



ADULT LEARNING  
INSPECTORATE



## RE-INSPECTION OF WILTSHIRE COLLEGE

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### Outcome of Re-Inspection

The overall provision in the curriculum area of engineering is now **good**.

### Background

Wiltshire 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 curriculum area of engineering, which was found to be unsatisfactory.

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

In accordance with the above procedures, re-inspection of engineering took place from 7-11 March 2005.

### Engineering

In the March 2003 inspection, the quality of overall provision in this area was judged to be unsatisfactory, although work-based learning in engineering was awarded a contributory grade of

outstanding. The following strengths and weaknesses were identified in the inspection report:

### **Strengths**

- high pass rates of work based learners in the Royal Armoured Corps
- good management of work-based learning
- high pass rates on level 1 courses.

### **Weaknesses**

- low retention rates in 2002
- low pass rates on courses at levels 2 and 3 in 2002
- much poor teaching
- failure to identify and address poor teaching.

Following the re-inspection inspectors judged that progress has been made in addressing the above weaknesses. The overall provision in this area is now **good**.

In 2003/04, students' retention rates on engineering programmes were similar to the national averages, and pass rates have improved since the last inspection. Pass rates for level 3 programmes were good in 2003/04. For example, the pass rate on the national certificate programme in engineering was 92% in 2003/04. Pass rates at level 1 and 2 are close to the national averages. However, the pass rate on the level 2 performing engineering operations was unsatisfactory in 2004. Most students produce good quality written work and have good information technology skills. Students produce a good standard of work in practical sessions.

Teaching and learning are good, with no unsatisfactory teaching in the lessons observed. In the best lessons, teachers clearly state the learning objectives and re-cap on previous work. All teachers make extensive use of questioning to stimulate discussion and to check on students' progress, and there were several examples of adventurous teaching. Some teachers make very good use of information learning technology. Written materials are of a good quality. In most lessons teachers maintain students' interest through the use of a variety of appropriate activities. When students work independently or in small groups the teacher provides good support, which matches the needs of the individual students. A few lessons lacked urgency and some students did not make full use of the

time available.

There are good resources in support of engineering students. Most accommodation is in good decorative order and provides a stimulating working environment. However, the motor vehicle workshop at Trowbridge is unsatisfactory.

Assessment practices are satisfactory. Assignments are well designed and meet the awarding bodies' requirements. Students report that they get helpful oral feedback from their tutors, and extensive use of tracking sheets ensures students are aware of their progress. Too often, however, written assessment gave students insufficient guidance on how to improve their performance.

Students receive good individual support. They have individual meetings with their tutor each term where their progress is tracked. Students on level 1 courses benefit from the use of a specialist tutor. Students have good access to resource-based learning workshops; in these sessions students receive any extra assistance they may require to enable them to successfully complete their courses. Full time students take part in well-organised group tutorials, which include a good range of activities.

Leadership and management of engineering provision are good. Programmes are well organised. Quality assurance focuses strongly on individual student performance and on improving teaching and learning. Students' views are taken fully into account in course review. Teachers have benefited from a good range of professional development opportunities.

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