

INSPECTION REPORT

London Electronics College

29 September 2005



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

London Electronics College

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. London Electronics College (LEC) was formed in 1892. Initially it provided training for post office managers in telegraphy, followed by wireless morse code for marine radio officers. Subsequently, the provision has changed to reflect the demands of the electronics and telecommunications industries. Currently, learners study a range of programmes covering electronics and information and communications technology (ICT) that focuses on computers, networks and the internet. The training is funded through a contract with London Central Learning and Skills Council (LSC). In 2003-04, 180 learners enrolled for approximately 800 qualifications, including advanced vocational certificates, national certificates and diplomas, general national vocational qualifications, higher national certificates and higher national diplomas. LEC also provides a range of national vocational qualifications (NVQs) in information technology (IT), electronics engineering and engineering maintenance. Some learners also study for general certificates of secondary education (GCSEs) in mathematics, English and design technology, together with key skills and some language GCSEs.

2. LEC employs 17 permanent staff. These include the principal, nine staff delivering technical programmes, five staff providing literacy, numeracy and language support, and two administrative staff. A small number of staff are employed in fractional posts.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provision is satisfactory.** LEC's leadership and management and arrangements for quality improvement are satisfactory, but its arrangements for equality of opportunity are inadequate. The provision in engineering, and IT and electronic services is satisfactory.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** LEC holds academic board meetings every six weeks which are attended by all staff. These are used to identify actions to resolve weaknesses found by the course review process. The college has been broadly successful in rectifying the weaknesses identified in its most recent inspection in May 2000. However, subsequent self-assessment has not been effective enough. Many of the actions in the current report are generalised and do not include quantitative measures to allow monitoring and evaluation of the provision. LEC collects and records sufficient data, but does not analyse or use it sufficiently.

5. **The provider has demonstrated that it has sufficient capacity to make improvements.** LEC has successfully resolved issues identified from the course reviews, or the previous inspection, or by monitoring course success rates. There have been improvements in some targeted areas, such as success rates in key skills qualifications. Progress has been slow in resolving other matters such as the promotion of equality of opportunity, the implementation of a skills for life strategy, which is the governments' strategy on training in literacy, numeracy and the use of language, and careers advice and guidance. These issues are frequently carried over from one year to the next.

KEY CHALLENGES FOR LONDON ELECTRONICS COLLEGE:

- continue to provide well-managed support for learners
- increase the expertise of all the teaching staff in the provision of literacy, numeracy and language support
- develop and implement strategies to improve the effectiveness of course and annual reviews
- better use and analyse data to improve the programmes
- improve the suitability of accommodation
- significantly improve the management and promotion of equality of opportunity

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		3
Contributory grades:		
Equality of opportunity		4
Quality improvement		3

Engineering and manufacturing technologies			3
Contributory areas:	Number of learners	Contributory grade	
Engineering		3	
Adult and community learning	66	3	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
IT and electronic services		3	
Adult and community learning	44	3	

ABOUT THE INSPECTION

6. Engineering, IT and electronic services were reported on and graded. Evidence was also examined concerning the provision for English for speakers of other languages (ESOL), literacy and numeracy. Although this provision was not reported on and graded separately, it was used to support judgements in leadership and management and in the key findings section of the report. A team of four inspectors visited LEC for a period of four days in late September 2005. The lead inspector made an earlier two-day visit in September 2005 to review the recruitment and induction processes.

Number of inspectors	4
Number of inspection days	18
Number of learners interviewed	70
Number of staff interviewed	19
Number of employers interviewed	2
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1
Number of visits	2

KEY FINDINGS

Achievements and standards

7. The success rates in advanced vocational certificates and key skills in level 2 ICT have improved markedly during 2004-05, compared with the previous year. The rates have risen from 15 per cent to 67 per cent for the advanced vocational certificate and from 20 per cent to 69 per cent for key skills at level 2. The success rates for the remaining ICT provision is at least satisfactory.

8. **The achievement rate for the NVQ at level 2 in engineering is good.** All those learners starting the programme in 2004-05 have been successful. Success rates in all other engineering programmes are generally satisfactory, with performance figures at or around those of national averages. **However, success rates for the design technology and engineering course** are poor, with less than 33 per cent of those beginning the course achieving a pass grade. This programme is designed to offer learners the opportunity to study engineering at GCSE level and the performance data concerns the previous three GCSE programme. Despite its poor performance, the college has extended the programme to five GCSEs for the current intake.

9. **The learners' work is of a good standard in ICT.** They have well-developed skills in both computer hardware and software applications. Learners use the advanced features of word processors, spreadsheets and databases to good effect, and produce work of professional quality, often combining digital images to add visual impact. Those studying on the NVQ programmes develop expertise in computer system building, and they repair and maintain the college computer network. Learners working at level 3 NVQ provide a 'help-desk' service for other learners using the open learning centre, helping them to make best use of their time in the centre.

10. In ICT and engineering, the standards of practical and written work and portfolios of evidence are good. For many learners, English is an additional language, but they make good progress and their understanding of complex technical concepts develops quickly. Assignments written by last year's students are of an appropriate standard and the grades awarded accurately reflect the quality of work submitted.

11. Learners enjoy their studies and there is positive and mature atmosphere in the college.

Their behaviour is good and all communal areas are well kept and clean. **Attendance and punctuality in ICT and engineering programmes are poor.** In some classes, most learners were not in attendance for the first lesson of the day and punctuality after lunch and coffee breaks is also poor. Despite several innovative incentive schemes these problems persist.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Engineering and manufacturing technologies	0	3	3	1	7
Information and communications technology	0	1	2	1	4
Total	0	4	5	2	11

12. The assessment of learners' work and the monitoring of their progress are good in ICT. Assignments are well designed and give good guidance on the standard of work expected of learners and how grades relate to that standard. Completed assignments show clear assessment decisions. Learners receive detailed feedback about their work. Comments give constructive feedback and pointers for improvement. The recording of learners' progress is good, with computer-based monitoring of success milestones and a paper-based progress-monitoring chart that is posted in each learner's base room. However, there is not enough sharing and standardising of good assessment practices within and between vocational areas. In engineering, for example, learners are given regular assignments of an appropriate level, but the quality of some teachers' marking is poor as it does not provide learners with a clear written explanation of what they have done wrong and what they can do to improve the quality of their work.

13. In engineering and ICT, learners receive good support in the development of their vocational employability skills. Teachers plan their work well. A detailed scheme of work for each course, includes the key skills to be covered in each topic. For many learners, with English as an additional language, their standard of written English is poor. Their language needs are identified during the induction phase and additional support is provided. Support tutors attend many lessons and support the learners in the completion of their assignments and key skills work. Support teachers, one of whom is also an engineer, also provide learning support sessions in the evenings. The college provides an extensive range of support to enable learners to make the most of their courses. They are issued with textbooks, self-teaching notes, writing materials, calculators and flash memory sticks to store their college work. Learners who miss college for reasons beyond their control can apply for the loan of a laptop computer to enable them to continue their studies.

14. The college has good links with two large and several smaller engineering employers which provide work experience for level 3 NVQ learners and employment opportunities. One major employer recruits most of its mobile telephone service engineers from the college. A smaller number of ICT work placements are available with local organisations which provide work experience for learners on level 3 NVQ courses. One organisation praised the computer expertise and the social skills of the learner they hosted. A recent survey of successful learners shows that about 50 per cent progress to higher education and 50 per cent to relevant employment.

15. Additional support for learners' literacy, numeracy and language needs is satisfactory in helping them to complete their technical studies and key skills assignments. This support is

not, however, used to best effect. There is insufficient teaching of literacy, numeracy and language for the development of the learners' life skills. Vocational and support tutors do not liaise sufficiently to meet the broader needs of the learners.

16. The ICT provision is restricted, but together with the engineering provision provides adequate routes into employment and higher education for the learners. Most learners are from minority ethnic groups and many are unemployed or in receipt of benefits. Some learners are asylum seekers. **Of the successful learners, approximately 50 per cent enter higher education, with the remainder entering employment.**

17. Some ICT teaching is undemanding and the structure of some sessions is poor. The teaching of background knowledge is often dull and there is little urgency or pace in the sessions. Learners' individual understanding of their work is not checked sufficiently. Lesson plans are often not detailed enough, particularly the expected learning outcomes. During practical work, teachers are supportive and respond quickly to learners' requests for help, but occasionally solve learners' problems for them, rather than encouraging a dialogue that leads them to solve the problems themselves.

18. Some ICT accommodation provides a poor learning environment. The standard of equipment in computer workshops and in the open learning centre is satisfactory for the number of learners currently enrolled. However, the access to the computer rooms and the open learning centre is by steep and narrow staircases with cramped circulation spaces. In one workshop, the computers are too close to one another and leave insufficient space for learners' work. The room is untidy, does not have enough storage space and uses large numbers of trailing power extension cables.

Leadership and management

19. Staff development activities are used well at LEC and the provider has a high regard for staff training. Particularly good use is made of the expertise of external organisations to identify and provide for training needs resulting from teaching observations and the annual course review. LEC has good systems for evaluating staff development and many members of staff, including administrative staff, attend a wide range of professional and academic programmes. Vocational staff are well qualified and are up to date in their specialist areas. However, some staff have not received sufficient training in areas such as literacy, numeracy and language support, or equality of opportunity. A few assessors who are required to internally verify assessments do not currently hold the appropriate qualifications.

20. Communications between staff are good and staff are well informed. The principal and directors use academic board meetings and staff circulars effectively to provide staff with up-to-date information about the college's performance, together with a synopsis of local, regional and national developments in further education and training. There is a good level of discussion between the principal and members of staff in the development of their work. Staff frequently receive realistic guidance and support in reaching practical solutions.

21. LEC has good resources to support learners, and the support provided is well managed. LEC uses additional funding well to provide a good range of relevant and useful personal and practical support. This includes subsidising travel costs, as well as providing essential technical equipment, books and stationery. LEC has significantly increased the number of staff it employs to provide additional learning support. Learners receive good

individual support, especially in understanding assignments and learning activities, and completing written work. However, some additional support is inadequately planned. The support tutors often do not have sufficient information in advance about the aims of the learning sessions, or details about learning activities and materials to help them identify the type of support that learners are likely to need.

22. LEC uses an extensive range of promotional and recruitment activities to reach prospective learners. Many of the outlets used are specifically chosen to reach the 'hard to reach' learners, particularly those from minority ethnic groups. These activities are monitored and analysed effectively, comparing numbers of enrolled learners with recruitment activities. Significant numbers of learners are recruited through minority ethnic group media and the college website, but the most effective method of learner recruitment is by word of mouth, with over 50 per cent of the current intake recruited by this method.

23. In the past few years, LEC has significantly increased the support it can provide to meet the diverse needs of its learners. The number of tutors has been doubled, with an additional five tutors specifically recruited to support the literacy, numeracy and language needs of the learners.

24. LEC makes good use of the views of staff and learners to improve the provision. The views of all staff are collated at regular academic board meetings and an annual review. These meetings consider the performance of each aspect of the provision and identify key strengths and weaknesses in an open and self-critical environment. However, many of these actions are not analytical enough and their effects are difficult to quantify. The views of learners are collected through the regular use of questionnaires and informal discussions. LEC responds positively to these views and has implemented many improvements and changes.

25. LEC has piloted a particularly effective strategy in one area of training to improve key skills achievements. New teaching materials have been developed relating key skills to learners' vocational programmes, learners' progress is monitored much more closely, and assessment is used more actively. Success rates have improved significantly and it is now planned to extend these initiatives to other under-performing courses.

26. Teachers are well qualified for the courses they teach. All teachers have relevant experience but for some this is not recent. Most teachers have a teaching qualification and those who do not are working towards a certificate of education. LEC encourages tutors to become members of a professional institution and to gain professional status. The provider has a good range of specialist electronic and computing equipment in sufficient quantities to support learners' practical work in all the courses. There is a programme of updating equipment and none of the equipment in daily use is old or unserviceable.

27. Business planning is satisfactory. LEC has an appropriate three-year development plan that includes objectives that are in line with LEC's mission statement, as well as local and national priorities for education and training. Financial management and the procedures to monitor health and safety are satisfactory.

28. Internal verification is satisfactory and meets external awarding body requirements. There is a clear sampling plan for each internal verifier, and good records of the unit sampling report, internal verifier report and candidate interviews. The evidence in the

learners' files is cross-referenced and signed by the assessor and the internal verifier.

29. LEC has been slow to implement its skills for life strategy to provide specialist additional support in literacy, numeracy and language skills. The written strategy is not sufficiently detailed and has not been shared adequately with all staff. Staff have attended relevant training and have an increased awareness of the different types of support that learners need. However, although some specialist staff have basic qualifications in teaching literacy, numeracy or language support, and are particularly enthusiastic about their work, they do not have sufficient expertise in teaching some aspects of these subjects. The implementation of external training leading to qualifications for vocational and support staff is slow. Although many learners improve their literacy, numeracy and language skills and successfully complete learning activities and assignments, some of them are not able to transfer this learning to other aspects of their course, future studies or everyday lives. Some records of individual learning needs in literacy, numeracy and language skills are poor and many learners do not receive sufficiently detailed feedback about their progress and achievements.

30. LEC's promotion and implementation of equality and diversity issues is poor. The equal opportunities policy was written in 1989 and was last updated in 1996. Much of the recent legislation does not feature in the policy or procedures. Tutors rarely discuss issues focusing on equality and diversity with learners, and learners' rights and responsibilities are seldom explained. Similarly, learners' knowledge and perceptions are not challenged and little is done to extend their understanding of equality and diversity. There is a great deal of mutual respect between learners and staff and a harmonious and productive learning environment has been established. Staff development has been scheduled to update tutors' knowledge and understanding of equality and diversity, but not all staff have received this training, and for those who have, the training has been superficial and has not affected teaching practices.

31. The self-assessment report identifies that access to some learning accommodation is inadequate. However, the resulting actions in the development plan are weak and the access and utilisation of the accommodation continues to be poor. All the classrooms, which are situated on five floors, are only accessible by the use of steep and winding stairs. Circulation spaces are narrow and restrictive. Some rooms are untidy and do not provide appropriate settings for some learning activities. LEC's strategy for improving the accommodation and for planning the use of the building is unclear.

32. LEC collects extensive data to provide information to the local LSC about the number of learners, but this data is not analysed sufficiently to promote improvements. Performance monitoring of the success rates of courses is done annually, but no trend analyses are carried out. Course reviews do not consider analytical data, or use such data to measure the effects of strategies for improvement. There is insufficient evaluation of the performance of different groups of learners. Some significant improvements in learners' performances have been achieved, but it is not possible to attribute these to specific management decisions.

33. Evaluation of the effects of action and development planning is weak. Plans are well structured and include expected outcomes and timescales. Action plans frequently extend beyond the anticipated completion dates. These are not routinely checked at meetings or reviews and no analyses of the effects are carried out. Managers do not use these plans

sufficiently to promote improvements in learning. Course reviews and the annual review describe targets that are often general in nature and not easily evaluated.

Leadership and management

Strengths

- good staff development
- well-informed and supported staff
- good staff resources to support learners
- extensive range of promotional and recruitment activities
- increased support for learners
- good use of staff's and learners' views to improve the provision
- particularly effective strategy to improve key skills achievements

Weaknesses

- slow implementation of a skills for life strategy
- weak implementation and updating of equal opportunities arrangements
- poor accommodation
- insufficient analysis of data to promote improvements
- weak evaluation of the effects of development and action-planning

Engineering and manufacturing technologies

Engineering

Grade 3

Strengths

- good level 2 NVQ provision
- good progression into employment and higher education
- good vocational learning support

Weaknesses

- ineffective course reviews
- poor success rates on design technology and engineering course
- poor attendance and punctuality by learners

Information and communications technology

IT and electronic services

Grade 3

Strengths

- good standards of learners' work
- significant improvements in success rates for advanced vocational certificates and ICT key skills courses

- good assessment and monitoring of learners' progress
- good support for development of learners' employability skills

Weaknesses

- poor punctuality and attendance
- undemanding teaching in some sessions
- poor accommodation for some ICT sessions

WHAT LEARNERS LIKE ABOUT LONDON ELECTRONICS COLLEGE:

- the convenient location
- reduced fees for those on benefits
- good support from the principal, tutors and office staff
- good teaching - teachers give good explanations and repeat them until we understand
- being able to work without disturbance
- the free breakfasts
- lots of access to the computers
- the safe and cosy environment
- being treated as adults

WHAT LEARNERS THINK LONDON ELECTRONICS COLLEGE COULD IMPROVE:

- access to the classrooms
- the amount of support to improve use of English
- the information given about the courses and course progression
- the information about jobs and apprenticeships

Language of the Adult and Community Learning Sector

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning.

Single term used in the framework			Relating the term to Adult and Community Learning
Provider	Provider		Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges.
Learner	Learner		Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher/ Trainer	Tutor Mentor		Person teaching adult learners or guiding or facilitating their learning Person providing individual, additional support, guidance and advice to learners to help them
Learning goals	Main learning goals Secondary		Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge. These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
Personal and learning skills	Personal and learning skills		These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

Other terms used in Adult and Community Learning

Relating the term to Adult Community Learning	
Unanticipated or unintended learning outcome	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
Subject-based programme	A programme organised around body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
Issue-based programme	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
Outreach provision	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
Neighbourhood-based work	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
Community regeneration	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.
Community capacity building	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become self managing, sustainable communities.

Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.
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DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good staff development
- well-informed and supported staff
- good staff resources to support learners
- extensive range of promotional and recruitment activities
- increased support for learners
- good use of staff's and learners' views to improve the provision
- particularly effective strategy to improve key skills achievements

Weaknesses

- slow implementation of a skills for life strategy
- weak implementation and updating of equal opportunities arrangements
- poor accommodation
- insufficient analysis of data to promote improvements
- weak evaluation of the effects of development and action-planning

34. LEC gives a high priority to developing its staff. It makes particularly good use of the expertise that external organisations provide in identifying its training needs. The principal uses information and advice from specialists well to draw up a relevant staff training programme, which includes some mandatory training in prioritised areas. The directors also use external agencies effectively to provide useful training for staff, which complements LEC's in-house training programme. LEC has good systems for evaluating staff development and sharing the information and knowledge gained with staff. Many members of staff, including administrative staff, attend a wide range of professional and academic programmes. Vocational staff are well qualified and are up to date in their specialist areas. All teaching staff hold, or are working towards, a teaching qualification. However, some staff have not received sufficient training in areas such as literacy, numeracy and language support, or equality of opportunity. Similarly, a few assessors who are required to internally verify assessments do not have the appropriate qualifications.

35. Internal communications are good at LEC. Directors use academic board meetings well to provide staff with up-to-date information about the provider's performance in each programme. Discussions are frank and self-critical, and the meetings provide a useful forum to agree the operational management for the following six weeks. Staff circulars are produced frequently and provide useful background information about local, regional and national developments in further education, training, employment and community learning. Staff also receive particularly good individual support from the directors, who provide them with constructive feedback, realistic guidance, and support in reaching practical solutions.

36. LEC places a strong emphasis on helping learners to identify and overcome obstacles to learning. The support provided to learners is well managed. LEC uses additional funding

to provide a good range of relevant and useful personal and practical support. This includes subsidising travel costs, as well as providing essential technical equipment, books and stationery. Staff keep detailed records of the practical support that each learner receives and monitor the use of this support effectively during individual tutorials. Some learners particularly appreciate the provision of breakfast each morning.

37. The results of initial assessments of learners' occupational and study skills are used well to provide them with appropriate additional learning support at an early stage of their programmes. LEC has significantly increased the number of staff it employs to provide additional learning support. Learners receive good individual support, especially in understanding assignments and learning activities, and completing written work. However, some additional support is inadequately planned, with insufficient links between some vocational and support staff. The support tutors often do not have sufficient information in advance of the aims of the learning sessions, or details about learning activities and materials to help them identify the type of support that learners are likely to need.

38. Many aspects of leadership and management are satisfactory. LEC has an appropriate three-year development plan that includes satisfactory objectives that are in line with the provider's mission statement and local and national priorities for education and training. Financial management is satisfactory and meets external requirements. Managers monitor their accounts effectively and provide learners and staff with appropriate learning resources and equipment that meet industry standards and the requirements of the awarding bodies. Procedures for monitoring health and safety are also satisfactory. However, although LEC has introduced innovative strategies to improve learners' attendance and punctuality, these two areas are not managed adequately and are still poor on many courses.

39. The self-assessment report identifies the fact that some learning accommodation is inadequate. Some classrooms are not conducive to learning. For example, some learners using technical equipment or computers do not have sufficient space to carry out their work comfortably. Some rooms are untidy and do not provide appropriate settings for some learning activities, such as group work or discussions. The strategy for improving the accommodation and for planning the use of the building is unclear.

40. LEC has been slow to implement its skills for life strategy to provide specialist additional support in literacy, numeracy and language skills. The written strategy is not detailed enough and has not been shared adequately with all staff. Staff have attended relevant training and have an increased awareness of the different types of support that learners require. However, although some specialist staff have basic qualifications in teaching literacy, numeracy or language support, and are particularly enthusiastic about their work, they do not have sufficient expertise in teaching some aspects of these subjects. Vocational and support staff are slow to take external training for qualifications.

41. Although many learners improve their literacy, numeracy and language skills and successfully complete learning activities and assignments, some learners are not able to transfer this learning to other aspects of their course, future studies or everyday lives. For example, some learners do not receive sufficient support to help them develop strategies to increase their vocabulary or spelling abilities. Some learners' pronunciation in English is weak and they find they are not always understood, but staff have not identified this as a specific learning need. Some records of individual learning needs in literacy, numeracy and language skills are poor and many learners do not receive sufficiently detailed feedback

about their progress and achievements.

Equality of opportunity

Contributory grade 4

42. LEC uses an extensive range of promotional and recruitment activities to reach prospective learners. Together with the provider's website, these include a wide range of minority ethnic community groups and newspapers, trade magazines, 500 jobcentres, 120 internet cafes and over 200 British Council offices worldwide. These recruitment activities are effectively monitored and analysed, comparing the numbers of enrolled learners with recruitment activity. Significant numbers of learners are recruited through minority ethnic group media and the provider's website, but the most effective method of recruitment is by word of mouth. Over 50 per cent of the current intake was recruited by this method.

43. At the time of the May 2000 inspection, LEC employed eight teachers primarily to deliver vocational courses. Most of the required improvements emerging from this previous report were directed at meeting the needs of the learners and improving advice and guidance. Since 2000, LEC has increased the number of teaching staff to 15, five of whom are directly responsible for supporting the literacy, numeracy and language needs of the learners. Support is provided either individually during the vocational teaching sessions or in additional group support sessions in the evenings. This support is focused primarily on improving the literacy and language skills of the learners to enable them to complete their assignments for the vocational programmes and key skills awards. All learners are expected to complete key skills training at a minimum of level 1, together with their main qualification. Specific literacy, numeracy and ESOL qualifications are not offered as a matter of routine.

44. LEC's promotion and implementation of equality and diversity issues is weak. The equal opportunities policy was written in 1989 and was last updated in 1996. Much of the recent legislation does not feature in the provider's policy or procedures. Learners receive an introduction to equality and diversity during the recruitment process and a copy of the 1996 policy is available in information packs in each classroom. However, few learners refer to this information during their studies. Tutors rarely discuss equality and diversity issues with learners, and learners' rights and responsibilities are seldom explained. Learners' knowledge and perceptions are not challenged and little is done to extend their understanding of equality and diversity. However, there is a wide cultural diversity within LEC, and a great deal of mutual respect between learners and staff and a harmonious and productive learning environment has been established. Staff development has been scheduled to update tutors' knowledge and understanding of equality and diversity, but not all staff have received this training. For those who have received training it was superficial and has not affected teaching practices.

45. Access to, and utilisation of the provider's accommodation is poor. The building is approached by stone steps from street level, and all the classrooms, which are situated on five floors, are only accessible by the use of steep and winding stairs. The learners' common room and open access study facilities are located in the basement which is also only accessible by a narrow and steep staircase. Circulation spaces are narrow and restrictive, and in several cases, passageway or classroom doors open and block corridors. Entrances to classrooms often involve unmarked steps or clutter hazards.

Quality improvement

Contributory grade 3

46. LEC makes good use of the views of its staff and learners to improve the provision. An

academic board, consisting of all staff, meets every six weeks. At these meetings, up-to-date information about the performance of each course is presented and discussed in an open and self-critical environment. Changes are made to courses, teaching strategies, support for learners and the use of accommodation. Each year, in November, a more in-depth and focused annual review meeting is held, chaired by an external facilitator. However, many of the actions identified at these meetings are not analytical enough and their effects are difficult to quantify. Learners' views are collected through the regular use of questionnaires, and informal discussions. LEC responds positively to these views and has made many improvements and changes.

47. All learners are required to take at least three key skills units at level 1, together with their main course of study. As part of the annual review and subsequent development plan it was decided that these courses should be targeted to try to improve the traditionally poor success rates. A particularly effective strategy has been implemented, which includes new teaching materials, closer monitoring of learners' progress, and more active use of assessment as part of the learning process. Success rates in key skills achievements in ICT, application of number and communication have improved significantly. It is now planned to extend these initiatives to other under-performing courses.

48. LEC's self-assessment practices are satisfactory. All staff are involved in the production of the provider's overall self-assessment report. The provider does not produce separate reports for different aspects of its provision. The structure of the report does not allow for easy identification of key points. The key strengths and weaknesses listed in the report do not focus on the process of teaching and learning, or on actions that would lead to improvements in the retention and achievements of learners. The process does not make sufficient use of data or information to review the progress made against the previous self-assessment report.

49. Internal verification is satisfactory. It meets the requirements of the external awarding body. Each internal verifier has a clear sampling plan and there are good records of unit sampling reports, the internal verifier reports and candidates' interviews. The evidence in the learners' files is cross-referenced and signed by the assessor and the internal verifier.

50. LEC collects extensive data regarding the learners and uses a subcontracted data organising company to complete its contractual data requirements with the local LSC. A set of similar data is also maintained by the college principal. The analysis of this data is not sufficient to promote improvements in the provision. The success rates of courses are monitored for performance annually, but little trend analysis is carried out. Course reviews do not routinely consider analytical data, or make sufficient use of such data to measure the effects of strategies for improvement. Staff have effective informal communications and discuss learners' performances, although little is recorded in the review process. The performance of different groups of learners is seldom evaluated by gender or minority ethnic groups. Learners' performances are not routinely compared with their skills and support needs as identified during induction. Some significant improvements have been made in learners' performances in some aspects of the provision, but it is not possible to attribute these to specific management decisions.

51. The evaluation of action and development planning is weak. Action and development plans are constructed effectively from regular academic board meetings, course reviews, the annual review and learners' feedback. The plans are well structured and include

expected outcomes and timescales. However, actions frequently slip beyond the expected completion dates, and are not checked at meetings or reviews. There is no analysis of the effects of the actions. Managers do not use these plans sufficiently to promote improvements in learning. Course reviews and the annual review describe targets that are often general in nature and not easily evaluated, as in 'all assignments must be submitted as soon as possible' or 'measures to improve the use of feedback will be improved'. Where there are measurable targets they tend to be conservative and do not target significant improvements in the learners' experiences.

AREAS OF LEARNING

Engineering and manufacturing technologies

Grade 3

Contributory areas:	Number of learners	Contributory grade
Engineering Adult and community learning	66	3 3

52. There are 66 learners on engineering programmes. All programmes, with the exception of the level 3 NVQ in engineering maintenance, are full-time courses. All learners are over 19 years of age and some are aged over 60. Most learners are from minority ethnic groups and more than 50 per cent are recent migrants, refugees or asylum seekers. English is an additional language for most of the learners. The inspection took place during the second week of the new academic year and the number of learners on each course was changing daily. More people were enrolled than had attended any classes and the provider did not expect the number of learners on each programme to stabilise for some weeks. Currently, there are 15 learners on a diploma in electronics course, 15 on a design and technology GCSE programme, and 20 are working on a national certificate in electrical and electronic engineering. LEC also offers an NVQ engineering maintenance course at level 2 and 3. The NVQ at level 2 is delivered by the provider and the level 3 work-based learners are placed with a number of large employers in London.

Engineering

Grade 3

Strengths

- good level 2 NVQ provision
- good progression into employment and higher education
- good vocational learning support

Weaknesses

- ineffective course reviews
- poor success rates on design technology and engineering course
- poor attendance and punctuality by learners

Achievement and standards

53. Learners' achievements are mainly satisfactory or better. In one course, the full-time NVQ at level 2 in engineering maintenance, the provision is particularly well planned to meet the needs of the learners. All of those who began the course that finished in 2005 were successful. In the previous year, 50 per cent of the learners who began the course achieved the NVQ at level 2. This is just above the national average. For the national certificate in electrical and electronic engineering, the number of learners who achieved the qualification has been above the national average in three of the past four years. In most other courses, including the NVQ at level 3 in engineering maintenance and the diploma in electronics, the number of successful learners has fluctuated slightly above and below the national average over the past three years. The proportion of successful learners in all

aspects of the design technology and engineering programme fell to 33 per cent in 2005.

54. Despite their poor command of English, especially in the early stages of their courses, learners make good progress and their understanding of complex technical concepts develops quickly. Learners' achievements at this stage of their courses are good. They are able to answer searching questioning of their understanding of the technical concepts. Some learners have some previous basic electronics knowledge, but have poor English language skills. These learners make faster progress than other learners as their language ability improves.

55. The standard of learners' practical and written assignments, project work and portfolios of evidence is good. In the early stages of their courses, most learners work in pairs on practical assignments. They then work alone to produce calculations and written answers. Assignments written by last year's students are of an appropriate standard and the grades given reflect the quality of work submitted.

56. Learners enjoy their studies and appreciate the help and assistance given by teachers outside scheduled classes. LEC promotes a good and mature atmosphere within its training environment. The behaviour of learners is good and all the communal areas are kept clean and tidy. Learners' attendance and punctuality, however, are poor. In some classes, most learners were not present at the start of the first lesson of the day. Learners' punctuality after breaks and lunch is also poor. The provider is trying to improve punctuality and attendance by introducing a number of financial incentives which include providing a continental breakfast and, if certain criteria are met, making a financial contribution to learners' lunches. Learners are fined if they are late. However, some teachers do not challenge late arrivals.

The quality of provision

57. Teachers plan their work well. Each course has a detailed scheme of work that includes the key skills relevant to each topic. Lesson plans are written for each lesson. A file of last year's schemes of work and lesson plans indicates that course and lesson planning is well established. All engineering courses are planned to be completed in one year.

58. Teachers monitor learners' progress effectively, both formally and informally. Learners are given regular assignments at a level appropriate to the requirements of their courses. The quality of some teachers' marking is poor. It does not provide learners with a clear written explanation of what they have done wrong, and what they can do to improve the quality of their work.

59. English is an additional language for most learners. A large proportion of these learners have poor standards of written English. Learners' language needs are identified at the beginning of their courses and additional help is provided. An engineering teacher is available to provide individual learning support during four evenings each week. Support tutors attend many lessons to provide additional language tuition to learners. Tutors also assist learners by helping them to redraft their assignments to improve their standard of written English. Although learners receive good support to help them complete their vocational and key skills assignments, there is not enough teaching of literacy, numeracy, and language to develop their life skills.

60. LEC has good links with two large and several smaller employers which provide work experience for NVQ learners at level 3, but does not have formal links with other companies to ensure that learners' education and training needs are met. The provider's main aim is to provide education and training to the unemployed and immigrant residents of Kensington and Chelsea and other London boroughs. Some learners travel considerable distances across the city to attend training.

61. Successful learners are qualified to seek employment as electrical and electronic technicians. The recent survey of successful learners shows that approximately 50 per cent progress to higher education and the rest to relevant employment. LEC's NVQ programme is intended for learners who have already obtained a level 3 qualification with the provider, or elsewhere. The NVQ at level 2 in engineering maintenance is college-based and provides the progression route to the work-based NVQ at level 3. One large employer recruits many of its electronic technicians from successful level 3 NVQ learners.

62. Learners are given good support to encourage them to achieve the course objectives. LEC pays a substantial part of the learners' daily travel costs and gives them a 256Mb memory stick, the loan of up to 10 course textbooks for the year and a payment of £100 for successful completion of their courses. However, learners do not receive good careers advice and guidance. Welfare support is provided by LEC's administrative staff and by one teacher who is a trained counsellor. External professional support services are obtained for learners if required.

Leadership and management

63. The internal verification of NVQs is good and meets external awarding body requirements. There is a good sampling plan for each internal verifier, and good records of the unit sampling report, the internal verification report and applicants' interviews. Evidence in learners' files is cross-referenced and signed by the assessor and the internal verifier.

64. Engineering teachers are well qualified for the courses they teach. All teachers have industrial experience, but this is not recent experience. Most teachers have a teaching qualification and those who do not are either working towards or are required to begin a course leading to such a qualification. LEC encourages teachers to become members of an engineering institution. Fifty per cent of support teachers are also engineers. Teachers are appraised annually, during which their staff development needs are discussed and identified. All teachers have a good staff development record.

65. There is no engineering self-assessment report. All teachers contribute to the college's self-assessment process by which the engineering strengths and weaknesses are identified. The strengths and weaknesses listed in the report do not focus on the process of teaching and learning, or actions that would lead to improved learner retention and achievement rates. Some strengths listed in the report were considered to be no more than normal practice.

66. LEC has a good range of specialist electronic equipment in sufficient quantities to support learners' practical work on all of the courses offered. There is a programme of updating equipment and there is no old or unserviceable equipment. The provider has a range of old test equipment, but this is seldom used. All engineering teaching takes place in dual-purpose teaching/laboratory rooms. These are small, cramped and in some cases

untidy. This weakness does not have an effect on learning and is not mentioned by learners as a concern. All rooms have a good range of relevant wall posters. The college provides all learners with up to 10 course textbooks for the year. The college library, located in the boardroom, contains multiple copies of a good range of modern electronic and mathematics textbooks.

67. LEC does not promote equality of opportunity well. Despite this, the college has been able to create a harmonious and relaxed atmosphere among learners, most of whom are from a minority ethnic background, or are immigrants or refugees. The building does not allow access for people with any form of physical disability. There are steep steps to gain entry and no lift inside the building. Stepped platforms in some rooms restrict access and the classroom situated in the garden of the building is even more difficult to access.

68. Engineering course progress reviews are ineffective and do not contribute to improvements in learning. Although each course has a nominated manager, the role does not extend to co-ordinating the work of course teachers, calling course team meetings or managing quality improvement. Instead, the course manager writes and presents a course report to the twice-termly academic board meeting and writes the annual course review. Both reports are written after informal discussions with other course teachers, but neither leads to an action plan to guide quality improvements and the achievements of learners. The annual course review does not include an analysis of learners' retention and pass rate trends for previous years, it is not a self-critical evaluation and does not include an action plan to resolve identified weaknesses.

Information and communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>IT and electronic services</i> Adult and community learning	44	3 3

69. LEC offers a small range of ICT courses for adult and community learning at its Earls Court base. The courses range from level 1 to foundation degree level. All courses are accredited. Learners can attend on a part-time or a full-time basis, but attendance is normally limited to 16 hours each week. For the remainder of the week, some unemployed learners claim Jobseeker's Allowance and look for work. Optional support and key skills sessions are available in the evenings.

70. Most learners study for a first diploma for IT practitioners at level 2 or an advanced vocational certificate in ICT at level 3, but LEC also offers NVQs in IT for IT users, IT Practitioners and IT Professionals at level 1, 2 and 3. Learners on the NVQ courses can choose combinations of units that will best match their workplace or work-placement requirements. Pathways are available in IT operation, maintenance, or applications. Key skills ICT qualifications are available at level 1 to 3, to all LEC's learners.

71. Courses vary in length between six months for an NVQ course, to one year plus one term for the advanced vocational course. Fees are adjusted to encourage participation by unemployed people and by learners in receipt of benefits. During the period 2004-05 there were 51 learners on specialist ICT courses. Approximately 22 per cent were women and 88 per cent were aged under 45, with 6 per cent declaring a disability. Over 70 per cent of learners were from minority ethnic groups. Since the beginning of the current year, 44 learners have been recruited to ICT courses.

IT and electronic services***Grade 3******Strengths***

- good standards of learners' work
- significant improvements in success rates for advanced vocational certificates and ICT key skills courses
- good assessment and monitoring of learners' progress
- good support for development of learners' employability skills

Weaknesses

- poor punctuality and attendance
- undemanding teaching in some sessions
- poor accommodation for some ICT sessions

Achievement and standards

72. Learners' work is of a good standard. They have well-developed skills in computer hardware and software applications. Learners use the advanced features of word

processors, spreadsheets and databases to good effect. For example, they are able to design financial spreadsheets with features that allow easy data entry and contain macros that provide automated processing of that data. Learners prepare multi-media presentations that are skilfully composed and have high visual impact. Learners on NVQ courses develop expertise in computer system building and repair. They carry out maintenance jobs for LEC's computer network. At level 3 NVQ, learners provide a 'help-desk' service for other learners using the open learning centre, assisting them to make best use of their time in the centre.

73. Success rates for ICT qualifications are at least satisfactory and some are good. Between 2003-04 and 2004-05, the rates for the advanced vocational certificate in ICT and for ICT key skills at level 1 and 2 improved significantly. Success rates for the advanced vocational certificate had been poor, falling to 15 per cent in 2003-04, but they improved to 67 per cent in 2004-05, bettering the national average by 15 per cent. Success rates for level 1 ICT key skills improved from 26 per cent to 39 per cent over the same period, while those for the level 2 improved from 20 per cent to 69 per cent. The first diploma course for IT practitioners, offered for the first time in 2004-05 had a success rate matching national averages, and all retained learners gained a qualification. Small numbers of learners, typically 10 each year, carry out one of a range of ICT NVQs. Retention and success rates are consistently high at level 2 and are satisfactory at level 3.

74. Learners' portfolios of evidence are well organised and contain comprehensive evidence for their course objectives. Evidence is well presented and liberally illustrated with photographs of their work, computer screen-shots and printouts. Evidence is clearly cross-referenced and attributable to each learner.

The quality of provision

75. The assessment of learners' work and monitoring of their progress is good. Assignments are well-designed and have good guidance about the standard of work expected of learners and how grades relate to that standard. Completed assignments show clear assessment decisions. Learners receive detailed feedback about their work and the comments give constructive feedback and guidance for improvement. The recording of learners' progress is good, with computer-based monitoring of success milestones and a progress-monitoring chart which is posted in each learner's base room.

76. Individual learners' progress is checked effectively at termly meetings. Targets are set, but these are sometimes too vague and have no deadlines. Monitoring of all learners' progress is effective, with reports to the academic board every six weeks. The system for internal verification of assessment is strong. Sampling of assessments is planned and the results are recorded clearly. However, good assessment practice is not standardised and shared sufficiently within and among vocational areas.

77. Learners receive good support in the development of their employability skills. They speak highly of the individual attention and time given willingly by teachers and support staff. In class, patient support from the tutors contributes to good skills development and a very good standard of learners' work. Support from LEC helps learners to make the most of their courses. They are issued with textbooks, self-teaching notes, writing materials, calculators and flash memory sticks. Learners who miss learning sessions for reasons beyond their control may apply for the loan of a laptop computer to enable them to continue their studies. They receive help with the cost of transport, and the provider's

open learning centres provide good access to all learners who wish to pursue their studies outside their normal class contact time. Helpful staff provide support, advice and encouragement. A small number of work placements with local organisations provide work experience for learners on level 3 NVQ courses. One organisation praised the computer expertise and the social skills of the learner they hosted.

78. A large proportion of the learners are from minority ethnic groups, and for many, English is an additional language. Additional support for learners' literacy, numeracy and language needs is satisfactory in helping them to complete their technical studies, but is sometimes not used to best effect. There is insufficient liaison between teachers and support tutors. Many learners return to LEC for further courses. For those learners whose destination is known, about 50 per cent progress to a higher education course and the remainder go into employment.

79. The ICT provision is restricted, but provides adequate routes into employment and higher education for learners, most whom are from minority ethnic groups. Many of them are unemployed or in receipt of benefits. Some learners are asylum seekers. The NVQ courses provide an effective route into technical computing for a small number of learners. Other courses are aimed at providing a path into higher education, through a first diploma in ICT at level 2 and an advanced vocational certificate at level 3. These courses are supplemented by key skills qualifications that improve learners' literacy, numeracy and life skills.

80. Some teaching is undemanding. Learners are not challenged sufficiently in class. Background knowledge teaching is dull and shows little urgency or pace. The provider does not check learners' understanding of their work sufficiently. Questions are often directed to whole groups, allowing the more knowledgeable learners to monopolise responses. Some teachers do not probe learners' understanding of their work or encourage them to criticise their own standards. The structure of some sessions is poor. Objectives for learners are not always clearly stated. Lesson plans are often insufficiently detailed, particularly the expected learning outcomes. However, during practical work, teachers are supportive and respond quickly to learners' requests for help, although teachers occasionally solve learners' problems for them, rather than encouraging them to do so.

81. Despite the very good standard of learners' work and their recognition of the support they receive, their punctuality and attendance are poor. The average attendance level for classes observed during the inspection was poor, at 40 per cent. In one class, two learners did not return after their morning break. In another class, the teacher and some of the learners were late. NVQ sessions were poorly attended. LEC recognises the seriousness of poor attendance and punctuality and monitors both. Incentives are used in an attempt to improve attendance and punctuality. Classes begin in the morning to allow learners reasonable travel time, and free breakfasts are provided. Learners are awarded luncheon vouchers for sustained attendance and have deductions made from their travel allowances for poor attendance. These incentives and penalties are not having any significant effect at present.

82. The standard of equipment in the computer workshops and the open learning centre is satisfactory for the number of learners currently enrolled. A small library provides a well-chosen selection of books for learners. Recently purchased computers have a high

specification and flat-panel monitors. Access to both computer rooms and the open learning centre is by steep and narrow staircases, placing these resources out of reach of those with restricted mobility. Some of the accommodation for ICT provides a poor learning environment.

83. None of the rooms have air-conditioning and, despite open windows, they become uncomfortably warm. In one workshop, computers are too close to one another, leaving insufficient space for learners' work. The room is untidy, it does not have enough storage space and uses large numbers of trailing power extension cables. Isolation switches are marked as emergency stop buttons and it is unclear which switches control the various areas of the room.

Leadership and management

84. Communications between staff are good. Teachers have a clear understanding of their courses and personal targets. Annual appraisals, supplemented by half-yearly reviews, are linked to staff development needs. All teachers have their teaching observed by their peers and by external consultants.

85. Management of the curriculum is generally satisfactory, but some job roles and responsibilities need clarification. Recent improvements have been made in course success rates. Poorly performing courses have been closed and new staff have been appointed. The delivery of courses has improved and better assessment and monitoring systems have been implemented.

86. LEC's emphasis on equality and diversity is made clear by its staff profile and the support experienced by learners. They work in an atmosphere free from racial tension. However, not enough emphasis is given to other aspects of the promotion of equality of opportunity, such as learners' knowledge of the procedures that protect them from bullying and harassment.

87. Quality improvement systems are strong enough to contribute to the effective management of the area. The annual course review system does not always identify key strengths and weaknesses for courses, or review the progress made against previous action points. Data is used in the course reviews but is restricted to yearly measures of success and is not used to identify trends overtime. LEC does not routinely compare its information with national data.

88. All staff are involved in the production of the LEC's self-assessment report. Many of the features of the provision identified during the inspection are identified in the report, but the report's format does not allow the easy identification of the key strengths and weaknesses. For example, there is recognition of the poor performance of some courses, but insufficient consideration of the quality of teaching and learning associated with them.