learners. Support arrangements are satisfactory. A wide range of NVQ options is available to meet learners' and employers' needs.

Leadership and management

Management of work-based learning is focused on improving learners' experience and achievements. Coordination of on- and off-the-job training is satisfactory. Data is reliable and it is used effectively to identify trends. Communication is effective and there is some sharing of best practices. Promotion of equality of opportunity is satisfactory.