

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Cleveland College of Art and Design

Date of visit: 13 December 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

Achievement and standards

2005/06 figures are based on college data

- Success rates on long courses continue to be significantly above the national averages at all ages and levels
- Pass rates on long courses continue to be significantly above the national averages at all ages and levels
- Retention rates on long courses are at or above the national average at all ages and levels
- Data is being used very effectively to support the course leaders' ability to evaluate the progress of individual students and the overall effectiveness of courses.

Key Skills

2005/06 figures based on college data

- There have been significant improvements in key skills success rates.
- Success rates in information and communication technology (ICT) at level 1 and 2, Application of Number level 2 and Communication level 2 and 3 are significantly above national average.
- Retention rates for key skills and literacy and numeracy programmes have improved and are now around 90%.

Quality of education and training

Teaching and Learning

- Very effective "Focus groups" have been established to share good practice in teaching and learning, for example in classroom management, the use of Information Learning Technology and equality and diversity.

- The college plans to initiate a peer monitoring system in January 2007 to enhance its well established observation of teaching and learning system.

Support

- Part time students are now given more information and advice about available additional support at an early stage. The number of students taking up the offer of additional support is small, however the additional support provided is effective.
- Support for students with dyslexia continues to be of a very high quality, the success rates of dyslexic students are very high.
- The college works very well in partnership with local schools to meet the support needs of students aged 14-16

Leadership and management

Plans for Accommodation

- The current accommodation of the college presents many challenges to managers and staff if they are to continue to enable students to reach high standards.
- In the short term the college has responded well to the issues raised at the last inspection. For example, more social space has been created by the provision of more seating in corridors. The college estate now complies with the requirements of the Disability Discrimination Act. Reasonable adjustments have been made where ever possible.
- The college's three year development plan identifies four priorities, all connected with the need to rationalise and add to current space. These priorities are closely linked to regional and national priorities. The property strategy is almost complete and is part of an ongoing discussion with Governors. It is anticipated that the college will submit a comprehensive capital project to the LSC shortly.

Response to Every Child Matters (ECM)

- The college has a nominated an individual responsible for child protection. All new staff and existing staff have been subject to Criminal Records Bureau checks. A number of ECM champions within each site are receiving training.
- ECM forms a part of the criteria for the self-assessment process. Learners are able to contribute their opinions through questionnaires, student assemblies, and the student council. Issues are taken to the course board for review and action; equality of opportunity and ECM are standard agenda items.
- Learners have access to a wide range of enhancement activities such as speakers from industry and support agencies, sessions on drugs and alcohol abuse, health, fitness, homelessness. Learners are involved in voluntary and charitable projects which contribute to the success of the community and local businesses.
- In response to the disability equality duty the college has an appropriate disability and equality scheme. All learners and staff have a copy and the action plan has clear named responsibilities for actions.