

RE-INSPECTION MONITORING OF LINCOLN COLLEGE

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Outcome of Re-Inspection Monitoring

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

The overall provision in the **WBL** area of engineering is now **satisfactory**.

The overall provision in the **WBL** area of hairdressing and beauty therapy is now **satisfactory**.

The overall provision in the **WBL** area of health and social care is now **satisfactory**.

Background

Lincoln College was inspected in January 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 work-based learning in construction, engineering, hairdressing and beauty therapy, and health and social care WBL areas which were 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 construction, engineering, hairdressing and beauty therapy, and health and social care WBL areas took place on 14-15 October 2003, 24-25 March 2004, 12-13 October 2004 and 2-3 March 2005.

Construction WBL

In the January 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:

Strengths

- good pass rates on NVQ level 2 programmes
- high levels of achievement in skills competitions
- high enrolment and good pass rates on additional qualifications in electrical installation
- good teaching
- good support for students.

Weaknesses

- some gaps in provision
- poor achievement on work-based learning programmes

- unsatisfactory management of work-based learning.

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

There has been an improvement in foundation and advanced modern apprenticeship framework completions and achievement is now satisfactory. Only 2 of 55 students leaving their programme had achieved the full framework in January 2003; this had improved to 5 out of 21 modern apprentices in 2003/04 and a further 21 have so far achieved in 2004/05. Of 14 leavers in 2003, 7 achieved the advanced framework in electrical installation and a further 10 of 16 leavers achieved in 2004.

Reviews for WBL have improved and are now satisfactory. Reviews are informed by an improved tracking system recording learner progress. Time-bound targets related to clear outcomes are set and reviewed. Employers are involved in the review process and all parties receive copies of the reviews and agreed actions. The systematic coverage of health and safety and equal opportunities has just begun and was satisfactory in reviews observed in this visit.

Inadequate use is made of work-based evidence in craft areas and assessors do not currently exercise their judgement effectively in the work-place. Students are not clear on assessment outcomes and are required to repeat tasks in which they have demonstrated competence. The availability of on-site assessment has improved in all areas. Work-based evidence in services is now being used satisfactorily.

There is effective integration and tracking of key skills. Key skills evidence is produced through occupationally relevant assignments. The relevance and value of key skills is understood and accepted by most learners. Learners are aware of their progress in key skills and a clear exemption scheme is in place. The individual progress of learners is effectively tracked and monthly reports are produced. The achievement of key skills has improved significantly from 2002/03 to an achievement rate of 83% across all key skills in 2004.

The management of work-based learning in construction is satisfactory. There have been improvements to the management and staffing, resulting in more effective co-ordination and management of on- and off-the-job training. The review team are co-located with curriculum staff and new work-based assessor appointments have been made. These teams meet regularly and communication between all parties in the assessment process is satisfactory. Communication between the college and employers is much improved through reviews and employer meetings, and employers are now required to sign a training agreement with the college.

Engineering WBL

In the January 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:

Strengths

- very good retention rates on most courses

- good pass rates on most courses
- good teaching
- well-resourced provision.

Weaknesses

- underdeveloped key skills
- poor pass and retention rates on modern apprenticeship programmes
- inadequate work-based assessment and internal verification.

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

There has been good progress towards improving pass and retention rates on work-based learning programmes. Pass rates in the current year on advanced apprenticeship programmes have improved from 19% to 60% across all programmes in engineering. Pass rates for motor vehicle learners have improved significantly. Achievement for learners taking NVQs have improved by 22% over the last year. Additional qualifications, mainly linked to health and safety, are being introduced following discussions with employers. The on-programme retention rates show an improving trend on advanced apprenticeships, which are 74% for 2003/04 and 88% for 2004/05.

For the majority of learners key skills training is now satisfactory and the perception of key skills by employers and learners has improved. Key skills evidence is now better understood by many employers. Learners are able to recognise opportunities to gather appropriate evidence from projects and activities in the workplace. Key skills are now more relevant to the learner and are integrated into the NVQ level 2 programme. The strategy is improving key skills and framework completions. Progress for learners nearing the end of their programmes is being addressed by block release sessions, which are proving successful. Learners are able to attend key skills lessons during the summer recess for additional tuition. Key skills lessons have been moved to late morning from early evening to meet the needs of some learners who have long journeys to the college. On-line testing of key skills is proving effective where learners previously had difficulty attending tests. Learner support packs giving clearer information on key skills are now distributed to all modern apprentices. The progress towards the achievement of key skills of a small proportion of learners is still slow. These learners have been in training for a long time and have not responded well to the college initiatives on key skills.

Assessment and internal verification at the college are now satisfactory. The appointment of a team

of four full-time vocationally competent work-based assessors in all engineering areas has resulted in frequent assessment in the workplace for the vocational elements of the framework. Delays in assessment are now being rectified. The planning of assessments is now more structured, and good links are in place to inform training co-ordinators and employers of assessment completions. Assessment is now thorough, has a higher employer involvement in assessment planning and incorporates a wide range of evidence including witness testimony, photographic, observations and the use of relevant workplace job cards. Detailed comment and feedback to learners following assessment enables learners to understand the assessment process. Students can telephone assessors to request assessment in the workplace. Internal verification is now more consistent. There is appropriate feedback to assessors from internal verifiers. Internal verification reports now contain detail and result in action plans for assessors to improve their performance. Internal verification is completed to meet the requirements of the awarding bodies.

Hairdressing and beauty therapy WBL

In the January 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:

Strengths

- wide range of courses
- good support for students
- good resources.

Weaknesses

- slow completion of qualifications
- poor learner reviews for modern apprentices
- poor management of assessment.

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

Achievement of the full framework on the foundation modern apprenticeship programme has risen from 26% in 2001/02 to 35% in 2002/03, and for 2003/04 there is a possible achievement rate of 58% if all those still in learning achieve. These learners are making good progress and are on target to achieve. The number of learners on the advanced modern apprenticeship is very small, with no more than six learners in each of the last four years. Achievement rates on this programme remain low.

Learners' understanding of key skills is satisfactory. Key skills achievement is improving due to the front-loading in the first year. Progress towards key skills is now good. Key skills are now targeted for achievement in the learner's first year and current learners are making good progress.

Assessment in the work place is satisfactory. Assessment in the workplace takes place on a six weekly cycle or on demand. There are a total of 10 in-salon assessors and the college is working towards increasing this. Most assessment takes place in the workplace. Assessment and internal verification procedures are satisfactory. There is a new internal verification (IV) system in place. All work place assessors are verified on a 6 to 12 week cycle and all assessors are given an IV planner for the year and IV dates are set. All work-based assessors have been internally verified.

A rigorous and comprehensive tracking system to monitor learners' progress is in place. Learners and employers are involved in updating the learners' progress towards full NVQ achievement during reviews. Key skills are also tracked effectively and evidence from the workplace is now being integrated to improve key skill achievement.

Learner reviews are good. New review documentation has been developed and piloted. Reviews are comprehensive and development is still taking place. Employers are involved in the review process and target-setting. Senior managers now quality control the review process. Target-setting is satisfactory. Learners and employers have long and short-term targets to measure progress towards NVQ achievement. Short-term targets are updated during reviews and are now detailed to identify parts of the NVQ units. Regular meetings are held with the reviewer, work-based assessors and teaching staff within the college to discuss learners' progress.

Management of work-based learning is satisfactory. The college has now introduced new strategies to remedy the weaknesses in work-based learning. These are satisfactory and are beginning to have an impact on the quality of work-based learning provision. In particular the college has produced a very good training manual to be used in the workplace which involves both learner and employer in NVQ unit completion.

Health and social care WBL

In the January 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:

Strengths

- good pass rates on the Council for Awards in Children's Care and Education certificate and diploma in childcare and education
- good progression to employment and HE

- interesting opportunities to extend learning
- good support for students.

Weaknesses

- poor retention rates on some courses
- poor achievement on work-based learning programmes
- lack of differentiation in lessons
- unsatisfactory management of work-based learning programmes.

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

Retention rates are satisfactory. Achievement rates are beginning to improve, although there is still some slow progress towards completion of the full framework. In early years, for advanced apprentices in 2002/03 achievement is still only 13% but with 38% still in training there is a potential for 51% achievement. For 2003/04 there is no achievement to date but no learners have reached their end date and there is a potential for 50% achievement. For foundation apprentices in 2002/03 achievement was poor, at 27%. In 2003/04 there has been no achievement yet but no learners have reached their end date and there is a potential for 60% achievement. In dental nursing, retention and achievement has consistently been high.

Effective steps have been taken to improve retention and achievement. The initial selection and assessment process is effective. Prospective learners attend a taster day at the college, which gives them an introduction to the requirements of the programme. They are able to meet the training co-ordinator and assessors. Initial assessment is through screening and also some enjoyable ice-breaking activities during which tutors evaluate learners' potential and aptitude for the area of learning.

There has been significant improvement in the delivery and assessment of key skills. The new schemes of work include key skills and assignments relevant to the area of learning have been developed. For instance, learners were observed carrying out presentations on outings for children, which fulfilled evidence for key skills communications and an element of NVQ. There has been discussion with employers about how they can support key skills, and guidelines on the 'working in a team' unit have been given to employers so that they can effectively support learners. Most learners who started in September 2004 have almost completed their key skills.

Teaching and learning are good. The weekly training sessions are well attended. All lessons observed were good or better. The sessions are well-planned, lively and challenging. The tutors are knowledgeable and enthusiastic and the learners are interested and motivated. They contribute well to discussion and show a good level of understanding and ability to work independently. There is good use of ILT during some of the lessons.

Management of work-based learning is significantly improved and is now good. The NVQ co-ordinator and dental nursing staff have joined the curriculum team communication between assessors, tutors and the training co-ordinator is good. In addition to regular staff meetings there is ongoing informal discussion and sharing of good practice. The training co-ordinator and assessors make themselves available during teaching sessions. Co-ordination of on- and off-the-job training is effective. Assessors arrange tutorials in the workplace rather than in the college and employers are encouraged to be involved. The new review format enables the reviewer to more effectively record on the job training. An employer forum meets every term to discuss new developments and share information. Last year the mode of delivery of technical certificates caused some delays in units being signed off but this has been addressed effectively. A comprehensive format is used to monitor reviews, with a grade for each aspect reviewed. Observation of teaching is carried out annually. Learner feedback is collected and addressed appropriately. Internal verification is sound.

There will be no further monitoring visits to the college because there are no remaining unsatisfactory areas.