

Writtle College

Inspection report

Provider reference 133804

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Contents

Background information.....	3
Summary of grades awarded	5
Overall judgement.....	6
Key strengths and areas for improvement	7
Main findings	8
Sector subject area reports	13

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 students 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: horticulture and floristry; sport, leisure and travel; and equine, animal care and veterinary nursing.

Description of the provider

1. Writtle College is a medium-sized higher education institution with substantial further education provision. It is a partner institution of the University of Essex offering mainly land-based education and training. The college has two campuses. The main campus is at Writtle near Chelmsford and there is a smaller campus at Shuttleworth in Bedfordshire. Both have large estates with substantial land-based resources including animal and horticultural units, farms and teaching areas. Both campuses recruit widely from the east and southeast of England.
2. The social and economic environment around both campuses is positive. Unemployment rates are lower than nationally although there are pockets of

deprivation from which the college draws students. The proportion of school students who attain five or more GCSEs at grades A* to C is broadly around the national average within the catchment of both campuses. Local populations are predominantly of White British heritage.

3. In 2007/08, the college offered courses in nine of the 15 sector subject areas. Most were small numbers with the exception of land-based subjects and preparation for life and work. Of the 2,500 students, just over half were aged between 16 and 18. Around 27% of enrolments were onto short courses. The college's mission is 'Transforming lives and the environment through inspiring education'. The college is part of a Centre of Vocational Excellence (CoVE) in horticultural technologies with two other colleges.

Summary of grades awarded

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

Sector subject areas

Horticulture and floristry	Satisfactory: Grade 3
Sport, leisure and travel	Satisfactory: Grade 3
Equine, animal care and veterinary nursing	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the college's further education provision has improved since the last inspection. It is now satisfactory. This judgement is in agreement with that of the college. Many changes and improvements have taken place and are having an increasingly beneficial effect on provision. This is now showing strongly in achievement and standards which are now satisfactory. Overall long course success rates, both for learners aged 16 to 18 and particularly for those aged 19 and over, have increased and are now around the latest published average. However, significant differences remain between the success rates of individual subjects and courses. Success rates for work-based learners are at a satisfactory level. The development of workplace skills is good and the rate of progression into further education, higher education or employment is high.
5. The quality of provision is now satisfactory. Teaching and learning are satisfactory. Practical teaching is good but theory lessons often do not sufficiently challenge all those present. Teachers use specialist resources well. The range of provision is satisfactory with a focus on land-based provision. However, provision at level 1 is insufficient in some areas. Social and educational inclusion are satisfactory. Care, guidance and support for students are good. The college's tutorial system has improved markedly. It is now much more systematic. Tutors provide students with clear targets so that they know what they should do to improve although not all targets are sufficiently detailed.
6. Leadership and management are satisfactory. Extensive actions to improve provision are being successful. Management structures are now much simpler and staff are more accountable. Performance management has improved. It is now satisfactory. Quality assurance is much more rigorous and consistent. Staff and managers now use management information more consistently to set and monitor targets at all levels. Managers have largely addressed accommodation shortcomings identified at the last inspection. Financial management and value for money are satisfactory. Equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

7. The college has demonstrated good capacity to improve. The pace of improvement has been rapid since the last inspection. Standards have improved quickly and areas that were previously inadequate are no longer so. Self-assessments are clear and realistic. They accurately identify most key strengths and areas of improvement and form a good basis for improvement. The college has a clear strategy for the improvement of teaching and learning. Managers use the post-inspection action plan effectively to drive improvements. Staff are more accountable and are clear about their role in improvement. Governors play an effective role in monitoring performance and challenging managers.

Students' achievement is improving quickly, albeit unevenly across the college. Financial management is satisfactory. Managers have improved accommodation. Generally, they manage teaching resources well. The lesson observation system is comprehensive and well embedded but it has not yet secured consistently good teaching and learning in all curriculum areas.

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

8. The college has taken good steps to improve since the last inspection. In particular, the college has effectively restructured management to simplify lines of communication and clarify accountability. The use of management information to manage and monitor provision at curriculum level is now good. Resources and accommodation have improved and the college has a well planned strategy for further development. The rigour and consistency of quality assurance procedures have improved significantly and monitoring is now good. Employer feedback is still under development. Progression to higher education is now satisfactory. Target setting for students is now more consistent. Staff use individual tutorials particularly effectively to improve students' performance. Success rates at level 3 have increased. Provision in sector subject areas is now satisfactory. The planning of learning has improved. It is now satisfactory.

Key strengths

- particularly effective actions to improve provision
- good support and guidance for students
- provision for learners aged 14 to 16
- good development of practical skills.

Areas for improvement

The college should address:

- the minority of learning targets for students that are insufficiently detailed
- the extent to which teaching challenges students of all abilities
- breadth of level 1 provision
- inconsistency of achievement and standards between courses.

Main findings

Achievement and standards

Satisfactory: Grade 3

Contributory grade:

Work-based learning

Satisfactory: grade 3

9. Achievement and standards are satisfactory. They have improved since the last inspection. This agrees with the college's own self-assessment report. Overall long success rates increased in 2008 and are now close to average. The increases have been very marked for students aged 19 and over. Success rates for short courses remained high in 2008. For students aged 16 to 18, success rates have increased and are now just at a satisfactory level. Overall retention for these students declined for level 2 and 3 courses in 2007/08, although in-year data from the college indicate an improvement.
10. For adult students, the relatively small numbers of students on long level 1 courses have high success rates in 2007/08. At levels 2 and 3, rates increased markedly and are now well above average for level 2, the single largest category for this group of students. Retention improved to around that expected nationally in 2007/08. Data from the college indicate further improvements in retention in 2008/09. Success rates for work-based students are close to the national average. Attendance rates are high. Students arrive punctually to classes.
11. Around 750 students undertake National Diploma courses. Where available, value added data indicate that they achieve in line with expectations. Success rates for these courses increased and are now satisfactory. However, this judgement masks variations between subjects. This is evident both in the progress that students make and in the proportion of students who attain the highest grades, although this improved in 2008. Almost all students who are appropriately qualified, and who wish to, progress to the university or further education programme of their choice.
12. Success rates for those students with learning difficulties and/or disabilities are a little lower than for those who have not. However, the differences are small and showing an improving trend. The relatively small number of students of minority ethnic heritage achieve in line with their peers. Adult female students achieved less well than their male colleagues. These differences are much smaller for male and female students aged 16 to 18. Students aged 14 to 16 achieve well.
13. Students acquire good workplace skills. For example, in floristry practical skills are good and in outdoor education students demonstrate good leadership skills. Success rates for key skills have improved and are now high.

Quality of provision

Satisfactory: Grade 3

Contributory grades:

Work-based learning

Satisfactory: grade 3

Provision for 14 to 16 year-olds

Good: grade 2

14. The quality of provision is satisfactory, which is in agreement with the college's self-assessment. Teaching and learning, together with teachers' planning for lessons, have improved and are satisfactory. Teaching and learning in many practical sessions are good. In the most successful lessons students work individually and collaboratively at a good pace. Learning makes good use of sharing workplace experiences. In less successful lessons planning, though improved, is not always effective. In these lessons teachers use a narrow range of teaching and learning activities. Challenge for the more able students is insufficient and teachers do not regularly check on each learner's progress.
15. Since the last inspection, arrangements for lesson observations have improved and are more rigorous. Staff have, or are working towards, qualified teacher status and most have relevant industrial experience. Teachers make productive use of the college's resources and off-site visits to support teaching and learning and to demonstrate industrial standards and practice. In most sector subject areas there are examples of teachers using technology for learning well but others continue to develop their confidence.
16. Assessment is satisfactory and complies with awarding body criteria. The college works effectively to monitor students' progress and provide good support to help those who are falling behind with their work. However, the use of predicted grades to challenge students to improve the standards of their work is underdeveloped. The quality of feedback on marked work has improved but in a minority of instances does not provide sufficient guidance. The college is developing an integrated approach to the delivery of key skills. In a minority of sector subject areas this approach is proving effective.
17. The college works effectively with partner schools to ensure new students settle quickly onto their course. Staff agree appropriate support plans and regularly monitor students. Take up of support is high. Tutors support students with learning difficulties and/or disabilities well. Assessments to diagnose the needs of students who require support with their literacy, numeracy and use of the English language are good. Staff carefully monitor and review students' progress. However, the linking of this support to a plan for learning is not always effective. Vocational teachers receive information about the additional support students need but do not always use it in lessons.
18. The response to meeting the needs and interests of students is satisfactory. The range of courses in land-based and related subjects is broad. Managers have undertaken a thorough review of provision for 2009/10. They have developed a new specialist land-based diploma programme. Progression opportunities for students into further education, higher education and employment are satisfactory.

19. Partnership and collaborative working are good. The college works closely with a range of schools to provide educational opportunities for younger and often reluctant students. The college has many well established and productive links with employers and students benefit from the wide range of placements and work experience opportunities. Managers respond flexibly to employers' requests for specialist training courses. They have begun to develop a more systematic approach to market research and employers' feedback. Students benefit from a suitable and developing range of cross-college and curriculum-based enrichment activities. Students develop safe working practices.
20. The college's promotion of educational and social inclusion is satisfactory. The proportion of students from minority ethnic groups reflects the local population and success rates for students with additional learning needs are in line with overall success rates for the college. The self-assessment report recognises that the numbers of learners from a few groups under-represented in education are low. Managers are developing additional access routes for them to study.
21. The college provides good care, guidance and support. This agrees with the self-assessment report. Well structured and effective processes are in place to identify students' social, financial, emotional and behavioural needs. Self-referral and referral by tutors lead to the prompt provision of support for individual students. Students have good access to a comprehensive range of student support services, including support in lessons. Tutors have received good additional training which enables them to respond more effectively to the identified needs of individual students. Links with specialist external agencies are close. Students receive good information and advice on future careers and progression opportunities.
22. The college has introduced individual tutorials, linked to improved systems for monitoring attendance and the identification of students at risk of leaving early. These measures have had a positive impact on overall learner success. Students benefit from regular individual tutorials that help motivate them to continue to improve. Managers recognise a minority of individual learning targets contain insufficient detail to help learners improve their work. They are promoting best practice to resolve this problem. Managers have introduced a well structured programme of weekly group tutorials to support Every Child Matters and to promote the personal and social development of students.

Leadership and management

Satisfactory: Grade 3

Contributory grade:

Equality of opportunity

Satisfactory: grade 3

23. Leadership and management have improved and are satisfactory. This agrees with the self-assessment report. Leaders and managers have taken significant, prompt and effective action to improve teaching and learning and achievement and standards. Both are now satisfactory. They monitor the progress of the post-inspection quality improvement plan effectively. Senior managers have simplified the college's management structure and communicate the college's

strategic vision well. Governors are focusing closely on developments in further education and give high levels of support to staff. They monitor developments effectively. Middle managers have improved their competences through effective training and now make good use of data. Accountability is stronger and senior managers regularly and effectively check performance of sector subject areas against agreed key performance indicators.

24. Quality assurance procedures have continued to improve and have led to much improved provision for students. The college has an appropriate system to manage and analyse complaints. Arrangements for collecting feedback from students have improved. Managers take appropriate action to rectify issues raised from the feedback. Arrangements are now in place to collect feedback from employers. Internal verification is satisfactory. Auditing procedures are strong and curriculum managers effectively monitor the activity in their curriculum areas. Course reviews are generally thorough and self-assessments succinct and generally accurate. Morale is now high and most staff share the college's vision to improve provision for students.
25. Performance reviews have improved and managers and staff are more accountable. The observation of teaching and learning is now comprehensive and is quickly becoming a good tool for improvement. All staff have now been appraised. Opportunities for professional development are good. All staff have targets in their personal development plan but these are often generic and the few individual targets are not always specific and timebound.
26. Managers have updated and improved much of the accommodation which was poor at the time of the last inspection. Students have good access to high standard information learning technology (ILT). Most teaching rooms have an interactive white board. The library provides good subject specialist support and is accessible at weekends. Financial management is satisfactory. Sector subject area managers effectively control the centrally approved and monitored budgets. Value for money is satisfactory.
27. Arrangements for equality of opportunity are satisfactory. This agrees with the college's self-assessment grade. Leaders and managers satisfactorily promote equality and diversity across the college. Managers carefully monitor the recruitment and success rates of different groups of students. The number of staff and students from minority ethnic groups reflects that of the local area but is low for the sector at around 2%. The college has developed links with organisations to help market provision and to encourage wider recruitment but these have not had a significant impact.
28. The college has an active equality committee and the commitment of the majority of staff to the promotion of equality and diversity is good. Managers generally support staff to embed equality and diversity into teaching and learning but this has been more effective in some areas than others. Students' understanding of equality and diversity is satisfactory.
29. Managers are taking appropriate action to widen participation. They have worked closely with schools to introduce students with additional learning needs

into the college. The college is effectively supporting a small number of looked after children and ex-offenders and those completing their sentence in the community. The college meets the requirements of the Disability Discrimination Act (DDA) 2005 and the Race Relations (Amendment) Act 2000. However, the plan to promote racial equality contains insufficient detail to monitor progress effectively. The college complies with adult and child protection legislation. The management of health and safety is good.

Sector subject areas

Horticulture and floristry

Satisfactory: Grade 3

Context

30. The college offers full-time, part-time and short courses from levels 1 to 3 in horticulture and in floristry. Of the 562 students studying horticulture, two thirds study part time. Of the 379 floristry students, just under half study full time. Most students study at the Writtle campus. Just under one third of all students are aged 16 to 18. Students can study towards certificates and diplomas.

Strengths

- high success rates on national and advanced national certificate courses
- good development of practical skills in floristry
- particularly effective management actions to increase success rates on most courses.

Areas for improvement

- low success rates on first diploma and level 2 certificate in design and craft courses in horticulture
- inconsistency of practice in group tutorials.

Achievement and standards

31. Achievement and standards are satisfactory. Success rates on national and advanced certificates in floristry are high but low on first diploma and level 2 certificate in design and craft in horticulture. The standard of students' practical and written work in floristry is good. Students demonstrate good development of practical skills. Students in floristry are highly motivated and make at least good progress. Students' work in horticulture is broadly satisfactory.

Quality of provision

32. Teaching and learning are satisfactory overall, though good in floristry. In the better lessons, detailed planning takes place and teachers provide an appropriate level of challenge for all students. Weaker lessons use a narrow range of teaching and learning strategies and do not take account of the individual needs of students. Challenge for level 3 students in horticulture is insufficient. Teachers use ILT well in floristry, particularly to demonstrate the process of linking theoretical concepts and practical application to the creation of a floral decoration. A wide range of horticultural facilities at both sites provides a realistic working environment for students to develop good practical skills. Teachers now make effective use of practical facilities at Writtle for work experience.

33. The response to the needs of students is satisfactory. Managers have reviewed the curriculum since the last inspection and it is now satisfactory. Progression opportunities in floristry at Writtle and horticulture at Shuttleworth are satisfactory. The college has good and developing partnerships with employers and schools.
34. Guidance and support are satisfactory. Individual tutorial arrangements have much improved since the last inspection. However, tutors do not implement the group tutorial system consistently. The introduction of electronic registers has improved attendance monitoring. Tutors support students well.

Leadership and management

35. Leadership and management are satisfactory. Effective management actions since the last inspection have increased success rates on most courses to a level similar to comparable colleges. Staff development effectively focuses on improving teaching and learning. Self-assessment is broadly accurate. Quality assurance arrangements are satisfactory. Internal verification is not fully embedded across the subject areas. Communication between staff at both sites is much improved leading to better sharing of good practice. Students' understanding of health and safety is good. Promotion of equality of opportunity is satisfactory but teaching sessions are not used well enough to expand students' knowledge and understanding of the wider aspects of diversity.

Sport, leisure and travel

Satisfactory: Grade 3

Context

36. Provision at Writtle and Shuttleworth campuses is available at levels 2 and 3 in outdoor education and sport. The first diploma has 10 students studying outdoor education at Shuttleworth and 12 studying sport at Writtle. The level 3 national diploma has 22 students studying outdoor education whilst 87 are on the sport programme. The travel and tourism course at level 3 has five female students based at Shuttleworth. All students study full time with 90% aged between 16 and 18. Some 70% of students are male.

Strengths

- good development of practical skills
- particularly effective action to improve success rates.

Areas for improvement

- narrow range of provision
- minority of poor indoor accommodation.

Achievement and standards

37. Achievement and standards are satisfactory. Success rates at level 3 have increased steadily and are now above that for similar colleges. Success rates on level 2 sport courses are also improving and are now at the national average. Other long courses are not improving with the same pace or consistency. Students develop good practical skills. In coaching activities, students display good planning and organising skills. Outdoor education students demonstrate good leadership skills. Attendance and punctuality are good. Standards of written work are satisfactory.

Quality of provision

38. Teaching and learning are satisfactory. In the better lessons, planning is thorough and challenges the more able students. Links between theory and practical work to reinforce learning are good. Weaker lessons have a narrow range of teaching and learning strategies with students remaining passive for long periods. Use of ILT is limited. Teachers miss the opportunity to develop and reinforce key skills. A minority of students with identified support needs do not take advantage of specialist support.
39. The response to the needs of students is satisfactory. The range of provision is narrow. Full-time provision is concentrated at levels 2 and 3. No level 1 provision is available. Links are developing with local schools to widen the curriculum. The range of additional industry related qualifications on sports courses is satisfactory but not for travel students. Industry links at Shuttleworth are good but at Writtle are insufficient. Progression into higher education is satisfactory and improving.

40. Support and guidance are satisfactory. Tutors use individual tutorials effectively to set learning targets and closely monitor progress. The good personal support for students focuses closely on improving achievement. Implementation of the college's group tutorial programme is not consistent across the provision.

Leadership and management

41. Leadership and management are good. Particularly effective action has increased success rates. Course teams and senior managers set challenging targets which they monitor rigorously. The use of management information is good. Rigorous course monitoring is improving retention and achievement. Accountability is clear. Objective annual appraisals focus on achievement of staff targets. Equality and diversity are satisfactory. The self-assessment is broadly accurate but overstates the quality of teaching and learning.
42. A minority of indoor accommodation is poor. Inspectors agree with students that specialist facilities at Writtle need updating. The use of local community facilities for specialist activities is good. A minority of general teaching rooms at both sites are not appropriate for effective learning. The well maintained sports pitches at Writtle are extensive. Outdoor education facilities at Shuttleworth are very good.

Equine, animal care and veterinary nursing

Satisfactory: Grade 3

Context

43. The college offers full-time courses at levels 2 and 3. In animal care, 108 students are studying certificate and diploma courses at level 2 and 247 are studying at level 3. In horse care, 26 students are studying at level 2 and 115 at level 3. Some 53 learners are apprentices; 32 in veterinary nursing, five in animal care and 16 in horse care. The college offers NVO programmes for 61 school pupils and a range of part-time courses.

Strengths

- consistently increasing success rates that are now high at level 2
- good provision for students aged 14 to 16
- good support for students through tutorials.

Areas for improvement

- low success rates in British Horse Society stage 2 tests
- insufficient challenge in teaching and learning for level 3 students.

Achievement and standards

44. Achievement and standards are satisfactory. Most success rates have consistently increased. They are high at level 2 and at a satisfactory level at level 3. Success rates are low for the British Horse Society stage 2 tests with few learners progressing to stage 3. Work-based learning success rates are at a satisfactory level. Veterinary nurses make progress in line with national expectations. The riding ability of Year 2 national diploma students is low.

Quality of provision

45. Teaching and learning are satisfactory. Level 1 and 2 teaching is varied and motivates students. At level 3, it lacks challenge. Teachers do not take sufficient account of individual learning needs to develop students' skills. Effective use of resources engages students in learning but occasionally teachers are too reliant on electronic presentations. The high proportion of insufficiently challenging assignments relies too heavily on completion of workbooks which do not encourage effective use of ILT. Teachers integrate key skills into the vocational curriculum but miss opportunities for assessment. Good use of equine and animal care resources supports learning well. The proximity of classrooms to vocational resources helps integrate theory and practice. The range and ability of horses for level 3 training is limited.
46. The response to the needs of students is satisfactory. The range of full- and part-time courses is satisfactory. Progression to further training or work is good. Provision for students aged 14 to 16 is of a high standard. Most of these were reluctant learners at school. Links with school consortia and farm parks are good.

47. Support for students is good. Tutorials, which have improved since the last inspection, have a clear focus and increased retention rates. Progress monitoring and target setting are now good. Progression to higher education at Writtle is good. Shuttleworth students are involved in a wide range of continental study tours.

Leadership and management

48. Leadership and management are satisfactory and improved since the last inspection. Self-assessment and equality of opportunity are satisfactory. Accountability is clear. Managers use data well. Attendance monitoring is now good. Professional development is of a high standard. The animal care unit at Writtle is now well managed and is used effectively to support teaching and learning. Health and safety have significantly improved to satisfactory. The animal care unit at Shuttleworth has a very wide range of exotic species but too few facilities to enable students to develop the skills to work with dogs and cats.

Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with 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
1 Long	05/06	86	55	78	-23	31	35	64	-29
	06/07	173	76	82	-6	34	85	76	9
	07/08*	189	85	...	...	43	81	...	...
GNVQs/ AVCEs	05/06	0	...	...	...	0	...	...	...
	06/07	0	...	...	...	0	...	...	...
	07/08	0	...	...	...	0	...	...	...
NVQs	05/06	10	90	73	17	9	0	74	-74
	06/07	11	73	75	-2	1	0	75	-75
	07/08*	4	50	...	...	1	100	...	...
Other	05/06	76	45	69	-24	22	50	65	-15
	06/07	162	76	74	2	33	88	70	18
	07/08*	185	86	...	...	42	80	...	...

* college data

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with 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
2 Long	05/06	455	62	73	-11	699	62	65	-3
	06/07	472	64	78	-14	613	71	71	0
	07/08*	428	75	...	...	568	80	...	...
GCSEs	05/06	0	...	...	...	0	...	...	...
	06/07	0	...	...	...	0	...	...	...
	07/08*	0	...	...	...	...	...	...	...
GNVQs/ AVCEs	05/06	68	78	69	9	70	73	68	5
	06/07	110	76	73	3	90	74	71	3
	07/08*	105	79	...	...	67	75	...	...
NVQs	05/06	24	46	65	-19	41	54	68	-14
	06/07	30	43	68	-25	44	68	69	-1
	07/08*	26	27	...	...	21	76	...	...
Other	05/06	361	58	66	-8	598	61	65	-4
	06/07	332	61	70	-9	479	71	69	2
	07/08*	297	78	...	...	480	81	...	...

* college data

Table 3

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	05/06	338	68	74	-6	262	45	59	-14
	06/07	404	69	77	-8	279	36	65	-29
	07/08*	402	73	...	...	184	68	...	...
A/A2 Levels	05/06	0	...	...	...	0	...	...	...
	06/07	0	...	...	...	0	...	...	...
	07/08*	0	...	...	...	0	...	...	...
AS Levels	05/06	0	...	...	...	0	...	...	...
	06/07	0	...	...	...	0	...	...	...
	07/08*	0	...	...	...	0	...	...	...
GNVQs and precursors	05/06	0	...	...	...	0	...	...	...
	06/07	0	...	...	...	0	...	...	...
	07/08*	0	...	...	...	0	...	...	...
NVQs	05/06	3	33	71	-38	19	32	63	-31
	06/07	0	...	...	...	32	50	69	-19
	07/08*	0	...	...	...	25	76	...	...
Other	05/06	330	69	65	4	233	46	64	-18
	06/07	404	69	70	-1	245	34	69	-35
	07/08*	402	73	...	...	159	67	...	...

* college data

Table 4

Success rates on work-based learning apprenticeship programmes managed by the college, 2006 to 2008.

Programme	End Year	Success rate	No. of students*	college NVQ rate **	National NVQ rate**	college framework rate**	National framework rate**
Advanced Apprenticeships	05/06	overall	9	67%	52%	22%	42%
		timely	9	22%	34%	0%	27%
	06/07	overall	10	60%	63%	60%	56%
		timely	11	36%	43%	27%	38%
	07/08	overall	20	85%	68%	85%	63%
		timely	19	68%	48%	68%	44%
Apprenticeships	05/06	overall	54	63%	57%	63%	51%
		timely	52	44%	37%	33%	33%
	06/07	overall	33	73%	64%	73%	60%
		timely	25	44%	47%	44%	45%
	07/08	Overall	27	67%	67%	67%	64%
		timely	32	53%	53%	53%	50%

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

** College and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record (ILR)