

Peterborough Regional College

Partial reinspection report

Unique reference number: 130631
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Type of provider: General Further Education college
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Introduction

The college received its last inspection in April 2008 where its overall effectiveness was judged to be satisfactory. The promotion of equality at this time was judged inadequate. The reinspection has looked at how effectively the college actively promotes equality and diversity, tackles discrimination and narrows the achievement gap.

The outcome of the reinspection is as follows:

Aspect of the common inspection framework	Original grade	Reinspection grade
Equality and diversity	4	2

Context

1. Peterborough Regional College is a large general further education college offering a range of further and higher education programmes. It serves the city of Peterborough, a unitary local authority and the surrounding areas which include rural and semi-rural areas. In 2008/09 the college enrolled 2,366 full-time and 8,330 part-time students. At the last inspection the college was found not to be compliant with equalities legislation and there was little positive promotion or monitoring in place. An inspection monitoring visit in June 2009 highlighted significant progress was being made in the promotion of equality and diversity across college.

Theme

Leadership and management

How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? Significant progress

2. Since the last full inspection, the profile of equality and diversity has been raised significantly across all aspects of the college. The promotion through the curriculum and group tutorials is good. The college's 'Respect' campaign is now well-established and popular with students. The celebration of diversity has been expanded further through initiatives such as the introduction of a very well received interfaith week. Students report good promotion of equality and anti-bullying initiatives and say they feel safe.
3. The college's response to its legislative duties is good. Comprehensive implementation plans exist and the monitoring of these are robust and are leading to improvement. For example, a focus on lowering the previous high proportion of staff and students who categorised themselves as of 'unknown' ethnic origin has been highly successful. Students contribute actively to the

college's four equality sub-committees of gender, disability, age and race and their input has been used productively to better promote diversity, such as using the student intranet as a vehicle to better raise awareness. Target-setting has improved notably and is good overall, although in some cases targets and timescales are not always sharp enough to enable the college to measure the full impact and success of all its work.

4. The college is successfully reducing the overall gap in achievement amongst different groups of students. The rate of improvement for minority ethnic groups is improving faster than the overall college rate. Success rates for the largest minority ethnic student group of White Other has improved vastly since the last inspection and are in line with the college average. Notable improvements have also been made for minority ethnic students aged 16 to 18. The college recognises that for a proportion of minority ethnic students, particularly adult students on foundation programmes, success rates require further improvement. The gender gap for students of both ages has reduced significantly over time and is now negligible. For students in receipt of learning support, success rates are at least in line with or better than that of their peers.
5. The views of all students are sought frequently through questionnaires and forums and used well to improve the quality of provision. However, the views of different groups of students are not given a high enough profile and the analysis of information by different groups is not always sufficiently comprehensive to provide a meaningful evaluation.

What does the college need to do to improve further?

- Further reduce the gap in achievement by some minority ethnic groups, particularly adult students on foundation programmes.
- To measure more effectively all of the progress and impact made through the college's implementation plans by ensuring all targets and timescales are consistently sharp and detailed.
- To ensure the views of all groups of students are captured and analysed comprehensively to provide a firm basis for evaluation and planned improvement. The college also need to give a higher priority to the views of different groups of students through its self-assessment process and report.

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