

## RE-INSPECTION MONITORING OF SELBY COLLEGE

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### Outcome of Re-Inspection

The overall provision in the work-based learning (WBL) area of Business is now **satisfactory**.

### Background

Selby College was inspected in March 2003. 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 the work-based learning area of Business, which was found to be less than satisfactory.

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum and/or work-based learning (WBL) areas are unsatisfactory or very weak or where leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory leadership and management, or less than satisfactory provision in solely WBL, inspectors from Ofsted or the ALI will visit the college to carry out monitoring inspections of the less than satisfactory areas. As a result of the re-inspection monitoring visits, inspectors may judge that previously less than satisfactory areas of provision, or leadership and management, are now satisfactory and that no further visits are required. Where leadership and management are satisfactory, but there is curriculum provision that is less than satisfactory, there will be no monitoring visits. All less than satisfactory provision will be re-inspected, normally during one week, within two years of the original inspection.

If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum or WBL area or leadership and management are satisfactory, the original grade for the area that continues to be unsatisfactory will remain on the college's record until the next full inspection within the cycle. Ofsted will inform the local LSC that provision remains unsatisfactory and the reasons why.

### Date of the re-inspection monitoring visits

In accordance with the above procedures, re-inspection monitoring visits of the Business WBL area took place on 21 and 22 October 2003, 20 and 21 April 2004 and 13 and 14 October 2004.

### Work-based learning programmes in Business

In the March 2003 inspection, the quality of overall provision in this area was judged to be unsatisfactory. The following strengths and weaknesses were identified in the inspection report: for

business as a whole:

### **Strengths**

- good pass rates on college-based courses
- good and improving retention
- high standards of students' work
- effective teaching of business studies

### **Weaknesses**

- ineffective planning to meet the needs of individual learners
- poor management of work-based learning

### **Further textual references in the report referred to the following weaknesses in work-based learning business programmes:**

- planning and monitoring of progress are unsatisfactory
- individual learning plans are often incomplete
- targets set lack clarity and definition
- reviews lack rigour and do not adequately involve employers
- achievement of modern apprenticeship frameworks is low
- insufficient quality assurance of work-based training

Following the re-inspection monitoring visits, inspectors judged that progress has been made in addressing the above weaknesses and that overall provision in this area is now **satisfactory**.

There has been significant progress in improving the management of work-based training throughout the college. The implementation plan contains clear and measurable targets directly linked to the post-inspection action plan. It is a well-presented document used effectively for recording the targets and their achievement. It is summarised monthly and clearly shows that most of the targets are completed. Some targets such as staff training are ongoing. However, there are no targets behind schedule for completion.

Managers and work-based learning staff attend a wide range of meetings. Clear records of responsibilities, actions and detailed minutes are available. These records show the development of a range of measures to support progress in the management of work-based programmes. Individual meetings between the WBL co-ordinator and work-based assessors are well documented and thorough. These meetings are effective and provide a good opportunity to ensure that assessment is up to date and the detailed targets set for assessors achieved in the timescale indicated. Targets are set for the work of the assessor and for their personal development.

A range of reports is available to work-based learning staff including planned and completed learner reviews, marketing analysis for work-based learning, budgets and financial information, and enrolment, retention and achievement data. The accuracy and presentation of management data has improved significantly and clearly demonstrates that information on learner retention and achievement rates is thorough.

The development, planning and integration of key skills in the vocational activities of learners are good. The measures to promote the development of key skills include advice and support from external consultants, staff meetings to identify and share good practice and the attendance of staff at key skills' development events.

Staff have received training in recording and analysing data and are able to produce reports for senior managers and staff involved in work-based learning. Examples of information include a master-tracking sheet for all business administration learners, starter and leaver spreadsheet, occupancy information for financial management and planned assessment and review sessions.

There is now accurate information on achievement of learners. The college has recently started to analyse work-based learners' data to determine retention and achievement rates and trends over time. There is now better use of information systems and staff have a better understanding of the progress of all learners on business programmes and their achievements to date.

Arrangements for the quality assurance of training in the workplace are incomplete. For example, no observation of training in the workplace takes place. Documentation to assess the quality of workplace observations is available but is at an early stage and awaits implementation. The evaluation of the well-planned classroom observation schedule is good. Information on the quality of business programmes is gathered and analysed through regular learner and employer evaluations. Where appropriate, action to address unsatisfactory feedback from employers takes place.

The college has clear policies and procedures on assessment, internal verification and moderation. The minutes of the regular standardisation meetings are detailed and thorough and make clear references to the sharing of good practice across a range of work-based programmes.

Retention and achievement rates on AMA and FMA programmes are satisfactory. In 2003/04, 77% of learners on the AMA programme achieved the full framework qualification. The retention rate for these learners is also 77%. In 2002/03, in the year after the previous full inspection, 60% of FMAs and 71% of learners on the NVQ programme achieved the full qualification. Retention rates on these courses were 73% and 71% respectively. Currently there are 12 FMA learners and one AMA learner still in learning. The college has discontinued the NVQ accounting course. Many learners gain employment or progress onto other courses.

Of the lessons observed during the three-re-inspection monitoring visits 67% were judged good or better. There were no unsatisfactory sessions. In the most effective lessons, tutors shared the aims of the lesson with the learners and displayed good knowledge of the subject area. Tutors work hard at involving all learners and provide appropriate motivation to learners working in groups. Most students respond enthusiastically. Workplace supervisors are often involved in the review process and contribute effectively. Reviews of learner progress take place every twelve weeks and learners have a good understanding of the difference between the review and assessment processes. Particular attention to improving the clarity and definition of targets has improved the information recorded. Agreements reached on discrete and measurable targets at each learner review are monitored and updated where appropriate at subsequent review meetings.

There will be no further re-inspection of the college because there are no remaining unsatisfactory areas.