



Huddersfield Technical College

Better  
education  
and care

# Re-inspection report

Audience  
Post-sixteen

Published  
March 2006

Provider reference  
130537

## Introduction

Huddersfield Technical College was inspected in February 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 curriculum areas inspected, except construction. In WBL construction and hairdressing the quality of provision was also 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 curriculum and WBL area of construction, and WBL in hairdressing were re-inspected on 17-18 January 2006. The outcomes of the re-inspection are as follows.

## Construction

Curriculum/WBL area	Original grade	Re-inspection grade
Construction FE	4	2
Construction WBL	4	2

## Context

There are 313 students in construction; 126 full-time students are between 16-18 years old and 19 are over 19 years old; 71 part-time students are 16-18 and 97 are over 19 years old. Approximately 266 students are in work-based learning. Programmes are offered in plumbing, electrical installation, brickwork, carpentry and joinery at levels 1 to 3. All work-based students are employed before starting on their programmes, mostly at small companies that employ less than five people.

### *Strengths*

- high success rates
- good teaching and learning
- good management of work-based learning

### *Areas for improvement*

- provide more additional learning support in building crafts
- improve recruitment practices in plumbing work-based learning

## Achievement and standards

Achievement and standards are good. Success rates have improved significantly, and are now well above national averages on many courses. For example on the intermediate construction award in wood occupations, success rates are now 84% against a national average of 45% and in wood occupations NVQ 1 they are 97% compared with a national average of 54%.

Achievement of apprenticeship frameworks has improved significantly since the previous inspection. In 2004/05, 65% of apprentices completed the full framework, compared with 14% in the previous year and none in 2002/03. Forty-nine per cent of advanced apprentices completed their framework in 2004/05 compared with 7% and 11% in the previous two years.

Practical skills are well developed and students acquire industry standard levels of competency. Students enjoy high levels of success in national competitions.

## Quality of provision

Teaching and learning are good. Most theory teaching is lively and students are well motivated. Assessments are well planned and students' progress is closely monitored. Workplace visits are effective and actively involve employers in the training and assessment process.

The majority of students identified with additional learning needs take advantage of the support available. However, the amount of additional support offered in building crafts is insufficient to meet all students' needs. Recruitment practices for most courses are thorough and help to ensure that students are on the right programme. In a few cases in plumbing, students more suited to level 2 have been recruited on to level 3 programmes where success rates are lower than for other courses.

## Leadership and management

The management of work-based learning is good. There is an increased focus on framework completions. The collection and use of data is good. Most aspects of the arrangements for key skills and additional support have improved. The college has worked well to remedy weaknesses from the previous inspection. The self-assessment report accurately identified most of the significant strengths and weaknesses found during the re-inspection.

## Hairdressing

WBL area	Original grade	Re-inspection grade
Hairdressing WBL	5	2

### Context

There are 68 students on apprenticeship programmes. The College has links with 52 employer work placements. There are six qualified work-based assessors and a further six are working towards assessor qualifications.

### *Strengths*

- high success rates on apprenticeship frameworks
- good teaching and learning
- good management of work-based learning

### *Areas for improvement*

- better maintenance of accommodation

### Achievement and standards

The completion rate for the apprenticeship framework is high. Successful outcomes increased from 15% in 2002/03 to 25% 2003/04. Particularly good rates were achieved in 2004/05, when they rose to 61% compared with the national average of 27%. Nine apprentices who completed in 2004/05 progressed onto the NVQ level 3 in hairdressing. Five school link pupils progressed onto apprenticeship framework in 2005/06.

Portfolios and practical work are of a good standard. In college and work-place salons, apprentices carry out proficiently a range of professional services. Attendance was good at 81%.

### Quality of provision

Teaching and learning are good. Lessons are well planned and clearly link theory to practical activities. Individual learning plans are used to action plan effectively in most cases. Student progress is monitored and recorded in the teaching file to inform assessment planning. Employers are well informed about the progress of their apprentices. Schemes of work are issued to all employers and used during the review and planning process.

Initial assessment is good. Additional learning support is effective, but often it is not available early enough in the students' programme. Strategies to improve progression to advanced apprenticeships have been established. Potential advanced apprentices are identified and supported whilst on their

apprenticeship framework. Effective strategies to improve success rates include initial advice and guidance and the introduction of taster days.

#### Leadership and management

Much improved management of work-based learning shows a good focus on communication and monitoring framework completion. Self-assessment is broadly accurate, although inspectors disagreed with the grade of satisfactory awarded by the college. The new town centre salon reflects industry standards. However, accommodation on the main site is drab and poorly maintained. Salons have few commercial and professional displays and little facility for retail.