

Regent College

Inspection report

Provider reference	130757
Published date	March 2009

Audience	Post-sixteen
Published date	March 2009
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Background information

Inspection judgements

Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

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

Further information can be found on how inspection judgements are made at www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: science and mathematics; arts media and publishing; and preparation for life and work.

Description of the provider

1. Regent College is a small sixth form college, located in the city of Leicester. It is one of three sixth form colleges in the city. Around 75% of its students are from minority ethnic groups. The population in Leicester city is diverse. Around 38% of the working age population is of minority ethnic background. While the Indian community in Leicester remains the most significant, there are other large minority ethnic communities. Leicester ranks 20 out of 355 for the average scores for the highest levels of deprivation in England. The unemployment rate in the city is above the national average at 8.8%. The percentage of young people in Leicester gaining five GCSEs at A* to C, including English and mathematics, in 2008 was 39.9%, compared to the national average of 47.6%.

2. The college offers qualifications from entry to advanced level in eight of the sector subject areas: care; science and mathematics; information and communication technology (ICT); arts, media and publishing; humanities; social sciences; languages, literature and culture; preparation for life and work; and business, administration and law. In 2007/08 the college had 980 full-time and 372 part-time students, with a very small number of students aged 14 to 16. Students aged 16 to 18 represent around 80% of the college's student population in terms of their course guided learning hours. Around 30% of students follow levels 1 or 2 courses, with 50% studying at level 3. The proportion of male and female students is similar. The college has a small provision of employer dedicated national vocational qualifications (NVQs) in business administration for around 90 employees based in the University Hospitals of Leicester Trust. The college's mission is, 'Creating the future – inspiring ... achieving ... progressing'.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Good: Grade 2
Leadership and management	Satisfactory: Grade 3
<i>Equality of opportunity</i>	<i>Satisfactory: contributory grade 3</i>

Sector subject areas

Science and mathematics	Satisfactory: Grade 3
Arts, media and publishing	Good: Grade 2
Preparation for life and work	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

3. Overall effectiveness is satisfactory. Achievement and standards are satisfactory. Success rates for students aged 16 to 18 have improved steadily since the last inspection. They are broadly in line with the national average but are below average at level 3. For adults, success rates are good and well above the national average. Improvement slowed in 2007/08. Success rates are high for the small number of learners on Train to Gain provision. Most key skills success rates are low. Students make good progress. Attendance is improving and is satisfactory.
4. Teaching and learning are good and improving. The internal lesson observation system and associated staff development have improved. Moderation of observation reports does not ensure their quality and the accuracy of judgements sufficiently well. Initial assessment is effective in diagnosing students' literacy needs but less so for numeracy and ICT. Most assessment is thorough and provides detailed advice to enable students to improve.
5. The college's response to meeting the needs and interests of learners is satisfactory and the approach to educational and social inclusion is good. Provision at levels 1 and 2 has expanded to better suit the needs of students but the range of courses at level 3 is insufficient. A high proportion of students progress to higher education (HE). Students from a diverse range of backgrounds and cultures mix together well and they contribute well to their local community.
6. Guidance and support for students are good. A very good mentoring programme provides support for students' level 1 and 2 courses, which they value highly. Most students receive very effective tutorial support. The quality of students' targets in their learning plans is inconsistent. Strong collaborative working with local schools, other providers and organisations supports effective transition into the college.
7. Leadership and management are satisfactory. The principal and college staff have a very clear sense of purpose, reflected well in the mission and strategic objectives. Quality assurance arrangements are satisfactory overall but have not secured significant improvements in the past year. The quality and effectiveness of departmental action plans are inconsistent. Self-assessment is generally accurate but not focused sufficiently on key areas for improvement. The promotion of equality and diversity is satisfactory. The college provides satisfactory value for money.

Capacity to improve

Satisfactory: Grade 3

8. The college has satisfactory capacity to improve. Self-assessment is broadly accurate and sufficiently rigorous at curriculum A level. The resulting action plans provide a good basis for improvement. However, cross-college self-

assessment does not identify all key areas for improvement and is insufficiently self-critical. The college's quality improvement plan is not focused on key areas for improvement sufficiently and is not sufficiently specific. The college's strategic objectives are used well to manage and monitor performance. Governors and college managers set challenging targets to improve provision. Developments to the quality assurance arrangements to enable quicker intervention to improve underperforming courses are underway. Staff use college management information well to monitor student progress.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

9. The college has made satisfactory progress in addressing the areas for improvement identified at the last inspection. Retention and pass rates have improved and are broadly satisfactory. Internal lesson observations arrangements are more robust. Teaching and learning have improved and are good overall. Provision in information and communication technology (ICT), judged to be inadequate at the last inspection, was assessed as good on re-inspection. The college accommodation has not improved substantially since the last inspection. Access for those with physical disabilities has improved but private study and social spaces for students remain limited. The self-assessment process has improved, particularly at curriculum A level. Staff make better use of management information both to inform self-assessment and to track learner progress. Value-added data are used well.

Key strengths

- good success rates for adults
- good progress made by students relative to their entry qualifications
- good teaching and learning
- good social and educational inclusion
- good contribution made by students to the local community
- good academic, pastoral and mentoring support for students
- very effective liaison with feeder schools and other providers
- clear strategic direction.

Areas for improvement

The college should address:

- low success rates for students aged 16 to 18 on level 3 courses
- low key skills success rates in communication and level 1 numeracy
- insufficient monitoring and analysis of observations of teaching and learning
- insufficient range of provision to meet the needs of some students at level 3
- inconsistent quality of progress targets within students' learning plans
- ineffective quality improvement planning in a minority of curriculum areas.

Main findings

Achievement and standards

Satisfactory: Grade 3

Contributory grade:

Adult learners

Good: grade 2

10. Achievement and standards are satisfactory and this agrees with the college's self-assessment. Success rates have improved steadily since the last inspection and are broadly in line with the national average. The increase slowed in 2007/08, particularly for students aged 16 to 18 on level 3 courses. Long course success rates are satisfactory for students aged 16 to 18 and good for adults. Success rates for students on GCSE English, General Certificate of Education (GCE) A-level mathematics and arts courses and the introductory diploma in information technology (IT) are high. On the very small number of adult short courses, success rates are good. Key skills success rates are good at level 2 in ICT but are low for communication and for level 1 numeracy. Success rates on the employer-based National Vocational Qualification (NVQ) course in business administration are good.
11. Retention rates have increased since the last inspection and are satisfactory. However, in 2007/08, retention rates declined for students aged 16 to 18 on level 2 courses and more significantly at level 3. Pass rates have increased since the last inspection and significantly so for adults on level 1 and 3 courses. The proportion of students gaining high grades on GCSE courses increased in 2007/08 but declined for students on GCE A-level courses. Students make good progress in relation to their starting points, significantly so on GCSE courses and on GCE A-level courses in accounting, ICT, law mathematics, photography, psychology and religious studies.
12. Success rates for males and females aged 16 to 18 are similar. While success rates for adult males and females are higher than the national average, the gap between them is larger with males not performing as well as females. For students with difficulties and disabilities, success rates are similar but for students aged 16 to 18 from Pakistani and White British backgrounds they are lower.
13. Students enjoy their studies. Attendance is satisfactory. The standard of students' work is mostly good. A high proportion of students are successful in their applications to HE.

Quality of provision

Good: Grade 2

14. The quality of provision is good and this agrees with the college's self-assessment. Teaching and learning are good and improving in line with the college's own assessment. Most students enjoy their lessons and make very good progress with their learning and understanding. Managers have encouraged, to good effect, an increased emphasis on learning, lesson planning, learning outcomes, attendance and punctuality.

15. In most lessons, teachers plan well and have high expectations of their students. Students make good progress and are enthusiastic about their subject and learning new topics. Teachers and students use the much improved ICT resources very well to aid learning. Students engage in a wide range of interesting and motivating learning activities. The rapport between teachers and students is excellent. In the less effective lessons, teachers talk excessively and miss opportunities to involve students in learning. The tasks they set do not always match the needs of their students.
16. Managers have improved the internal lesson observation system and the associated staff development to raise the quality of teaching and learning. They do not, however, moderate observation reports sufficiently to ensure their quality and the accuracy of judgements.
17. Initial assessment processes diagnose students' literacy needs accurately but they are less effective in determining students' numeracy and ICT requirements. Students receive appropriate learning support promptly. The recently combined tracking reports and individual learning plans have significant potential to monitor the effectiveness of learning support in enabling students to achieve their targets, but it is too early to measure their impact.
18. Managers have improved the assessment and internal verification systems. Assignments contain clear grading criteria and requirements. Internal verifiers check assignments thoroughly before use and sample marked work for fairness and accuracy. In many cases this is effective. Most teachers mark work carefully and provide detailed advice to enable students to improve. The effectiveness of the virtual learning environment (VLE) to support learning and assessment varies, ranging from well populated subject areas with high usage to negligible content in others. Parents, carers and guardians receive informative and frequent information on students' attainment and progress, as well as a helpful mid-year formal report.
19. The extent to which programmes and activities meet the needs of students is satisfactory. The college assessed this area as good. Since the last inspection the college has expanded provision at levels 1 and 2 to better tailor the curriculum and expand progression opportunities. The range of GCE A-level subjects available at the college is good. Progression between different levels of courses is generally high. However, the range of programmes at level 3 is insufficient to provide appropriate routes of progression across all subjects. The college works successfully with the University Hospitals of Leicester Trust to offer literacy, numeracy and NVQ courses in business administration.
20. Overall, there is a reasonable and improving range of central enrichment activities. Subject enrichment is generally good. A growing number of innovative activities and opportunities allows students to make a positive contribution, for example, through a well publicised and wide-ranging volunteer programme. Participation rates on cross-college accredited, sport and recreational enrichment activities are increasing.

21. The college's response to social and educational inclusion is good. The college is very effective in promoting global citizenship to enhance students' awareness and appreciation of working in a diverse community. Students from an extensive mix of backgrounds and cultures interact together well in a safe and productive learning environment. The college works hard to remove barriers to learning for students who become disengaged within the education system. For example, a programme to re-engage young people who are not in education, employment or training (NEET) has enabled them to settle into college successfully achieving key qualifications to help enhance their economic well-being.
22. Support and guidance are good, in line with the college's self-assessment. Welfare support services are wide ranging and accessible. Students make good use of the on-line support information and booking system for support-related appointments on the college's website. A very good mentoring programme provides targeted support for students studying on level 1 and 2 courses. Students value highly the support they receive through their mentors. Pastoral support enriches students' experiences of learning significantly, building confidence and raising aspirations. Support in lessons and language support are good. The college recognises facilities for some faith groups could be improved.
23. There is strong collaborative working with local schools, other providers and organisations to support students' welfare both before and during their time at the college. Monitoring of student absence and punctuality is rigorous. Attendance rates have improved markedly.
24. The tutorial programme is well structured and embraces themes of diversity and Every Child Matters well. Personal tutors track students' progress against their target grades frequently; however, the quality of broader progress targets within students' individual learning plans (ILPs) is too variable and often not sufficiently clear. Careers guidance and advice is comprehensive and effective.

Leadership and management

Satisfactory: Grade 3

Contributory grade:

Equality of opportunity

Satisfactory: grade 3

25. Leadership and management are satisfactory, which agrees with the college's own self-assessment. The principal and college staff have a very clear sense of purpose, which is reflected well in the college's mission and strategic objectives. The college makes a significant contribution to local strategic priorities. Particularly productive partnerships with two local colleges benefit staff and students alike. Good staff development, well aligned to the college's strategic objectives, prioritises teaching and management training particularly well.
26. The college's quality assurance arrangements are satisfactory overall but have not secured significant improvements in the past year. Regular course 'health checks' allow managers to monitor underperforming courses closely. However, the quality and effectiveness of resulting action plans varies considerably

between departments. The self-assessment process involves all staff and makes good use of data. Reports are more accurate and realistic at curriculum level but less critical at cross-college level. The college's quality improvement plan does not focus sufficiently on key areas for improvement.

27. Curriculum management is satisfactory. Teaching staff are observed at least once a year with outcomes informing staff development well but not informing staff appraisals sufficiently. Most staff are suitably qualified and experienced and all have, or are working towards, appropriate qualifications.
28. Governance is satisfactory. Governors bring an appropriate range of skills to the board and have an appropriate mix of backgrounds and experience. Governors have a good understanding of the performance of different departments and groups of students. However, attendance at meetings has been low and they have received little formal training in equality and diversity.
29. Equality of opportunity is satisfactory. The college meets the requirements of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Children Act 2004. The college has devised a single equalities scheme, which incorporates existing legislation appropriately. The new scheme recognises the need to carry out equality impact assessments. However, the college is in the early stages of assessing the impact of, and evaluating the results of, its policies and procedures. The college's new measures to assess the impact of equality of opportunity in the curriculum are providing managers and governors with much better information about the experiences of different groups of students. These measures include analysing the performance of different groups of students at whole college level. However, the analysis is not sufficiently detailed at course level and does not lead to specific action plans.
30. The college makes appropriate use of its ageing accommodation and plans are well advanced to improve facilities for students through a building programme. All rooms are accessible for disabled students. Classrooms are generally well equipped and appropriate specialist resources are available. Social space though remains limited. The college's financial monitoring arrangements are appropriate. Budgets are well managed to a suitable timetable but the costs of courses are not monitored. The college provides satisfactory value for money.

Sector subject area

Science and mathematics

Satisfactory: Grade 3

Context

31. Courses are offered at GCE AS and A-level in biology, chemistry, physics, psychology and mathematics, statistics and further mathematics. Around 384 students are enrolled on GCE AS courses and 122 on GCE A-level courses. GCSE courses are also offered in biology, chemistry, physics, mathematics and psychology, with 767 enrolled. The majority of the students on these courses study full time and are aged 16 to 18. Students on GCSE mathematics programmes also study numeracy at levels 1 and 2. An entry level science course is also taken by 33 students. There are a similar number of male and female students.

Strengths

- high success rates in GCE A-level mathematics
- very good progress made by students in GCE A-level biology and AS and A-level psychology and mathematics
- very effective use of information learning technology (ILT) in lessons
- good academic and pastoral support.

Areas for improvement

- low success rates in GCE AS and A-level sciences and in GCSE and GCE A-level psychology
- insufficient range of provision at level 3 in science.

Achievement and standards

32. Achievement and standards are satisfactory. Success rates at GCE A-level mathematics are high. Students' attainment in lessons is satisfactory and often good. Success rates in GCE AS and A-level biology, chemistry and physics and in GCSE and GCE A-level psychology are low. Retention is low in GCSE psychology and AS biology. Progress made by students is at least satisfactory in all GCE AS and A-level subjects. It is excellent in GCE A-level biology and exceptional in GCE A-level psychology and AS and GCE A-level mathematics.

Quality of provision

33. The quality of provision is satisfactory. Teaching and learning are satisfactory. Teachers are well qualified and have good subject knowledge. In the best lessons teachers plan a range of activities to meet the needs of all students. Teachers make good use of resources to promote learning, which is often extended and reinforced through very effective use of ILT. In a few lessons there is insufficient challenge for the more able. Work is set regularly and marked with positive comments for improvement.

34. The range of provision is insufficient to meet the needs of students, particularly at level 3 in science, with no vocational courses on offer. A wide range of activities and visits enriches the curriculum effectively.
35. Academic and pastoral support for students is good. Outside lessons, students receive effective additional personal support and help in workshops including, in the case of advanced mathematics students, by undergraduates from the University of Leicester. Tracking of student attendance, achievement and progress by subject tutors and personal tutors is rigorous with appropriate short-term targets for improvement.

Leadership and management

36. Leadership and management are satisfactory. Communication is good. The self-assessment judgements are mostly accurate. Action points from quality improvement plans are focused appropriately at subject level. Effective sharing of best practice takes place. Retention has improved, as has attainment in lessons, but it is too early to judge the effect of these improvements on students' examination performance. The promotion of equality and diversity is satisfactory. Accommodation for mathematics teaching is good and science accommodation is adequate but dated. Health and safety guidelines are appropriate and carefully monitored. Rooms used for psychology are too small for the larger groups.

Arts, media and publishing

Good: Grade 2

Context

37. The college offers a range of courses at levels 2 and 3 in art and design, media and performing arts. The majority of students are aged 16 to 18 and are full time. Over half of the 290 students are enrolled on art and design courses. The smallest proportion of students study performing arts. Courses include the Business and Technology Education Council (BTEC) first diploma in performing arts and music, GCSE art, graphics, photography and media, and GCE AS and A-levels in art, graphics, photography, media, film, performance, music, music technology, drama and theatre studies.

Strengths

- high success rates on GCE AS and A-level art
- very good progress made by students
- high standards of work
- good teaching and learning
- extensive enrichment to support learning
- good academic and pastoral support
- good curriculum management.

Areas for improvement

- low retention on a minority of courses
- insufficient range of vocational courses at level 3.

Achievement and standards

38. Achievement and standards are satisfactory. In 2007/08 students on GCE A and AS level art enjoyed high success rates compared to national averages. The majority of students make very good progress in relation to their starting points. Retention is below national averages on media, GCE AS photography and A-level graphics courses. Students' work is of a high standard. Art and design students have good research skills and are able to explore and experiment with a wide range of techniques and media. Students enjoy their work.

Quality of provision

39. Quality of provision is good. Teaching and learning are good. Teachers prepare lessons well using high quality informative presentations and handouts to stimulate learning. Students benefit from lessons that are interesting, well paced and varied. Teachers' high expectations of students' work and behaviour are met well. Some teachers do not ask sufficiently probing questions to extend knowledge and understanding. Students' work is marked well. Teachers' detailed comments on marked work indicate clearly what students need to do to improve.

40. The wide range of visits, workshops and other activities that teachers arrange enriches students' knowledge and experience. The college offers a good range of GCE A and AS level courses. Some level 2 students do not have access to courses at level 3 that are appropriate to their vocational needs.
41. Support for students is good. They value the individual support they receive from their teachers and tutors. Effective tracking systems ensure that support needs are quickly identified. Mentors are effective in supporting students.

Leadership and management

42. Leadership and management are good. The curriculum manager sets clear key priorities and implements effective actions to address them. Data are used effectively to assess the effectiveness of the department and plan for improvements. The enthusiastic and committed staff work effectively together to share ideas and improve the provision. The promotion of equality and diversity is satisfactory. Resources and accommodation are satisfactory. Students have insufficient access to specialist rooms and resources outside of lesson times. The self-assessment report is broadly accurate in the identification of key strengths and areas for improvement.

Preparation for life and work

Satisfactory: Grade 3

Context

43. The college provides ESOL (English for speakers of other languages) courses to approximately 50 full-time students aged 16 to 18 and 200 part-time adults. Literacy and numeracy courses are provided to around 700 GCSE English and mathematics students. Around 50 Train to Gain students receive literacy and/or numeracy support as part of their level 2 NVQ business administration course. Students have the opportunity to achieve a national test in literacy, numeracy, speaking, listening, and reading and writing.

Strengths

- good development of students' language skills in ESOL courses
- much imaginative and challenging teaching
- good provision of courses at community venues
- good academic and pastoral support.

Areas for improvement

- low success rates on level 1 ESOL and level 2 numeracy courses
- low success rates on key skills in communication and level 1 numeracy
- insufficient integration of literacy, numeracy and key skills in main learning programmes.

Achievement and standards

44. Achievement and standards are satisfactory. Students make good progress in language courses with their speaking, listening, reading and writing skills. Skills are developed in everyday life and work contexts appropriately. Students practise their skills with confidence in lessons and in the community. They produce a high standard of work. Success rates on entry level courses are satisfactory. However, success rates on level 1 ESOL and level 2 numeracy courses are declining and are low. Key skills results are low in communications and level 1 number. Attendance and retention rates are satisfactory.

Quality of provision

45. The quality of provision is good. Teaching and learning are good. Much teaching is very imaginative, especially in ESOL. Resources are used well to promote learning. Teachers make sure that topics are relevant to the needs and interests of students. A few lessons lack pace and challenge especially for more able students. Resources are satisfactory and most sites have adequate ILT facilities. The assessment of students' skills and work is good, although not always used well to plan learning targets in literacy and numeracy lessons. Written work is marked accurately with helpful comments on how to improve it.
46. The provision of courses at a range of community venues is good, with some offering advice and guidance services. Session start times are flexible in order

to meet the needs of parents, carers and employed students. The college works closely with local hospitals to provide effective literacy and numeracy support to employees following the NVQ course in business administration.

47. Academic and pastoral support are good. Learning mentors are effective in supporting students to achieve their academic targets and to help with any personal problems that they may experience. Liaison with parents, carers and support agencies is good and has led to improvements in attendance, behaviour and well-being.

Leadership and management

48. Leadership and management are satisfactory. Changes in the management of ESOL programmes has been effective particularly in raising the standard of teaching and learning. Communication is effective. Appraisal and staff development arrangements are satisfactory. Most staff are well qualified. Staff and students have a satisfactory understanding of equality and diversity but opportunities to reinforce learner understanding are not always taken. Self-assessment is broadly accurate but focused insufficiently on full qualification success rates. Key skills and literacy and numeracy are not made relevant to students' main programmes of study.

Learners' achievement

Table 1

Success rates on mainstream level 1 long qualifications, by qualification type, expected end year and age, 2006 to 2008, compared to the national rates for colleges of a similar type

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 1	05/06	515	82	68	14	376	60	51	9
	06/07	394	73	69	4	70	77	55	22
	07/08*	419	72	...	...	207	67	...	...
GNVQs/AVCEs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...	...	...	...	...	...	...
NVQs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	1	0	...	...
	07/08*	...	...	...	...	...	...	...	...
Other	05/06	515	82	68	14	376	60	51	9
	06/07	394	73	69	4	69	78	55	23
	07/08*	419	72	...	...	207	67	...	...

* college data

Table 2

Success rates on mainstream level 2 long qualifications, by qualification type, expected end year and age, 2006 to 2008, compared to the national rates for colleges of a similar type

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 2	05/06	838	87	81	6	91	76	65	11
	06/07	915	81	83	-2	141	77	68	9
	07/08*	841	82	...	...	69	78	...	...
GCSEs	05/06	666	87	83	4	48	69	...	...
	06/07	667	87	85	2	52	77	...	...
	07/08*	601	87	...	...	33	85	...	...
GNVQs/AVCEs	05/06	97	87	82	5	2	100	...	...
	06/07	27	48	...	...	3	67	...	...
	07/08*	32	84	...	...	1	67	...	...
NVQs	05/06	1	0	...	...	21	95	...	...
	06/07	...	...	...	...	36	92	...	...
	07/08*	...	...	...	...	22	95	...	...
Other	05/06	74	91	74	17	20	70	...	...
	06/07	221	70	77	-7	50	68	...	...
	07/08*	208	67	...	...	12	25	...	...

* college data

Table 3

Success rates on mainstream level 3 long qualifications, by qualification type, expected end year and age, 2006 to 2008, compared to the national rates for colleges of a similar type

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 3	05/06	1449	72	78	-6	176	65	73	-8
	06/07	1647	78	80	-2	190	80	72	8
	07/08*	1783	75	...	...	190	84	...	...
A/A2 Levels	05/06	388	84	91	-7	61	70	...	...
	06/07	500	85	92	-7	73	90	...	...
	07/08*	607	83	...	...	81	78	...	...
AS Levels	05/06	967	66	72	-6	65	54	...	...
	06/07	1134	75	75	0	61	56	...	...
	07/08*	1008	68	...	...	48	83	...	...
GNVQs/AVCEs	05/06	88	89	73	16	12	58	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...	...	...	...	...	...	...
NVQs	05/06	...	...	...	...	36	81	...	...
	06/07	...	...	...	...	54	94	...	...
	07/08*	...	...	...	...	53	98	...	...
Other	05/06	6	83	71	12	2	50	...	...
	06/07	13	100	72	28	2	50	...	...
	07/08*	114	84	...	...	6	50	...	...

* college data

Table 5a

Success rates on work-based learning Train to Gain NVQ programmes managed by the provider/college, 2007 to 2008.

Programme	End Year	Success rate	No. of learners*	college/provider NVQ rate**
Train to Gain NVQ	2006/07	overall	95	92
		timely	91	92
	2007/08	overall	76	97
		timely	75	97

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider prior to inspection

Table 5b

Success rates on work-based learning Train to Gain skills for life programmes managed by the provider/college, 2007 to 2009.

Programme	End Year	Success rate	No. of learners*	college/provider skills for life rate**
Train to Gain (skills for life)	2006/07	overall	...	...
		timely	...	...
	2007/08	overall	...	...
		timely	...	...
	2008/09 (4 months)	overall	10	100
		timely	10	100

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Skills for life qualification success rates are calculated using data supplied to Ofsted by the college/provider prior to inspection