



MidKent College

Self-Assessment Report

2009-10

THE COLLEGE AS A WHOLE

MEDWAY CAMPUS

MAIDSTONE CAMPUS

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Scope of the report

1. The Self-Assessment Report (SAR) focuses on all aspects of the college's work which fall within Ofsted's **Common Inspection Framework**

- Overall effectiveness of the college
- Capacity to improve
- Outcomes for students
- Quality of provision
- Leadership and management

It also covers the following aspects of the **Framework for Excellence** agenda:

- Finance
- Responsiveness to Students
- Responsiveness to Employers

Methodology

2. The college's self-assessment is based on a comprehensive gathering of information which is subjected to both evaluation and validation.

3. In June, course reviews and improvement plans (CRIPs) are written using a proforma and guidelines. These are subject to moderation and validation by the Head of Quality and the Quality Co-ordinators.

4. These reports inform the Faculty self-assessment reports (fSARs) and improvement plans (fIPs) are compiled by Heads of Faculty in consultation with staff. A comprehensive guide to the completion of the fSARs is well known and used. In addition to data reports, surveys and verifiers' reports, sSARs are also informed by detailed Lesson Observation reports and Quality Review Week reports which have been scrutinised by the Senior Leadership Team.

5. In October, these reports are updated and validated. The validation panels are chaired by the Assistant Principal and the Head of Standards and Quality Improvement. As part of the college's development of peer review relationships, the Director of Strategy for KAFEC and the Director of Quality at North West Kent College joined these validation panels.

6. This year, in recognition of the different natures of the College's two campuses and the communities they serve, the fSARs have been incorporated, not into a single College SAR as in the past, but into separate Campus SARs.

7. These Campus SARs are brought together in a College SAR which reports on progress with the College's overarching Strategic Priorities and provides whole college data. This report is subject to approval by the college Quality Development Group, the College Executive and finally the governing body at its December meeting.



EXECUTIVE SUMMARY

8. Changes in the organization of the college's curriculum in recent years, from Schools into Faculties and from cross-college to site-based management, make year on year comparisons difficult. However, it is true to say that since our inspection in March 2009 progress has faltered.

9. Success rates fell immediately after inspection but recovered somewhat last year. It remains the case that two areas of the college are significantly under-performing but both now have new Heads. Whilst two faculties have improved their success rates over the last year, in two other faculties those rates have declined. Overall, two years ago some 58% of faculties were graded good or better whereas last year 50% have been awarded such grades. In 2009-10, achievement improved by 5% but retention fell by 3%.

10. The overall success rate for the college in 2009-10 was 75% an increase of 2% over the previous year and just 1% below the national average figure for GFE colleges. Whilst such an increase might normally be regarded as only satisfactory, when the change in the college's catchment area is taken into account, the increase can be seen in a more positive light. Some two thirds of the college's students study at Medway. The move from Horsted and City Way, areas of relative prosperity, to Gillingham, one of Medway's most deprived wards, has meant that a higher proportion of our Medway students come from disadvantaged backgrounds.

11. In its annual report¹ for 2009-10, Ofsted has noted that the performance of colleges serving the most disadvantaged students is strong and clearly MidKent is playing its part in this in relation to achievement. However, we need to ensure that more of these students, and others, complete their course of study with us.

12. In 2009-10, the college did make good progress in most areas for improvement identified in the previous year's SAR. However, in the area of target setting and reviewing students' work we do need to do more. Furthermore, it is essential that we improve our retention rate. The college has now introduced an innovative electronic Personal Learning Plan for all students, including a target setting and monitoring mechanism known as Flight Plan, which we believe will have a significant and positive impact on retention and success in 2010-11.

Achievements of note

- In 2009-10 the college's overall success rate rose by 2% to 75%
- Significant increases in success rates in Services to People (Medway) and Engineering Technology (Maidstone)
- Much improved success rates in Wider Key Skills and Functional Skills
- Achievement rates rose by 5% to 89%

¹ The Annual Report of Her Majesty's Chief Inspector of Schools, Children's Services and Skills 2009-10

- Much improved teaching profile for new and sessional staff
- Outstanding support for students
- Outstanding provision in Construction and Engineering at the RSME
- Outstanding financial management

Areas of concern

- Overall success rate 1% below national average
 - Retention fell by 3% and is now below the national average
 - Only 50% of Faculties are graded Good or better for Overall Effectiveness
 - Not enough good or better teaching
 - Insufficient progress in improving target setting and reviewing of student progress
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Background

13. MidKent College is one of seven further education (FE) colleges in Kent and Medway. The college has two main campuses, one in Medway, a unitary authority, and the other in Maidstone, the county town of Kent. Whilst both have areas of deprivation and of prosperity there are, as can be seen from the two campus reports, some distinct features in terms of socio-economic characteristics, industries, employment patterns, cultures and local authorities. The college is also responsible, through MKC Training Services Ltd, for artisan training in Engineering and Construction, at the Royal School of Military Engineering, at Brompton Barracks, Gillingham.

14. For 2009-10, the college had an overall budget of £49 million and enrolled over 9,000 students. Details of the characteristics of the student populations are to be found in the Campus Self-Assessment Reports.

15. As a whole, the college provides programmes in all 15 Subject Sectors Areas. Curriculum areas with the highest number of enrolments are Construction; Hair Design & Holistic Therapy; Engineering; Health and Social Care & Public Services; Information Technology. Work-based learning is concentrated in Construction, Engineering, Business, and Hairdressing.

MISION STATEMENT

Our Vision: “A college everyone is proud to recommend to family and friends; a great place to work and learn, where all staff and students feel part of the college community”

Our Values:

Aspiring to Excellence

Setting High Expectations

Passion for Learning

Integrity and Honesty

Respecting the Individual

Effective Team Working

STRATEGIC PRIORITIES

1 Improving the student experience

16. The new campus at Gillingham, opened in September 2009, provides students with one of the best college environments in the country, and a £20m refurbishment project is planned for the Maidstone campus

17. In 2009-10, over 1500 students benefitted from Additional Learning Support (ALS) funding. The Personal Tutor system is well established and remains valued by students. The lesson observation profile for Personal Tutors is good with 72% of tutorials judged to be good or better.

18. From September 2009, following the appointment of two site-based enrichment officers, there was a significant increase in the number of enrichment activities available to students. The formation of a MidKent Gospel Choir was a particular success. Nine ‘Health and Well Being’ initiatives were launched and five charities benefited from fund raising events such as a Sports Relief one mile run. A full enrichment calendar is published on the college Intranet.

19. During 2009-10, we achieved the Matrix re-accreditation of Student Services (Careers Education Information and Guidance). Inspectors identified six key strengths of our provision including good communication between the CEIAG staff and senior managers, strong relationships with external partners and good teamwork across the service. However, we do need to analyse the extent to which incidences of student transfers between programmes are linked to their level of engagement with CEIAG.

20. Students themselves make a significant contribution to this strategic priority. The Students’ Union president and Vice president are members of the College’s governing body. The president is a member of the Quality Development Group comprising Campus Principals and Assistant Principals. Student representation at College Boards of Study has been strong. Three major student surveys are conducted each year and students’ views contribute to lesson observation and quality review reports.

2 Developing employer responsiveness

21. Some £855,000 of funding was secured to undertake training for upskilling of 579 unemployed clients on a one-year programme starting on 1st April 2010. There was a drive to expand the number of apprenticeship places supporting employers. During the 2009-10 our maximum contract value for 16-18 yr old apprenticeships out-turn was £802k, an increase of £148k from 2008/09 year and a total of 246 students, an increase of 40 students.

22. All provision was reviewed in the light of the move, in September 2010, to the Qualification Credit Framework (QCF) and Sector Skills change requirements.

23. The work-skills suite of qualifications for full time 16-19 year old students underwent a successful pilot in 2009-10. Some 129 students achieved an 84% success rate. From September 2010, work skills replaced wider key skills as the main additional qualification for these students.

24. A Customer Relationship management system, designed to increase employer engagement, is continuing to be developed with the intention of going live January 2011.

3 Contributing to community cohesion

25. In 2009-10, the College held two volunteering events which recruited in the region of 80 young people for local voluntary organisations and raised awareness among the student body as a whole.

26. Staff at the College are very active in local health and well-being partnerships. The College was the first to achieve 'You're Welcome' accreditation outside the pilot. This national award recognises institutions with proven young people friendly services. In addition, the college's pioneering work in supporting Looked After Children and Care Leavers has been recognised by the award of the Frank Buttle Trust quality mark.

27. In 2010 the College ran a successful January start for the fourth year in succession. School Partnerships continues to work with local schools according to requests.

28. The College is an active partner on both Children's Trust Boards and on the Local Strategic Partnership Boards in both Kent and Medway. We are also represented on the relevant sub groups of both bodies.

29. Senior staff at the College are actively involved in NEET reduction strategies in Kent and Medway. They work closely with the Connexions service to monitor NEETs and provide courses to meet demand for specific sectors. The College runs provision for very disengaged and disadvantaged young people through Creative Partnerships who operate a franchise on behalf of the Prince's Trust

30. The college's newly formed advisory committees, at Medway and Maidstone, are made up of stakeholders from the local communities who support and challenge the senior staff and ensure that local needs are met.

31. The Equality and Diversity Committee regularly reviews college data to ensure that any gaps in achievement by minority groups is challenged and corrective strategies are put in place. These data showed improvement in 2009-10.

4 Developing the workforce

32. In 2009-10 we recruited four secondees managers, including an assistant principal, to accelerate our performance in key areas and achievement of objectives. These secondees have contributed to the improvement of our curriculum areas with specific projects aimed at accelerating the rate of development and change. A complete review of roles at the level of Programme Area Leader (PAL) has been conducted and is now ready for implementation. This realigns the responsibilities of PALs and Heads of Faculty (HOFs) and disperses some of the supervisory elements more evenly throughout the College.

33. A Talent Development Scheme is in place and a programme of learning opportunities has been implemented throughout 2009-10. A series of master classes were arranged for members of the scheme, some of which have been extended to include other members of the College management. The programme runs for approximately 18 months and is in the process of acquiring formal accreditation from the ILM as a recognized leadership development programme. Modules include negotiation and influencing skills, presentation skills, leadership, and financial management coaching and performance management.

34. Recruitment, induction and probation practices were all reviewed in 2009-10. A new handbook for recruitment was developed and micro-teach assessments were used for all teaching appointments. A new staff induction checklist has been developed. During the year, the college appraisal process underwent a thorough review. As a result, from October 2010, a new competency based appraisal system will be introduced. This will enable managers and staff to engage in a more meaningful process of personal assessment and development. It brings with it a more comprehensive directory of expectations and requirements for staff at all levels of the organization and improved presentation and understanding of job profiles and responsibilities.

35. Overall, in 2009-10 there were 3294 registrations at staff training events, an increase of 9% on the previous year. Some 67% of these events were attended by teaching staff and 33% by support staff. All staff complete on-line training in Child Protection and Equality and Diversity. Training falls into a wide variety of categories the most popular being concerned with the use of our Virtual Learning Environment, Moodle. Over 300 staff attended such training in 2009-10.

5 Creating 21st century facilities

36. In September the new £86m Medway campus opened its doors to students for the first time. The building had been finished on time and within budget and has been equipped to a

very high level. This now represents a flagship learning environment for the Medway Community and provides curriculum areas the opportunity to reflect best industry standards for training.

37. All of the equipment and facilities at Medway were provided as part of the new build in 2009 and we therefore do not anticipate any significant capital expenditure in this respect during the next 10 years. Other equipment, such as boilers, has a much longer life span and should not need to be replaced for 30 years or more.

38. All equipment is maintained either through Kier FM, as part of a planned maintenance programme, or by discrete specialist contractors, as required. Equipment with high capital replacement value will be identified and factored into the College's long-term financial planning.

39. The Maidstone Campus is a mix of building styles and vintage starting in the 1960s with structural additions in the 1990s and later. There was no holistic planning for the site. Consequently, in terms of curriculum accessibility, there is room for considerable improvement. Similarly the services and associated infrastructure have been developed in a piecemeal way over the years and, for example, heating is currently provided by both oil and gas from different boiler plant across the site.

40. The Maidstone Campus is scheduled to undergo a significant development over the next two to three years and a Design Team is currently being sought to deliver the project. It is anticipated that much of the site infrastructure, including water, power and heating mains, plus capital equipment including boiler plant, will be replaced. It is hoped that full advantage will be taken of 21st Century technology and that 'sustainability' will be fully enshrined into any approved design. Typically we shall look to replace the life-expired oil-fired boilers and replace with a combined Heat & Power/Biomass system.

41. The project will be a mix of new build and refurbishment, enabling a fundamental reorganisation of the site into its 3 core areas of training delivery: Health and Well Being; Profession and Academic; and Built Environment. A more appropriate Sports Hall is also envisaged. New catering equipment will also be provided as general and training catering facilities are reorganised and configured to better meet the needs of the college, its students and staff. Where necessary, structural alterations will be made to enhance curriculum delivery and to improve pedestrian circulation and access for all.

42. It is anticipated that all equipment and facilities (both new and retained) will be serviced and maintained as part of a planned maintenance programme to ensure maximum serviceability and minimum unplanned outages. Having completed the project, the Maidstone Campus will mirror its flagship sister Campus at Medway in providing first class FE facilities and training.

6 Improving Systems and Processes

43. Administrative and support functions were restructured at the beginning of the year to provide more focused services at each of the main campuses and to build on synergies between previously separate functions. Arrangements around the employment of sessional lecturers have been strengthened by using automated facilities within the HR system.

44. Multi-function devices have been introduced across the two main campuses, drastically reducing the cost per copy for printing and photocopying and providing high quality facilities for both students and staff, including scanning which will hopefully reduce the reliance on paper. An electronic purchase ordering system has been implemented across the College over the summer of 2010, with full training and support provided. This completes the first phase of the college's on-going strategy to improve procurement processes, reduce waste and deliver better value for money in all non-pay purchasing.

45. A new risk management system has been implemented to assist managers with the management of risk in their areas. The system automatically reminds managers about important deadlines for actions and assurance tasks and reduces the need for central management of the risk register.



Common Inspection Framework grades

EFFECTIVENESS OF PROVISION

Satisfactory: grade 3

Capacity to improve

Good: grade 2

Outcomes for students

Satisfactory: grade 3

Quality of provision

Subsidiary grade for Support for students

Satisfactory: grade 3

Outstanding: grade 1

Leadership and management

Good: grade 2

Safeguarding

Good: grade 2

Equality of opportunity

Good: grade 2

Framework for Excellence grades

FINANCE

Health

Outstanding: grade 1

Control

Outstanding: grade 1

Use of Resources

Good: grade 2

RESPONSIVENESS

Students

Good: grade 2

Employers

Good: grade 2

Capacity to Improve

46. The college's capacity to improve is good. Self-Assessment is accurate and comprehensive. Quality assurance is rigorous. The college Improvement Plan is detailed and addresses the key areas of underperformance in the college. However, the quality of Faculty improvement plans is variable and both college and Faculty plans need to be more regularly monitored in the future. Actions taken in 2009-10 to improve success have been effective. The decline in the overall success rate in the previous year has been reversed and achievement has increased by 5%. The quality of provision in Construction and Engineering was identified as an area of concern in the previous SAR and this has improved particularly at Maidstone. The college has put in place a number of actions designed in particular to increase retention and attendance in 2010-11. Most significantly, it has put in place an innovative electronic Personal Learning Plan for all students. The profile of new and sessional staff, another area of concern previously, has improved. Improvement Plans for 2010-11 are well focused on the areas where the college needs to improve, and managers and staff show good awareness of what needs to be done to take the college forward.

Outcomes

47. Outcomes for students are satisfactory. Last year's decline in overall success rates has been reversed with an increase from 73% to 75%. However, the latter figure is 1% below the national average success rate for general further education colleges. The gap between the success of students from a black or minority ethnic (BME) background and other students narrowed by 2% but the success of BME students is still below that of others. Females continue to do better than male students but there is no difference between the success of able-bodied students and those who declare a disability.

48. The college was effective in addressing the two areas of weakness identified in success rates in 2009-10. Success at level 1 rose by 2% and both AS and A-levels saw improvement of around 10%, with the latter now close to the national average. Retention fell from 87% in 2008-09 to 84%. This was the sole cause of the increase in success rates being limited. In particular, the retention rate for adults at level 1 fell by 8%. Overall achievement rose by some 6%. The increase was particularly strong at level 1 for 16-18 years old where there was a 9% increase in achievement. Attendance, at 86% was satisfactory and unchanged from the previous year.

Quality

49. In 2009-10, we moved to a 'no-notice' policy for college observations. Bearing this in mind, teaching and learning remain good with 64% of lessons judged to be good or better across the college as a whole. Analysis of the previous year's data had shown a decline in good teaching in lessons delivered by new and sessional staff. These staff were the focus of extra support in 2009-10 and figures 10 and 11 show the significant effect the support had. However, overall there is still not enough good or better teaching across the college as a whole with only four Faculties achieving the target of 70% good or better lessons. In the

best lessons, observers noted that increasingly, objectives are focusing on learning rather than teaching and are re-visited as part of the review of the lesson. There is sound and purposeful classroom management and, for part-time students, good use is made of the skills and experience of students who work in the relevant industry. Lack of planning and poor classroom management are the most common features of lessons judged to be unsatisfactory.

50. Support for students is excellent. Success rates for those in receipt of Additional Learning Support (ALS) are 2% higher than for other students. The CIEAG team gained re-accreditation of the national quality award Matrix, while the counselling team gained British Association for Counselling and Psychotherapy accreditation, the first such team to have done so in a Kent college. The college's pioneering work in supporting Looked After Children and Care Leavers has been recognized by the award of the Frank Buttle Trust quality mark. The college is also particularly effective in its response to meeting the needs of young people not in education, employment or training. Pastoral and welfare support provided by the Personal Tutors is outstanding. The enrichment programme has been significantly extended. Support for students applying to university is strong. Last year, some 625 students applied of whom 69% were successful. This figure is close to the national average of 71%, a figure which includes pupils from selective schools. Students' additional learning needs are effectively diagnosed and additional support is good. However, stronger links between the facilitators who provide that support and teaching staff need to be developed. Support for vulnerable students and those with disabilities is good. The college's response to meeting the needs and interests of students and educational inclusion is very good. Partnership arrangements to support the local community are also good.

Leadership and management

51. Leadership and management are good. The college's mission to become one that all staff and students would recommend to their friends and family, informs every aspect of the corporate decision making process. Management of change is a strength of leadership and management at the college. Success rates have improved. Senior staff provide clear strategic leadership and throughout the college there is a focus on supporting the needs of students. Leadership at faculty level have been strengthened. A number of actions have been taken to increase retention while maintaining the level of achievement. The move to 'no-notice' lesson observations has sharpened the focus on improving the quality of teaching across the college. Actions to improve the teaching profile of new staff have been effective. The college's strategic priorities have been reviewed and strengthened. Self-Assessment is very well developed but quality improvement is currently inconsistent across the college as a whole. The promotion of safeguarding, and of equality and diversity are very good. In both areas the college has further developed practices which were already strong. Governance and value for money are very good. Governors bring a high level and wide range of expertise to their role. They are well-informed in terms of data and progress with projects, and are both supportive and challenging in their scrutiny of the work of the college. Highly effective management of the provision at the RSME has ensured another successful year. The college's financial health is very strong.

FINANCE

Health

52. The College's financial health has automatically scored as Outstanding. This is as expected following the first full year of trading on the RSME contract, the receipt of proceeds from the sale of the two former Medway campuses and the conversion of the revolving credit facility into a long-term loan. The outlook for the medium to long term will be greatly dependent on the impact of the Government's Comprehensive Spending Review but, relative to the FE sector as a whole, the College is well placed to adapt and respond to the challenge.

Control

53. In the Provider Financial Assurance Report provided as part of the Ofsted inspection in March 2009, the College's Financial Management and Governance were judged to be 'outstanding', with ten significant strengths and no significant weaknesses identified. This assessment has continued through the Financial Management Control Evaluation process which confirms the 'outstanding' status has been maintained. Financial statements auditors and regularity auditors regularly report that financial controls are sound. Internal audit reports demonstrate a consistent pattern of improvements against an already sound base. There is strong support for financial management at Governing Body level, as evidenced by the quality of reports and discussion around financial matters.

Use of Resources

54. The College has shown astute financial planning in the project to bring the two Medway sites together on a new £86m build at the Lower Lines in Gillingham. The project was completed on time and within budget and has made a significant impact on the quality of the learning environment for students in Medway. The building programme was described by Ofsted as 'extremely well managed'. The College now plans to undertake a major refurbishment and building project at the Maidstone site, funded from reserves, which should commence in 2011.

55. Under the Framework for Excellence pilot, the College scored a grade 2 for Use of Resources overall, with a contributory grade 1 for capital. This measure is no longer being reported but the college makes timely and accurate returns to the SFA and value for money is good. The College has very little provision that does not directly meet or contribute towards SFA or YPLA priorities, and has generally delivered a higher learner FTE (or latterly SLN) than has been assumed in annual grant allocations, thereby exceeding the funding allocations.

56. The College is a member of the Crescent Purchasing Consortium and is progressively extending the number and value of contracts procured through collaborative framework arrangements.

RESPONSIVENESS

To students

57. The college continues to be pro-active in the issue of the 'Student Voice' agenda. It has in place a Student Involvement Policy and Action Plan which sets out its commitment to putting the students at the heart of its activities.

58. The position of Students' Union president is a full-time paid post. Both the president and the vice-president are members of the college's governing body and undertook appropriate training for the role based on materials produced by the National Union of Students. They have completed essential college training on aspects of finance and safeguarding. The president was involved in development of the NUS in the South East forming good relationships with local Universities and is working towards development of a Trustee board ready for charity registration.

59. In 2009-10, there were 219 student reps across the college. Training and communication was completed on a more informal basis in the form of drop in surgeries with the president, which proved popular.

60. Each term a Quality Review Week is conducted in one of the college's curriculum Faculties. As part of this, a group of students is interviewed and their views presented in the final report. During the Review, up to 22 lesson observations are carried out and the key strengths and weaknesses found by observers, and actions to be taken, are communicated to students by way of posters displayed in the areas in which they are taught.

61. The college conducts three major student surveys each year: an Induction survey, a Learning and Teaching survey and an End of Year survey. They are largely conducted on-line using the Quia website and produce over 2000 responses. Detailed reports are produced at course level and action plans produced for those courses that do not achieve satisfactory responses (such courses are defined by an average score of greater than 2.3). A whole college level report is also produced and presented to Academic Board and Senior Leadership meetings.

62. The results of these surveys are summarised on posters displayed prominently around the college. These posters make it clear what the college plans to do as a result of the findings of the survey. In 2009-10 the Framework for Excellence learner views survey found the college to be satisfactory in the gathering of students' views and the learner destination survey rated the college as very good with 81.9% of the 2005 students surveyed having a positive destination outcome.

63. The college ensures that students are well informed about how they can lodge complaints through the Intranet, learner planners (Handbook), and the induction programmes. Any complaints made are registered with the Quality office and follow up action is monitored.

64. Boards of Study meet each term. Student representative attendance has improved considerably at these meetings and they now make a valuable and positive contribution. In addition to the two student governors, students are represented on the Academic Board and its Teaching, Learning and Quality committee. The SU president also attends the cross college Curriculum and Quality Development Groups. Student attendance at governing body meetings in 2009-10 was excellent. In March 2010, the president also attended the away weekend for governors and senior staff.

65. In planning the new build at Medway a student focus group was formed from students across a range of Areas. They had input in choice of classroom furniture and significant input into the design of the social zones. A similar group will be formed for the campus re-development at Maidstone.

To employers

66. The Royal School of Military Engineering (RSME) at Chatham is the Headquarters of the Corps of The Royal Engineers and is the main centre for the artisan and professional engineering training for the Royal Engineers. MidKent college has secured a thirty year contract to deliver the engineering and construction training for the Royal Engineers. The contract is worth £680 million and the training is the sub-contracted part of a wider £3 billion public-private partnership (PPP) involving Babcock International Group and Carillion Construction. MidKent college is responsible for the training of up to 2,000 Royal Military Engineer trainees and the employment of over 220 staff. The training is housed within some of the largest purpose built workshops in Europe and covers all aspects of engineering and construction from bricklaying, carpentry, plumbing, electrical, air conditioning, fitters, draughtsman, through to professional training up to MSc in Civil Engineering, and Electrical and Mechanical engineering.

67. The contract continues to be a success. The overall loss to training rate has remained below 5%. The benefit of this is that significantly more trainees have now been able to enter the field army as fully qualified soldiers than in the previous year. This is hugely important given the context the British Army finds itself within Afghanistan and Iraq. ²Attributable pass rates stand at close to 100 percent for both level two and three courses; this performance is well above the target pass rate.

68. The PPP places great demands on performance within the terms of the contract for all contractors. Failure to perform results in penalties, the current position is that even after teaching for almost 14,000 training days the college has received no penalty deductions. All classes have been fully covered and all facilities/equipment designed for trainee use has been serviceable and available. Future development will involve the use of virtual learning with much of the content being developed by MKCTS's in-house team.

² Attributable pass rate excludes from the calculation those soldiers who leave their course through reasons beyond the control of MidKent College, for example owing to sporting injuries or an individual leaving the army.

69. The college has strong employer links both in Medway and at Maidstone. Both campuses have advisory boards to the governing body which comprise local employers who can inform strategy on skills shortages and curriculum development. College senior management sit as members of a range of local committees. The Medway campus principal is on the board of Medway Youth Trust and at Maidstone the campus principal is a governor of the local grammar school. The college's principal and chief executive chairs the 14-19 Kent Strategic Forum, is on the Medway Local Strategic Partnership and sits on the University of Kent's Council.

70. To further strengthen the links with employers an employers' evening is planned as an information exchange which will support the notion of a job shop on campus to improve employability skills for students.

71. The College's Business Development Unit (BDU) has a remit to engage and offer bespoke training solutions and funded NVQ delivery to employers, including Apprenticeships and Advanced Apprenticeships for 16-24 year olds. During 2009/10 the BDU was successful in securing additional funding for Work Focused Training (WfT) courses which are aimed at both young people and adults (clients that have been unemployed for 6 months or more). The contract value for the three unemployed contacts, which commenced on 1st April 2010, was £900k. The Routes into Work contract (value £69k) was negotiated as a pilot contract only and, as referrals from Job Centre Plus were very low, the outturn is predicted to be in fact around £13k. Negotiations with the Skills Funding Agency have resulted in increased profiles for the young people's and adult WfT to ensure demand is met and the financial outturn remains at £900k. The following courses were developed and delivered during 2009/10: Warehousing, Construction, Security, Transport, Health & Social Care and Preparation to Teach in the Life Long Learning Sector (PTLLS).

72. The college has seen increases in both employer attendance on courses and grown the employer base of new businesses. In 2009-10, it engaged with over 600 employers and generated a gross income of over £300k on full cost programmes during the time when many businesses were facing financial difficulties.

73. The BDU also delivered NVQ training including Apprenticeships to over 1000 students using both Train to Gain and Apprenticeship funding to engage with over 400 companies. The combined total of funding was in excess of £1.7m, including some £730k Train to Gain funding. During the 2009/10 the emphasis to grow the Engineering Apprenticeship provision which resulted in the development of a new Intensive Engineering programme for Delphi, Aylesford Newsprint, Kimberley Clarke and Conecranes which commenced with some 19 Apprentices in September 2010.

74. The BDU collects customer intelligence and feed-back to establish needs, motivation and satisfaction, and improve the service quality. It currently uses a yearly employer survey sent out to employers in September that have engaged in training with MKC over the previous 12 month period. The survey has been updated in 2009/10 to take into account Framework for Excellence (FfE) and TQS measurements. The national FfE survey was also conducted during the same period with an average of 7.8% satisfaction based on survey returns from 140 employers which is just 0.2% short of the highest grade.

Whole college data

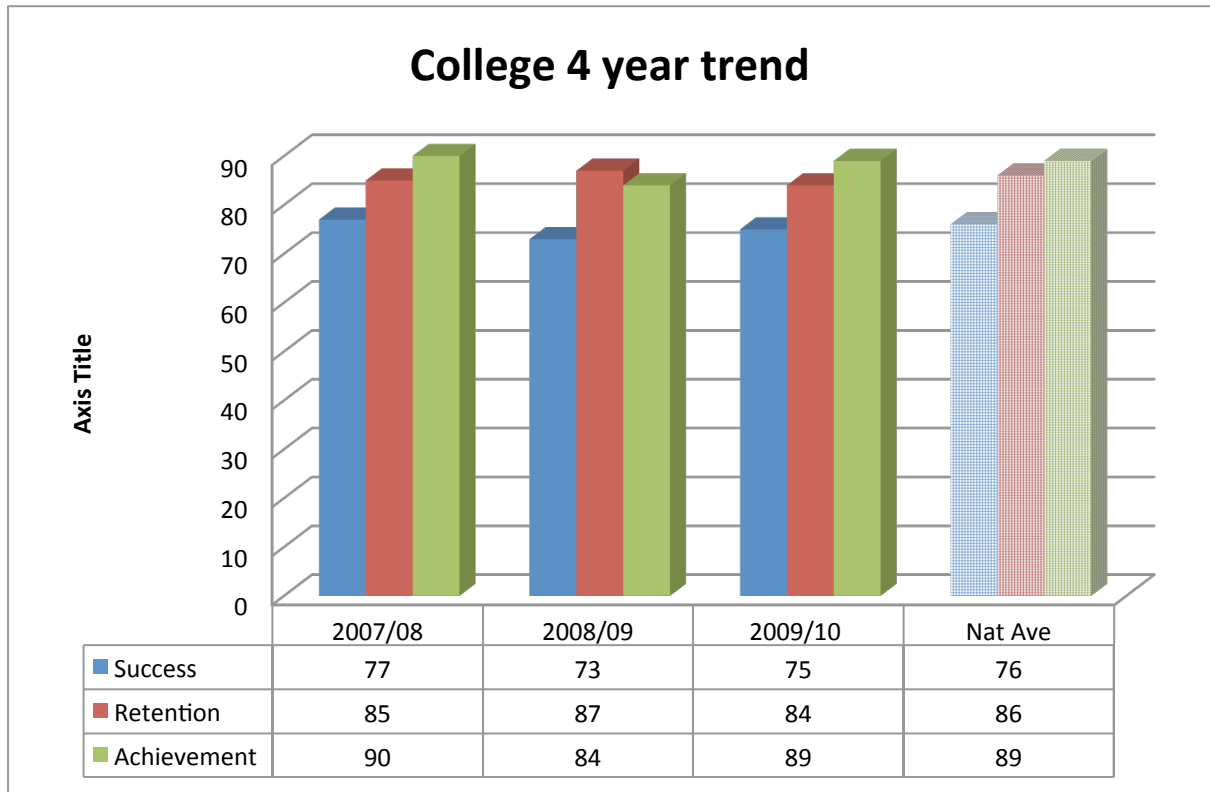


Fig 1

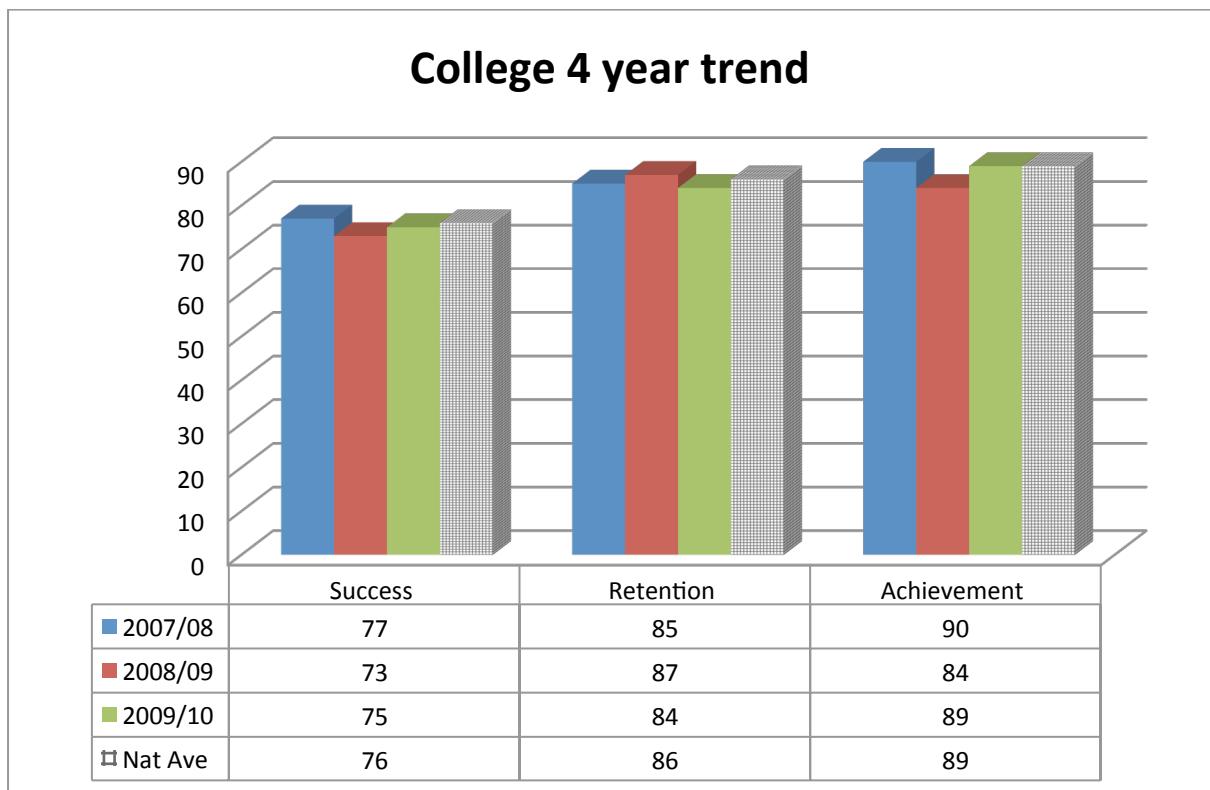


Fig 2

Best 10 performing courses 2009-10					
Faculty	Course title	Level	Course Code	Starts	Success
STP	FLT Event Planning	2	75M269	20	100
ETE	Cert Vehicle Fitting	2	54P166	16	100
STP	NVQ1 Hospitality (Food Prep & Cooking)	1	74M151	14	100
LSME	Cert ESOL EL2	1	94M101	13	100
STP	NVQ 1 Food & Drink Service	1	74M309	13	100
PRS	NVQ 2 Professional Cookery	2	74P183	13	100
PRS	Cert Counselling Studies	3	88P362	12	100
PRS	NVQ2 Beauty Therapy	2	57P101	40	98
BSS	Legal Secretaries Dip	3	64P126	24	96
BSS	Award in Legal Secretaries Dip	2	64P474	23	96

Fig 3

Poorest 10 performing courses 2009-10					
	Course title	Level	Course Code	Starts	Success
HAS	FC Agriculture	2	87M226	13	0
BPS	Progression Award L2 (FT ADD)	2	52M388	16	0
BPS	Principal Learning in Land Based Studies	2	87M134	13	23
HAS	Access to HE Diploma Teaching	3	64D700	12	33
HAS	Dip for Progression	2	62D103	12	33
HAS	AS Level ICT	3	87M558	18	33
CCS	FD Sport (Football School)	2	76M118	11	36
HAS	AS Physics	3	87M569	13	38
BSS	Cert Book-Keeping	1	64P460	16	38
HAS	AS Level Chemistry	3	87M556	23	39

Fig 4

Success Rates by Equality & Diversity, and Support Measures									
ALL AGES		GENDER		ETHNICITY		DISABILITY		ALS*	
		Female %	Male %	White %	BME %	No %	Yes %	Yes %	No %
Long Quals	06/07	76	71	74	73	75	67	77	73
	07/08	79	76	78	75	77	79	80	76
	08/09	75	70	74	64	73	74	75	72
	09/10	77	72	76	68	75	75	76	74

*Additional Learning Support

Figure 5

Functional Skills success rates						
Functional Skills	Year End	Starts	College Rate %	Nat Ave	Diff	
All levels	08/09	407	43	50	-7	
Level 1	08/09	205	48	59	-11	
Level 2	08/09	202	38	41	-3	
All levels	09/10	4406	62	52	10	
Level 1	09/10	3653	65	60	5	
Level 2	09/10	753	50	42	8	

Figure 6

Wider Key Skills success rates						
Functional Skills	Year End	Starts	College Rate %	Nat Ave	Diff	
All levels	08/09	7045	33	n/a		
Level 1	08/09	6295	25			
Level 2	08/09	750	95			
All levels	09/10	4811	79	n/a		
Level 1	09/10	2389	84			
Level 2	09/10	1986	75			
Level 3	09/10	436	73			

Figure 7

FACULTIES' PROFILES

	Success rate 08-09	Success rate 09 – 10	Nat Ave 08-09	Difference	Overall SAR grade
Medway Campus					
Advanced and Computing Engineering	72	65	75	-10	4
Business and Professional Studies	76	71	74	-3	3
Construction and Building Services	70	74	72	+2	3
Care and Community Services	83	72	75	-3	3
Creative and Performing Arts	81	80	80	0	2
Higher and Academic Studies	63	68	82	-14	4
Services to People	85	89	79	+10	1
Maidstone Campus					
Business and Social Science	73	72	74	-2	3
Design and Construction Services	72	77	72	+5	2
Engineering Technology	70	77	75	+2	2
Public and Retail Services	84	81	78	+3	2
Whole College					
Foundation Studies	86	82	n/a	n/a	2
All	73	75	76	-1	

Fig 8

Lesson Observations

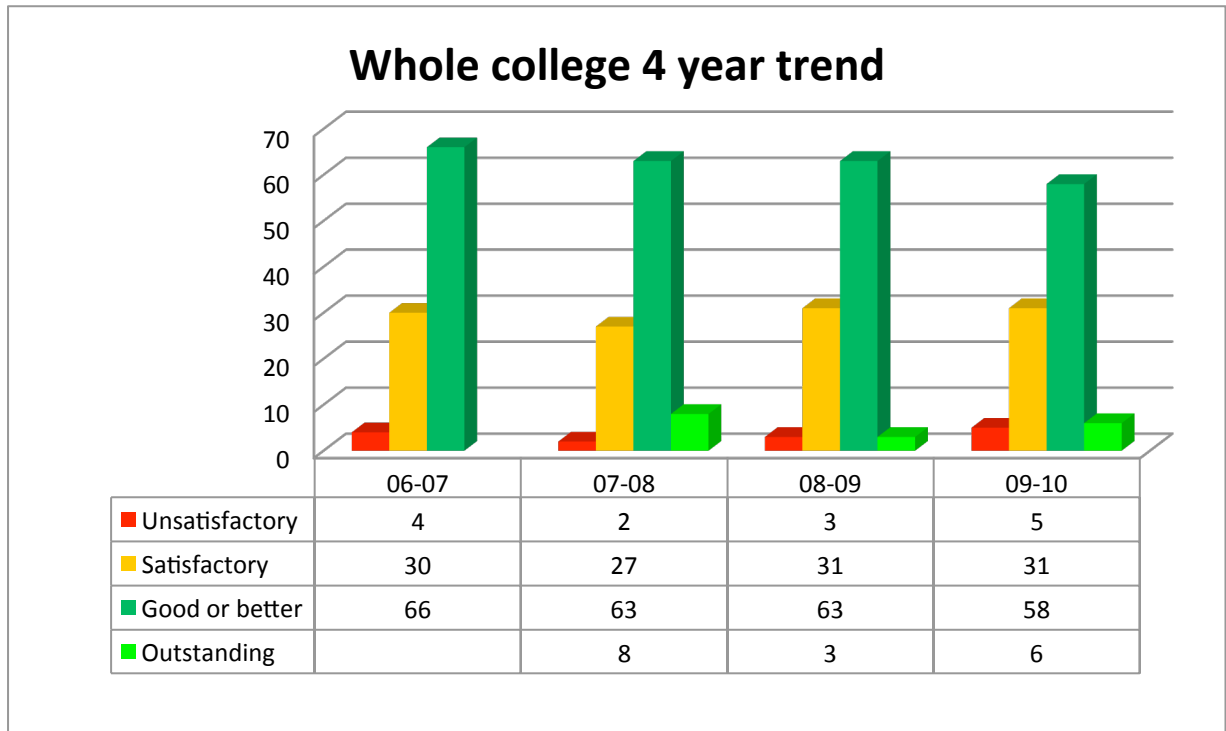


Fig 9

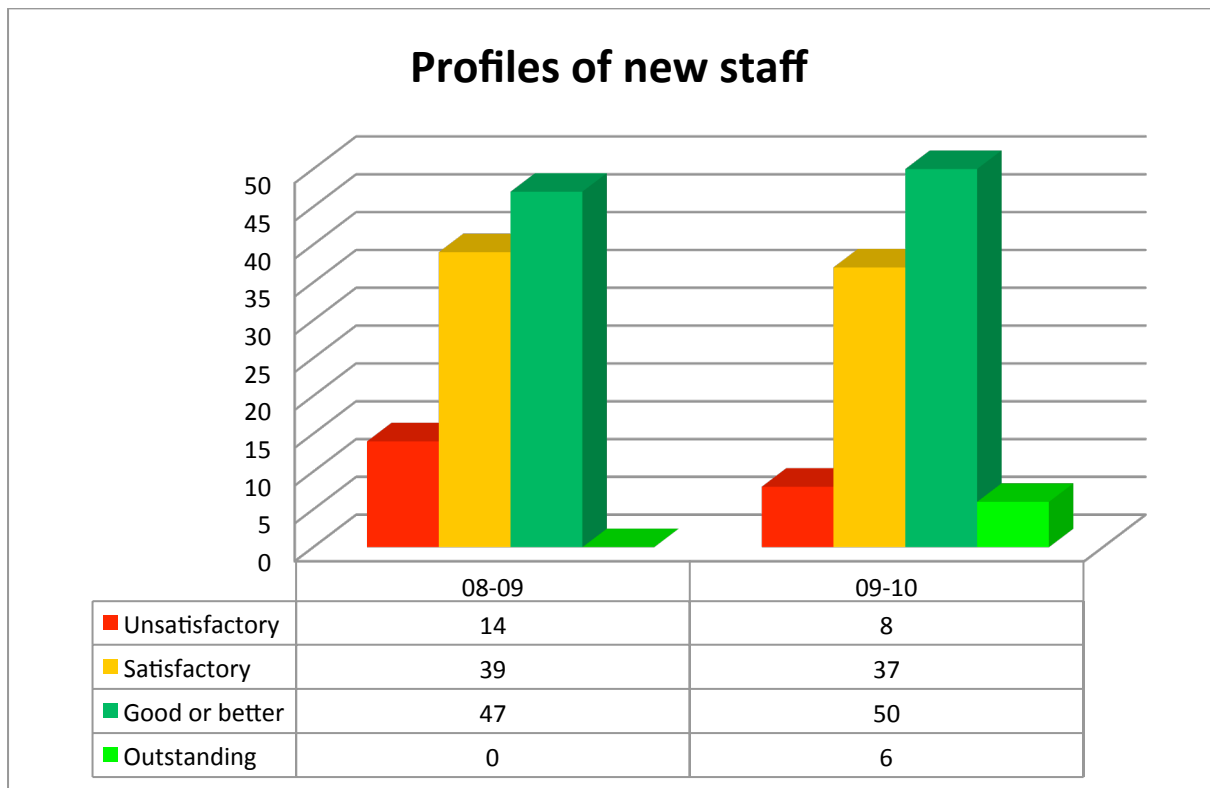


Fig 10

Profiles of Sessional staff

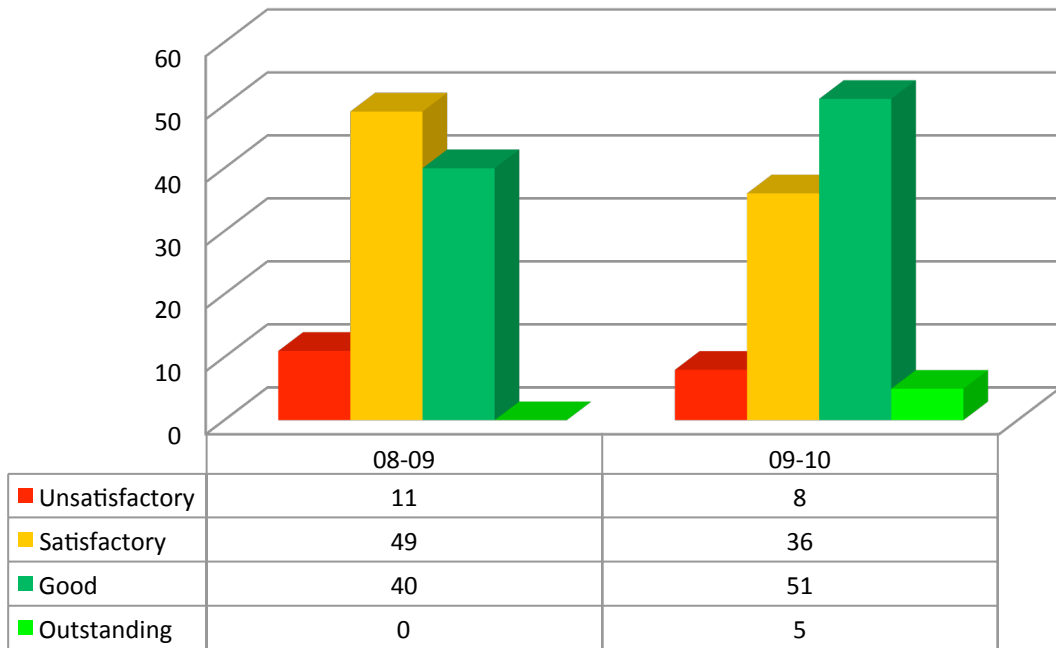


Fig 11



MidKent College

Medway Campus

Self-Assessment Report

2009-2010

DESCRIPTION OF CAMPUS

75. MidKent College's new Medway Campus opened its doors to students for the first time at the start of the 2009-10 academic year. Replacing the two former campuses in Chatham and Rochester, the campus houses some 6,000 students per annum, approximately two-thirds of the College's student body, in an award winning, purpose-built facility with state-of-the-art teaching spaces.

76. The Campus was completed, on time and on budget, at a cost of £86.5m. It has almost 29,000 square metres of internal space and some 612 rooms ranging from bespoke salons and workshops through to IT suites, libraries and classrooms.

77. The move to the new campus in Gillingham has transformed the college and changed its geographical nature and intake. The Medway area is governed by a unitary authority. Its population of around 250,000 is projected to grow over the next 20 years to 300,000. The unemployment rate in Medway is 7%, compared to 5% nationally and 3.9% in the South East. The claimant count for Job Seekers Allowance is the fifth highest in the South East region. In particular, the move to Gillingham has brought about a fairly significant change in the socio-economic background of the college's Medway students. Enrolments from Medway wards with the lowest Index of Multiple Deprivation (IMD) have increased while those from wards with some of the highest IMD have declined. The overall effect has been to lower the average IMD factor from 0.51 in 2008-09, when the college was based at Horsted and City Way, to 0.47 following the move in 2009-10 to Gillingham. Students from black minority ethnic backgrounds made up 11.2% of the students enrolled in 2009-2010, considerably higher than the total 7.8% ethnic minority population in Medway.

78. The site for the new campus was identified as the best strategic option, being close to the Universities at Medway and the RSME where the College runs the largest construction and engineering training facility in the UK on behalf of the Ministry of Defence. The development was seen as the last phase in the 'multi-versity' concept which aimed to increase participation in Further and Higher Education in Medway, an area of relatively low aspiration and participation in post-compulsory education.

79. Medway, like neighbouring Kent, operates a system of selective education at 11-plus. Within the authority there are 6 grammar schools (two of which are now academies) and eleven wide ability/faith schools (three of which are academies). Performance to Key Stage 2 has been below national levels, giving a challenge to secondary schools. Overall, in 2009, some 71% of school leavers in Medway Local Authority (LA) obtained five or more general certificate of secondary education (GCSE) passes at A* to C. This compares to the national figure of 70%. However, the figure for high schools, the college's main feeder schools, is lower. While all secondary schools have a sixth form, there is little provision below Level 3, leading to a disproportionate number of applicants to the college at level 2 or below.

80. At the same time as the move to the new Campus, the college restructured its management into site-based teams in order to ensure that each campus continued to serve the very different needs of its communities. At Medway, there are eight curriculum faculties and two support areas. Each Head of Faculty/Service reports to an Assistant

Principal under the Campus Principal. The campus provides programmes in all 15 Subject Sectors Areas.

Summary of Grades

EFFECTIVENESS OF PROVISION	Satisfactory: grade 3
Capacity to improve	Good: grade 2
Outcomes for students	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3
<i>Safeguarding</i>	Good: grade 2
<i>Equality of opportunity</i>	Good: grade 2

CURRICULUM AREAS	Overall Effectiveness Grade
Advanced Technician Engineering	Unsatisfactory: grade 4
Business and Professional Studies	Satisfactory: grade 3
Construction and Building Services	Satisfactory: grade 3
Care and Community Services	Satisfactory: grade 3
Creative and Visual Arts	Good: grade 2
Foundation Learning (Medway)	Good: grade 2
Higher and Academic Studies	Unsatisfactory: grade 4
Services to People	Outstanding: grade 1

Overall judgements

Effectiveness of provision

Satisfactory: grade 3

81. Outcomes for students are satisfactory, with success rates having improved slightly by 1% to 74% overall which is 2% below the national level for a similar general Further Education College. 16-18 success rates overall are higher than for adults at 75% and 73% respectively. Success rates remain significantly below benchmark for GCE AS level courses, and are low in Health and Social Care, Business and Professional and in Advanced Construction Engineering.

82. The teaching and learning lesson observation profile for Medway is satisfactory with 63% of lessons being judged good or better. However, some 5% of lessons were found to be unsatisfactory with a high proportion of these being in the faculty of Construction and Building Crafts. The highest proportion of good and better lesson could be found in Services to People and in Business and Professional Studies. There was also not enough good and better teaching in Advanced Construction Engineering, Care and Community Services and in Foundation Learning. In those lessons that were good or better the common strengths were: objectives focusing on learning, good links to previous learning, sound positive classroom management and clearly differentiated tasks. In lessons that were satisfactory or below there was: poor planning, poor classroom management, poor use of facilitators and lack of varied delivery.

83. The College's response to meeting the needs and interests of students is good and educational and social inclusion is good. Local partnerships are productive and support for the local community is very good. The College is particularly effective in meeting the needs of young people, and particularly those that were formerly NEET (Not in Education, Employment or training). Advice, guidance and information for students is good and there are good arrangements in place to provide pastoral and welfare support to students. Student's additional learning needs are assessed early and appropriate levels of support are put in place. There are good arrangements to support vulnerable students, for safeguarding and for students with a disability.

84. Leadership and management are satisfactory. There is very good campus leadership and very good leadership and Management in Services to People. There is clear focus on raising standards through the implementation of effective strategies and rigorous action plans. There is good leadership and Management in Creative and Visual Arts and in Foundation Learning with Care and Community Services, Building and Construction Crafts and Business and Professional Services being satisfactory. However, Leadership in the areas of Higher and Academic Studies, and Advanced Construction and Engineering were unsatisfactory. Management action has already been taken to appoint new Heads of Faculty to these areas.

Capacity to improve

85. The capacity to improve at the Medway Campus is good. There are clear actions and good monitoring arrangements in place to assess their level of impact upon students. Processes for self-assessment are robust. In Faculties where students' outcomes are below national levels actions are taken at an early stage to seek to secure the successful outcomes for students. A number of good intervention actions are taken at strategic level such as the

introduction of the new electronic personal learning plan to address target setting and stretch and challenge for student. A new retention strategy based on 'No Student Left Behind' and improved risk management arrangement for students and courses will give good support for students and assure outcomes. Curriculum management is being strengthened by refocusing the role of Programme Area Leaders which is aimed at increasing the capacity to improve at course team level. New Heads of Faculty have already been recruited and are implementing change in the areas of Higher and Academic Studies and in Advanced Construction and Engineering. Newly recruited Project Managers are being deployed effectively to add to the College's capacity to improve and address areas of weakness.

KEY STRENGTHS OF THE CAMPUS

- outstanding provision in hairdressing and beauty therapy
- flexible delivery of curriculum to meet local need
- excellent support for students
- highly effective partnership working
- strong commitment to safeguarding and equality and diversity

AREAS FOR IMPROVEMENT

- success rates for 16-18 year olds on GCE AS level
- success rates on some level 3 vocational courses
- retention for 16-18 year olds
- target setting and review of students' progress

MAIN FINDINGS

Outcomes for students

Satisfactory: grade 3

86. Overall success rates have improved by 2% to 75% for long qualifications and are 1% below the national levels. Success rates for 16-18 students are also 75% which is a 2% improvement on the previous year but 2% below national levels. Success rates for adult students have increased slightly by 1% to 72% which is 1% below national levels.

87. Retention overall for the Medway Campus was 84%, a decline of 2% on the previous year. Retention for 16-18 was 85%, a decline of 3% on the previous year but still at national levels. For adult students retention was 83% a decline of 1% on the previous year but 1% above national levels.

88. Overall achievement in 2009-10 was 88% which is an increase of 4% over the previous year. Achievement for 16-18 year olds was 89% and for adult students was 87%, 1% and 2% below national levels respectively.

89. At faculty level, long qualification success rates improved in Learning Support (12%), Higher and Academic Studies (5%) and Services to People (4%). However, there were declines in four areas of the curriculum; Foundation learning (11%), Care and Community Services (11%), Advanced Construction and Engineering (7%) and Business and Professional Services (5%). Focused improvement plans are in place in each of these faculties to address these issues.

Learner Responsive Provision

90. At level 1, overall success rates are 77% which is a 4% improvement on the previous year. This improvement was brought about by improvements in achievements, which rose by 11% to 92%. Retention, however, declined by 6% to 84%. For 16-18 year olds, success rates at 78% are within 1% of national levels and have improved by 3%. Retention is 2% below national levels at 84% but has declined by 6% over the last year, while achievement is at national levels of 92%. For adults success rates are 2% above national levels at 75%. While retention declined by 4% over the previous year to 84%, achievement shows a good improvement from 75% in 08-09 to 89% in 09-10 which is 4% above national levels.

91. Overall success rates at level 2 were 77% which is a 2% rise on the previous year. Whilst retention remained constant over the last two years at 86%, achievement increased by 2% in 2009-10 to 89%. For 16-18 year olds, success rates have improved by 4% over the previous year to 79%. While retention has remained constant at 87%, achievement increased by 4% over the previous year to 91%. For adults, the success rate at level 2 remained unchanged at 73%. Retention rose by 1% to 85%, while there was a slight decline in achievement of 2% to 86%.

92. At level 3, overall success rates in 2009-10 improved slightly by 1% to 71% over the previous year and are an area for development. Retention declined by 3% to 82% whilst achievement improved by 3% to 86%. Success rates for 16-18 year olds improved by 1% on 2008-9 to 71%. Retention declined by 4% to 83%, while achievement improved by 4% to 85%. Adult success rates at level 3 have shown a marginal decline of 1% to 70%. Retention and achievement have remained unchanged at 80% and 88% respectively.

Employer Responsive Provision

93. Overall success rates on Train to Gain programmes improved by 13% to 1% above national levels. Timely success has also improved by 12% but at 67% is 3% below national levels. On apprenticeships, overall success rates remained at 72% which is 1% above the national level. Timely success rates declined by 7% to 59%, mainly as a consequence of redundancies. At level 2, the overall success rate has seen a slight decline of 2% to just below national levels. Timely success rates for apprentices at level 2 are slightly below national level having declined by 12% to 57%, due largely to the redundancy issue above. At Level 3, the overall success rate improved by 3% to 78%, 6% above national success rates. The timely success rates for Advanced Apprenticeships declined slightly by 2% to 65%. Although remain well above national levels by 11%.

94. A number of the campus's students achieved notable personal success these include:

- One student gaining three A* at A2 Level
- Public Services students won the Army Challenge completion against all other Colleges and Schools in the region
- A NVQ Level 3 Hairdressing student reached the UK final of the Wella Professionals XPOSURE 2010 competition
- One student was accepted into the Royal Academy of Dance
- Two students in Construction won the College Chartered Institute of Heating Engineers Apprenticeship Awards and two others won Journeyman Awards

95. Attendance for the campus in 2009/10 was, at 86%, unchanged over the previous year. Satisfaction surveys and records of lesson observations show that students enjoy the experience of being at college and are pleased with their achievements. The college's staff newsletter *Insight* provides examples every week of students enjoying and succeeding on their courses and promotes achievement and success. The Framework for Excellence learner responsiveness survey shows that they feel the college listens to what they have to say about the college and acts upon feedback.

96. Good support is available from the Curriculum Access Support Team (CAST) for those students identified as needing additional learning support. Identification of those needs is undertaken early and support given to those who need help to achieve. Figure 5 shows that those who receive such support do well.

97. Activities to provide extracurricular development such as supporting local charities are good. The college holds an annual awards ceremony to celebrate students' success and a number of Faculties hold their own events to celebrate achievement. The college-wide issue of the provision of a wider range of enrichment activities has been addressed since moving to the new campus at Gillingham. Students participate well in the enrichment and extracurricular activity programme and their feedback is good.

98. The development of students' employability skills is good. Students benefit from comprehensive and impartial advice and guidance from the college's Matrix accredited team of advisors. Many courses provide good work experience opportunities. The arrangement of timetables on many vocational courses allows students to work part-time. A large Freshers' Fair at Induction was well attended by a wide variety of external organizations and by large numbers of new students joining the College. There is a comprehensive programme of such events to promote student progression and aspiration. Students on Foundation programmes, have a very good work experience programme designed to prepare them for independence.

99. Students have good access to the Connexions advice and guidance service delivered on-site by Medway Youth Trust. Group tutorials include sessions on budgeting and money management as well as advice on university finance. The Aim-Higher roadshow visits the campus each year. Progression to higher levels of study is good.

100. Students report that they feel safe at the campus. All teaching and support staff are CRB checked. A senior member of staff, as well as a member of the governing body, has responsibility for safeguarding issues. The Assistant Principal with responsibility for Student Services acts as the college's child protection co-ordinator and the campus has a designated child protection officer. All these staff have completed training in safeguarding.

101. There is good CCTV coverage and a security guard, student access to various parts of the building is controlled through ID cards which all students have to carry. A serious incident log is kept by and reviewed periodically by the senior leadership team. A PCSO based full-time at the campus provides a link with the police and provides information on personal safety. Fire alarm systems are regularly checked and fire drills carried out with appropriate frequency. Good Health & Safety policies are in place and observed by staff and students

102. Students speak highly of the system of personal tutoring. They are aware that their personal tutor is the person to whom they should turn if they feel bullied or uncomfortable in any way about being at college. An anti-bullying policy is in place and is well embedded. Clear disciplinary procedures exist, are known by staff and students, and are effective in supporting students to be successful. A system of praise and reward exists in all faculties to further encourage good discipline.

103. All student induction sessions cover essential Health and Safety and behaviour in relation to the college values and the learning environment. Students show good awareness of health and safety procedures. Safe working was observed in laboratories, studios, workshops and in the workplace as evidenced by the College Observation process. The campus operates a strict no smoking policy. Smoking cessation sessions are promoted and offered to both staff and students. There is very good access to free drinking water at the Medway Campus. In addition, the refectory sells bottled water at a special low price. The Student Union President has reviewed the food availability on campus and in discussion with the catering provider has organised a healthy low cost meal of the day.

104. The Medway campus is adjacent to the Medway Park leisure centre where students are entitled to discounted entry. In addition, students are able to collect free swimming vouchers which can be obtained from the Students' Union to use at the local leisure centres.

105. Group tutorials cover a full range of health issues supported by community professionals relating to healthy eating, drug awareness and sexual health. The Counselling service continues to be well used. Counsellors are trained in the support of issues such as self harm and anorexia. There are good relationships to support mental health issues and the team have successfully achieved accreditation under the British Association for Counselling Psychotherapy (BACP) framework. The counseling team is housed in a bespoke 'quiet' area in the new campus.

106. Students have good opportunities to contribute to the life of the campus. The post of Student Union president, a paid full-time post, enables students to make a significant contribution to the work of the college. The president and vice-president are governors of the college. Student representatives are well trained. A Learner Involvement Strategy is well

embedded in the life of the college. Students from catering, performing arts and the college Frontliners all make a significant contribution to various college ceremonies throughout the year, as well as to some in the wider community. A wide range of charity fund raising takes place within faculties and across the campus at different times of the year.

Quality of provision

Satisfactory: grade 3

Teaching, training and assessment

107. Teaching and learning is satisfactory with 63% of lessons judged to be good or better. Detailed analysis of observation data from the previous year, showed that while the numbers of lessons judged to be good or better delivered by experienced full-time remained high, there was a need to improve the delivery of good and better lessons by sessional, new and part time staff. There has been improvement in the profile of these staff illustrating the good impact of strategies to drive up the quality of provision. Teacher coaches are used effectively to work with new, part time and sessional staff.

108. In general, teachers design stimulating assignments that motivate and develop students' skills very effectively. In most lessons, teachers use innovative and highly effective strategies to help students remember and understand difficult concepts and ideas. Teachers carefully direct group discussions using probing questions to check students' understanding. Training and assessment opportunities are good in work-based learning although the economic climate has impacted upon some students who have been made redundant and have been unable to find suitable alternative employment.

109. In the best lessons, teachers have high expectations for their students and set tasks that challenge all students irrespective of their differing levels of skill and ability. In a minority of lessons planning by teachers is limited or ineffective with too little focus on learning outcomes. Teaching in these lessons is dull and uninspiring and some teachers spend too long talking without noticing students are disengaged.

110. Effective arrangements exist for identifying and providing a wide range of specialist support to meet students' additional learning needs. However, in some lessons where teachers adopt a whole-group or didactic teaching approach, learning assistants' work with individual students is hindered.

111. In a clear majority of lessons, teachers effectively assess students' work and provide useful feedback to enable further improvement. However, targets set in individual learning plans are not sufficiently detailed or useful. Reviews using these learning plans are insufficiently rigorous. A new web based Personal Learning Plan is in development and will be deployed for the forthcoming academic year to address the level of detailed targets and challenge for each student.

Needs and interests

112. The college's responses to meeting the needs and interests of students and educational and social inclusion are good. The campus offers courses in most subject areas and has a

broad range of vocational provision across all levels and subjects. Entry and curriculum routes are clear and progression is good.

113. Curriculum enrichment is satisfactory and, in some areas, outstanding. College enrichment activities are good. Co-ordination of activities has recently improved with time allocation given to an enrichment team in addition to the existing salaried Student Union President. Activities to support charities are good. The College has increased access to sport and leisure activities and these are now satisfactory.

Partnerships

114. Partnership arrangements to support the local community within Medway are good. College managers take a leading role in local initiatives to encourage participation in education and training. The college is particularly effective in its response to meeting the needs of young people not in education, employment or training and works well with Medway Youth Trust (Connexions) to support students. The Campus principal is a member of the Medway Children's Trust, the 14-19 Strategic Forum, Medway Neet Strategy Group and is a Trustee for MYT. Links with schools, through the Assistant Principal Planning and Learner Services, are extensive and the college has played an active part in developing and delivering the new diplomas. Responsiveness to employers' training needs is effective and good.

Care, guidance and support

115. Advice, guidance and support for students are excellent. Procedures for initial and on-going advice and guidance are well established and there is now a stronger link between this function and admissions. The number of advisors from the Connexions service working within the college increased in 2009-10. Induction arrangements effectively help students to settle quickly into college life. Pastoral and welfare support are strong. Full time students highly value the Personal Tutor scheme and feel they benefit from weekly timetabled tutorials and drop in access in times of need.

116. The campus has well-structured and well-managed services for welfare support. Again the services are valued by students. The careers service is effective and advice and support for students progressing to higher education are good. Students' additional learning needs are effectively diagnosed and additional support is good. Support for vulnerable students and those with disabilities is good.

Leadership and management

Grade 3: satisfactory

117. Leadership and management are satisfactory. In recent years, effective management action has raised students' achievements. However, long course success rates, overall, dropped in 2008/09 for the first time in 4 years. Although improved in 2009/10, they remain just below the national average. Success rates for apprentices and the management of work-based learning are good and work-based learning is well managed.

118. The college adopted a new site-based structure at the start of 2009/10. This saw the appointment of a campus principal, three Assistant principals, 7 Heads of Faculty and 3 Heads of Service areas. This team forms the Leadership Team for the campus. The team managed the move to the new campus effectively and with the minimum disruption to students.

119. Targets are well planned and the college is making good progress in achieving its ambitions for its students. Managers and staff feel a strong sense of accountability and empowerment to achieve their objectives. Communication is good and staff value highly the open and consultative style of the senior leadership team.

120. Managers have a strong focus on raising standards in their areas and are now better able to manage their areas on a single site. Quality Assurance procedures are rigorous and are beginning to have a positive impact on performance. However, whilst several curriculum areas have improved over the past year, some have deteriorated and two Faculties are now graded unsatisfactory. Of the remaining Faculties one is graded 1 Outstanding, two are graded 2 Good and three are graded 3 Satisfactory.

121. Managers have good access to timely and accurate attendance and retention rate data. In the validation of self-assessment reports, and in the setting and monitoring of targets, data are well used. The Management Information Systems team produces a wide range of detailed and timely reports to which all staff have access.

122. Teaching staff are well qualified and the college has responded well to recent initiatives designed to improve the qualifications of its staff. The appraisal process is good. Staff benefit from a wide range of staff development opportunities designed to improve their professional practice.

123. Arrangements for safeguarding children and vulnerable adults are good. The campus has good links with the relevant local child protection agencies. All staff undertake on-line child protection training which requires a test to be passed. All staff, teaching, support and administrative/corporate, have enhanced CRB checks. The college has a single register for all staff employed directly by the college.

124. The campus's Health & Safety Policy and Procedures conform to the latest H&S legislation, regulations and HSQ65. Prior to students undertaking work experience, all placements are H&S vetted. Dedicated NEBOSH qualified H&S Advisors undertake health and safety vetting visits to all employers prior to the start on the apprenticeship. A permit to work system ensures that contractors work safely on campuses and all maintenance staff have undertaken risk management training.

125. Equality of opportunity is good. The campus has a strong sense of community and provides a safe and harmonious environment for students. A new single equalities scheme has been implemented. Equality and diversity have high profile around the college supported by the excellent work of committed equalities champions. The proportion of BME students at the campus is higher than in the local population. Students with restricted

mobility or impaired vision had input into the design of the new Medway campus and make good use of the adapted facilities

126. Community links and partnerships with local organisations and employers are good. The curriculum continues to become more inclusive and responsive to local needs. Flexible start dates operate aimed at those not in education, employment or training. The college's response to legislation for equalities and in race, gender and disability, is good. However, the reinforcement of equality and diversity in the workplace in work-based learning is insufficient and teachers' plans for equality and diversity in lessons are not consistent across the range of provision.

127. Self-assessment accurately identifies strengths and areas for improvement. Quality improvement plans at faculty level are good on the whole but sometimes lack clarity of action to address particular weaknesses identified in self-assessment. The processes for lesson observation are good and help inform staff development and training priorities. College observers are adept at translating the key features of lessons into sharp and focused feedback and action planning for teachers. Managers contribute to lesson observation and feedback through short, drop-in observations. While these help managers in reaching appraisal decisions, several managers failed to complete the target number set. The college makes good use of students' views to inform the development of the college's provision.

128. The Medway Vision project, which saw the two Medway sites brought together on a new £86m build at the Lower Lines in Gillingham, was described by Ofsted as 'extremely well managed'. The project was completed on time and within budget.

129. Under the Framework for Excellence pilot, the College scored a grade 2 for Use of Resources overall, with a contributory grade 1 for capital. Although some faculties overspent their budget in 2009/10, this was largely the result of additional unbudgeted costs relating to the new build. There are plans to more fully introduce contribution accounting at Head of Faculty level and to train managers in financial management in order that they can be more autonomous in determining spend.



CAMPUS DATA

Medway Campus Success rates							
Level	Year	% Suc 16-18	Nat Ave	% Suc 19+	Nat Ave	All Med	Nat Ave
Long 1	07/08	80		84		81	76
Long 1	08/09	75		67		73	78
Long 1	09/10	78		75		77	
Long 2	07/08	80		75		79	74
Long 2	08/09	75		73		75	75
Long 2	09/10	79		74		78	
Long 3	07/08	75		76		75	75
Long 3	08/09	70		70		70	76
Long 3	09/10	71		70		71	
Long H	07/08	n/a		69		69	64
Long H	08/09	n/a		79		79	
Long H	09/10	n/a		78		78	
All	07/08	78		77		78	75
	08/09	73		71		73	76
	09/10	75		73		74	

Figure 12

Comparison last 2 years				Comparison with Nat Ave				
Medway				Medway				09-10 OE grade
	% Success 08-09	% Success 09-10	diff		% Success 09-10	Nat Ave	diff	
ACE	72	66	6	ACE	66	75	9	4
BPS	76	71	5	BPS	71	74	3	3
CBS	70	74	4	CBS	74	72	2	3
CCS	83	72	11	CCS	72	76	4	3
CVA	81	80	1	CVA	80	80	0	2
FLME	89	78	11	FLME	78	n/a		2
HAS	63	68	5	HAS	68	82	14	4
LSME	56	73	17	LSME	73	75	2	3
STP	85	89	4	STP	89	79	10	1
All	73	74	1	All	74	76	2	

Figure 13

Figure 14

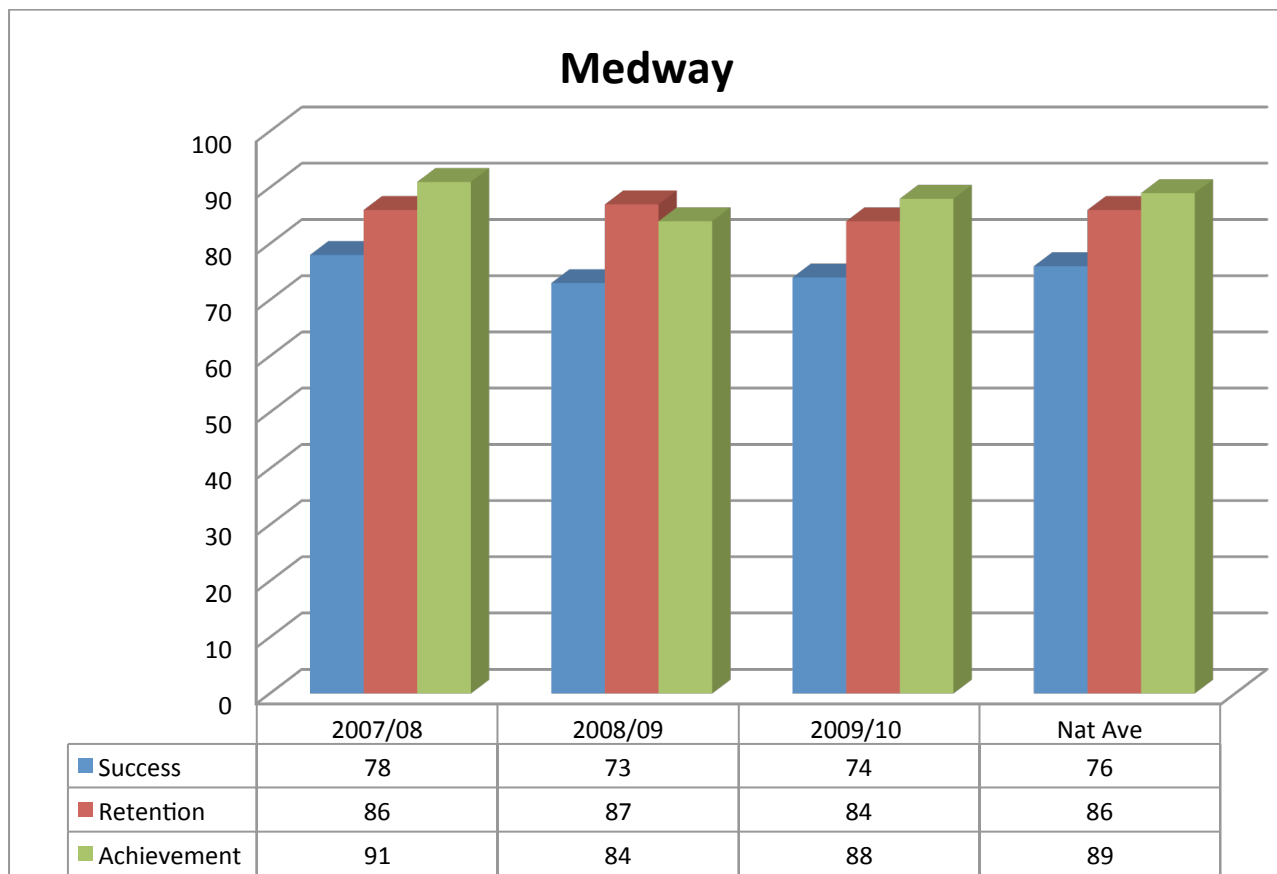


Figure 15

Best 10 performing courses 2009-10					
Faculty	Course title	Level	Course Code	Starts	Success
STP	FLT - Event Planning	2	75M269	20	100
STP	NVQ 1 Hospitality (Food Prep & Cooking)	1	74M151	14	100
LSME	Cert ESOL EL2	1	94M101	13	100
STP	NVQ 1 Food & Drink Service (FT ADD)	1	74M309	13	100
STP	NVQ 3 Beauty Therapy	3	57M106	41	95
CCS	Dip Child Care & Education L2	2	73M212	37	95
CVA	FD Art & Design	2	55M100	22	95
STP	NVQ 2 Professional Cookery	2	74M183	19	95
STP	NVQ 1 Hairdressing	1	53M141	51	94
BPS	Cert IT Users L2 (CLAIT PLUS)	2	64M466	31	94
CBS	Cert Electrotechnical Technology L3	3	67M701	31	94
BPS	Legal Secretaries Dip	3	64M126	31	94

Figure 16

Poorest 10 performing courses 2009-10					
	Course title	Level	Course Code	Starts	Success
HAS	FC Agriculture	2	87M226	13	0
BPS	Principal Learning in Land Based Studies	2	87M134	13	23
HAS	Access to HE Diploma Teaching	3	62D700	12	33
HAS	Dip for Progression	2	62D558	12	33
HAS	AS Level ICT	3	87M558	18	33
CCS	FD Sport (Football School)	2	76M118	11	36
HAS	AS Level Physics	3	87M569	13	38
HAS	AS Level Chemistry (Salters)	3	87M556	23	39
HAS	AS level Sociology	3	71M651	30	40
ACE	NC Construction	3	81M300	29	41
HAS	Access to Health Care	3	62D500	19	42

Figure 17

Lesson observations

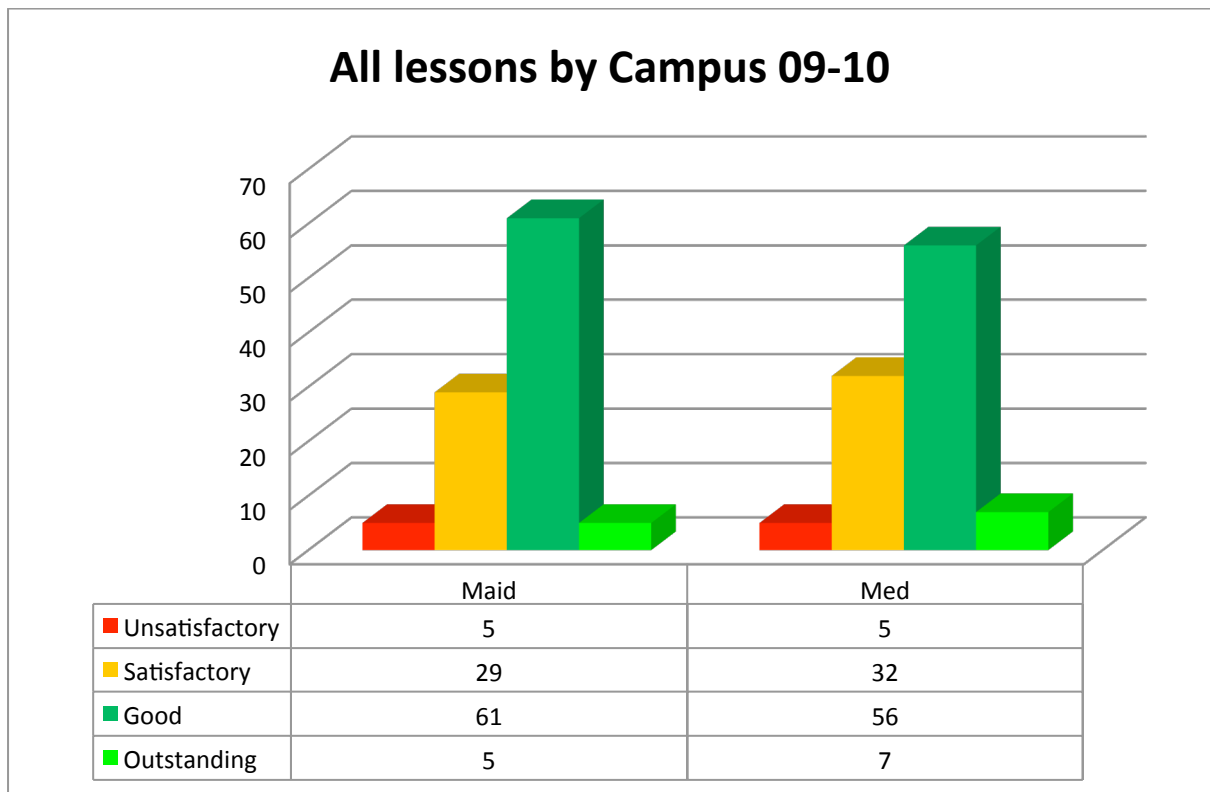


Figure 18



Maidstone Campus

Self-Assessment Report

2009-2010

DESCRIPTION OF THE CAMPUS

130. The Maidstone Campus of MidKent College is one of its two campuses and provides approximately one third of the total MKC student population offering education post 16 for the wider Maidstone area.

131. For 2009-10 the campus had a budget of £8 million and enrolled a total of 3610 students of whom 2613 were learner responsive [YPLA/SFA funded] The majority of students, some 60%, were male, reflecting the high level of crafts and construction courses, and 40% female. 54% of students were full time with 46% part time. Students from black minority ethnic backgrounds made up 8% of the students enrolled in 2009-2010, higher than the total 5.4% ethnic minority population in Maidstone. In 2009-10 the average Index of Multiple Deprivation (IMD) factor of all students at Maidstone rose from 0.57 to 0.58 reflecting the relative prosperity of the area.

132. The campus provides programmes in all 15 Subject Sectors Areas. Curriculum areas with the highest number of enrolments are Construction and Engineering. Apprenticeship provision is concentrated in Construction, Engineering and Hairdressing.

134. The campus is situated in Maidstone, the county town of Kent. Maidstone is generally a prosperous area with a population of just over 136,000. The town is Kent's largest office centre and a major location for business, consultancy and professional services. The borough of Maidstone has 4,500 businesses, most of which are small and medium-sized enterprises with 82% employing fewer than 10 people. The unemployment rate in Kent is below the national average at 3.3% and in Maidstone it is 2.8%. The town is ranked in the top five shopping centres in the South East. There are, however, pockets of social deprivation. Two wards in the south of the town are placed in the top 10% of deprived wards in England. There are 12 schools in the town including 4 grammar schools. Most of the high schools have sixth forms although some are very small.

EFFECTIVENESS OF PROVISION

Satisfactory: grade 3

Capacity to improve	Good: grade 2
Outcomes for students	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Good: grade 2
<i>Safeguarding</i>	Good: grade 2
<i>Equality of opportunity</i>	Good: grade 2

CURRICULUM FACULTIES

Business and Social Services	Satisfactory: grade 3
Design and Construction Crafts	Good: grade 2
Engineering Technology	Good: grade 2
Public and Retail Services	Good: grade 2

Overall judgements

Effectiveness of provision

Satisfactory: grade 3

135. Outcomes for students are satisfactory. Success rates have increased 2% since 08-09 to 75% which is at the benchmark. Overall success rates are higher by 4% for under 19's (76%) than for 19+ students (72%). Outcomes for ESOL students fell significantly to below the national average this is reflected in the 17% decline in success rates at level one [19+] and some Access and A level results remained low which are reflected in the level three long qualifications which decreased 5% on 08-09 rates. Success rates on some sports courses were also low.

136. A total of 115 observations were carried out across the campus, the average teaching grade is 2.39 [on a scale of 1-4 outstanding to unsatisfactory] and average class size was 11.98. Teaching and learning remain good across the campus although some poor observations at the beginning of the year resulted in a lower overall grade in two faculties. The poor teaching has been addressed. Staff with poor observation grades are allocated a teacher coach and re-observed by their line managers. Areas for improvement include planning of lessons, more directive questioning and classroom management where low level disruptive behaviour was not challenged. The campus provides good specialist support to meet student's additional learning needs, students' work is effectively assessed and useful feedback given.

137. The campus's response to meeting the needs and interests of students and educational inclusion is good. The campus has strong links with Connexions and is effective in its response to meeting the needs of young people not in education, employment or training [NEETs] and of those on a job seekers' allowance scheme and provides late start courses suitable for those young people. The advice guidance and information given to students is good. Students are initially assessed for their literacy and numeracy ability and additional learning needs are effectively diagnosed and support given is good.

138. Leadership and management are good in all areas other than Business and Social Science [BSS] where it is judged satisfactory reflecting the decline in success rates in the areas of Access and ESOL. Actions to improve achievement in many areas have been effective. Engineering Technology [ETE] and Design and Construction Crafts [DCC] have

both experienced a rise in success rates by 7% and 5% respectively as a result of improvements that have been implemented.

139. The faculties' self-assessment plans accurately identify strengths and areas for improvement. Faculty improvement plans are clear with plans to effectively address weaknesses identified in self -assessment. Lesson observation is good and is increasingly effective in informing continuing professional development (CPD).

140. A major building refurbishment is planned for the Maidstone Campus spanning the next few years. This will raise the quality of accommodation to that of the new Medway campus. Senior managers and the Maidstone Advisory Committee have a clear strategic direction for the campus with the emphasis focusing on employability. The campus has increased links with the local community over the past few years. Equality and diversity have a high profile supported by the excellent diversities champions. A number of events are celebrated during the year including Black History month and Lesbian, Gay, Bisexual and Transgender month in February.

Capacity to improve

Good: grade 2

141. The campus's capacity to improve is good. Heads of Faculty have been rigorous in their self-assessment reports and identified the weaknesses in their faculty's provision. Faculty improvement plans have been compiled which outline steps needed to address the weaknesses. Actions have also been taken to improve teaching and staff monitor key performance indicators to improve the quality of courses. Heads of Faculty punctiliously use management information data to inform their faculty plans. Senior management have drawn up a curriculum delivery plan which enforces the notion of employability and which prepares for the refurbishment plans for the campus.

KEY STRENGTHS OF THE CAMPUS

- Improved success in Engineering Technology and Design & Construction Crafts
- Excellent support for students
- Wide range of provision which serves the local community
- Strong and effective links with employers
- Strong commitment to safeguarding and equality and diversity
- Good leadership and management

AREAS FOR IMPROVEMENT

- Success rates at level 1 and on GCE and ESOL courses
- Retention on two year courses
- Attendance on some courses
- Not enough good or better teaching in some areas

MAIN FINDINGS

Outcomes for students

Satisfactory: grade 3

142. Outcomes for students are satisfactory. Outcomes at level 1 for adults are declining mainly due to ESOL courses and success rates have declined for long level 3 programmes. Two faculties saw an improvement in success rates overall however, two faculties saw a decline in success rates on several courses. The fall in success rates is due mainly to a decline in retention rates.

Learner responsive provision

143. Success rates at level two for 16-18 year old students have increased by 2% on 08-09 figures, and at 19+ success rates have improved by 6% giving an overall increase at level two of 5%. However, at level one success rates have fallen by 3% overall due to poor success rates in ESOL for adults. Level three success rates have fallen by 3% overall due to weak results on some A levels and Access courses. Success rates overall have remained the same as in 08-09.

Employer responsive provision

144. Numbers of employer responsiveness students due to complete in 09-10 are comparatively low at 76. Of these, 51% completed their framework in a timely manner, with 100% completing in three of the sector areas, one of which was at apprentice level and two at advanced apprentice level. At apprentice level timely success is 50% or less in three of the programme areas whilst at advanced apprentice level success is below 50% in one sector area.

145. The campus's overall retention rate in 2009-10 was 83% the same as in 2008-2009. Retention rates varied across the faculties and courses with the highest in Supported Learning and the lowest in Decorative and Creative Arts, the latter reflecting the drop out of students who left due to redundancy.

146. Attendance across the campus in 2009-2010 was 86%. Satisfaction surveys and records of lesson observations show that students enjoy the experience of being at campus and are pleased with their achievements. The college's staff newsletter *Insight* often features examples of students at Maidstone enjoying enrichment activities or celebrating success on their courses.

147. Good support is available from the Curriculum Access Support Team (CAST) for those who need support to achieve. Several of the Maidstone Faculties hold their own events to celebrate success. Enrichment activities in Maidstone have increased during 2009-2010 and students in Design and Construction Crafts have entered national skills competitions as well as working in the community. Painting and decorating students have undertaken a number of external projects to enhance premises for various groups in the community.

148. Students' development of skills necessary for employment is good but there is room for improvement. Plans have been developed to reinforce employability skills. Many students have work experience as part of their programme of study. Students benefit from help from the Curriculum Access Support Team [CAST] which caters for students with a range of support needs. Students timetables are organised to maximise their time at college and enable them to have part time employment.

149. Group tutorials as well as personal tutorials are valued by students. The former include sessions on personal finance and money management. Aim Higher representatives work with the campus and provide information on higher education in general and advice on finance. Progression to higher education is good.

150. Weekly group tutorials are timetabled to re-inforce the issues of staying safe and one to one tutorials support group tutorials. Anti-bullying policy is promoted and students are aware that their first point of contact is their personal tutor. All work areas are risk assessed and rigorous monitoring of hazardous substances is in place.

151. Staying safe is a high priority on the campus. Tutorials take place on sexual health, smoking and drugs awareness. Health and safety is a core subject for many courses on the campus. Students show good awareness of health and safety procedures. Safe working was observed in laboratories, studios and workshops. There are good links with the local police community support officer. All staff are CRB checked.

152. There is good CCTV coverage and a security presence at the Maidstone campus. Incident forms are handed out for minor indiscretions and these are logged and contribute toward monitoring of more serious incidents. These incident logs are reviewed periodically by a member of the senior leadership team. Fire alarm systems are regularly checked and fire drills carried out with appropriate frequency.

153. The personal tutorial system contributes towards Every Child Matters – being healthy. Sessions are delivered on healthy eating and the importance of drinking water on a regular basis. Free chilled drinking water is available throughout the campus.

154. Students have good opportunities to contribute to the life of the campus. The post of Student Union president, a paid full-time post, enables students to make a significant contribution to the work of the campus. Student course representatives are well trained. The faculties are pro-active in the promotion of student activities and successes are highlighted in the college magazine "Insight". An "it's a Knockout" competition is held annually on the campus for construction students. There is also a "Winter Wonderland" at the end of each autumn term which is mainly organised by students from across the campus. Students from catering make a significant contribution to various campus and external events throughout the year.



Teaching, training and assessment

155. Teaching and learning at Maidstone is satisfactory. A clear majority of lessons observed, some 66%, were judged to be good or better notwithstanding the introduction of no notice observations. Action has been taken to address any unsatisfactory teaching observed. Faculties introduced an observation improvement theme which has been beneficial and which will be continued into subsequent years.

156. Learners are fully engaged in the majority of their lessons across the campus. Praise and encouragement is used skilfully to maximise students' potential. Questioning is well used to support the learning process. In most areas teachers design well planned activities and assignments. Good links are made to previous lessons providing continuity and reinforcement of learning and extension activities satisfy individual and personal needs. Areas for improvement include classroom management and insufficient planning, both of which have been identified by faculties and plans introduced to address them.

157. Teachers have high expectations of their students in the best lessons and set challenging tasks. Individual target setting has been patchy and a new system is planned for implementation to address this.

158. The campus has effective arrangements for identifying and providing a wide range of specialist support to meet students' additional learning needs. Teachers work closely with members of CAST to ensure that the needs of individual students are being met. Students self refer for support where and all students are assessed on entry to the college to identify the level of numeracy and literacy skills.

159. Teachers effectively assess students' work and provide useful feedback to enable further improvement. Assessment has been judged as fair and accurate and is used to inform students of their progress during reviews. Students welcome feedback and agree that it encourages them to do better.

Needs and interests

160. The campus's response to meeting the needs and interests of students and educational and social inclusion are good. The campus offers courses in most subject areas and has a broad range of vocational provision across all levels and subjects. Part time adult courses are offered with varying modes of attendance to take into account the needs of employed students. Foundation learning tier courses enable students to sample a vocational area whilst improving their communications skills with a view to entry on to mainstream programmes. Entry criteria are clear and progression routes are transparent.

161. Curriculum enrichment is good with many faculties offering a varied enrichment programme. Activities to support charities are good and the students union adopts a charity for the year. The campus has a designated enrichment co-ordinator who liaises with the faculties for joint activities.

Partnerships

162. Partnership arrangements with the local community are good. There are increasingly strong links with local employees and responsiveness to employers' training needs is effective. Members of Maidstone's Senior Leadership Team are governors of local schools and members of a trust partnership.

Care, guidance and support

163. Advice, guidance and support for students are good. Initial advice and guidance procedures are well established and contribute towards ensuring students are placed on the right course. The number of advisors from the Connexions service working within the college increased in 2009-10. Induction programmes help students become familiar with the college environment and their colleagues. Pastoral and welfare support are effective, a hardship fund exists to help students with financial difficulties. Personal tutors are effective and most full-time students benefit from weekly timetabled tutorials.

164. Welfare support services are well managed and are appreciated by students. The careers service is effective and advice and support for students progressing to higher education are good. Students' additional learning needs are effectively diagnosed and additional support is good. Support for vulnerable students and those with disabilities is good.

Leadership and management

Good: grade 2

165. Leadership and management are good across the campus. The absorption of diverse departments into faculties at the beginning of 2009 was well managed at all levels. Long courses at level 1 improved by 1% in 2009 and at level 2 by 7%. At 19+ however, long courses at level 1 fell by 8% mostly due to ESOL courses. Long courses at level 3 fell by 2% in 2009 and overall success rates are just below the national average. Apprenticeship provision is well monitored and managed and success rates have improved and remain above national averages.

166. The Campus Principal is well supported by senior managers and the Campus Advisory Board. Maidstone campus has a clear vision and strategic direction for the campus. Refurbishment plans and proposed curriculum developments are shared and valued by staff which will greatly enhance facilities for students. Managers and staff feel a strong sense of accountability and responsibility to achieve their objectives. Communication is good, a weekly briefing note is sent to all Maidstone staff who value the open and consultative style of the senior leadership team.

167. Heads of Faculty are focused on raising standards. Self-assessment reports are written with integrity and faculty improvement plans are monitored rigorously. However, provision in one of the faculties remains only satisfactory due to some poor success rates. Heads use

data to inform self-assessment and in monitoring their provision throughout the year. A range of reports is available to assist faculties in performance monitoring activities.

168. The Campus Principal and managers at Maidstone are actively involved in planning a major refurbishment project to develop the campus and improve its facilities. Aligned with this are plans to streamline the curriculum and make students more employable. The campus overall manages its finances well although the level of contribution made by each faculty is variable.

169. Teaching staff are well qualified and all staff in craft areas have experience of working in industry. The appraisal system is well implemented and staff development needs are recorded and provided for in college training programmes. Staff attend CPD events both internally and externally and many staff in craft areas work in industry during the holidays to keep abreast of developments.

170. Following a re-structure the campus has adopted site based management with a clear reporting line from staff to Programme Area Leaders to Heads of Faculty through to Assistant Principal and campus Principal. As a result, a greater cohesion is possible within faculties and intra campus which has greatly improved communication.

171. Governance is good. A Campus Advisory Board meets once a term to discuss progress and strategic issues, the board reports to the main governing body. Members of the Advisory Board offer a diverse range of skills and business experience and are pro-active in offering help and advice to further improve the quality of provision and the campus environment.

172. The promotion of safeguarding of students is good. Arrangements for safeguarding children and vulnerable adults are sound. The campus has good links with the relevant local child protection agencies. All staff undertake on-line training and testing on child protection. All staff, teaching, support and administrative/corporate, have enhanced CRB checks. The campus has in place a Health & Safety Policy and Procedures that conforms with the latest H&S legislation. The college Health and Safety Manager regularly visits the Maidstone campus. Workshops and public areas are particularly vigilant in health and safety awareness. All student placements are vetted prior to students being allocated to them.

173. Equality of opportunity is good. All staff undertake Equality and Diversity training. The proportion of BME learners is higher than that of the local population. Faculties promote equality of opportunity, posters displaying positive images of underrepresented groups and anti-stereotypical roles are in evidence. There is excellent provision for supporting students with physical and learning disabilities.

174. Community links and partnerships with local organisations and employers are good. Students in the construction areas work on community projects and there is good liaison with employers and the uniformed services. The curriculum continues to become more responsive to local needs. The campus is very effective in meeting the needs of NEETs by putting on programmes specifically for this type of learner at times other than the start of

the academic year. There is close liaison with Connexions to inform them of current availability on course

CAMPUS DATA

Maidstone Campus Success rates							
Level	Year	% Suc 16-18	Nat Ave	% Suc 19+	Nat Ave	All Maid	Nat Ave
Long 1	07/08	84	78	90	75	86	76
Long 1	08/09	75	78	65	77	73	78
Long 1	09/10	74		55		70	
Long 2	07/08	74	76	72	72	73	74
Long 2	08/09	72	76	72	74	72	75
Long 2	09/10	76		80		77	
Long 3	07/08	72	76	77	73	74	75
Long 3	08/09	76	77	73	74	75	76
Long 3	09/10	71		73		72	
Long H	07/08	n/a		n/a		n/a	64
Long H	08/09	n/a		n/a		n/a	
Long H	09/10	100		65		67	
All	07/08	76		78		77	75
	08/09	74		71		73	76
	09/10	76		72		75	

Figure 19

Maidstone			
	% Success 08-09	% Success 09-10	diff
BSS	73	72	1
DCC	72	77	5
ETE	70	77	7
FLMA	85	91	6
PRS	84	81	3
All	73	75	2

Figure 20

Maidstone				
	% Success 09-10	Nat Ave	diff	09-10 OE grade
BSS	72	74	2	3
DCC	77	72	5	2
ETE	77	75	2	2
FLMA	91	n/a		2
PRS	81	78	3	2
All	75	76	1	

Figure 21

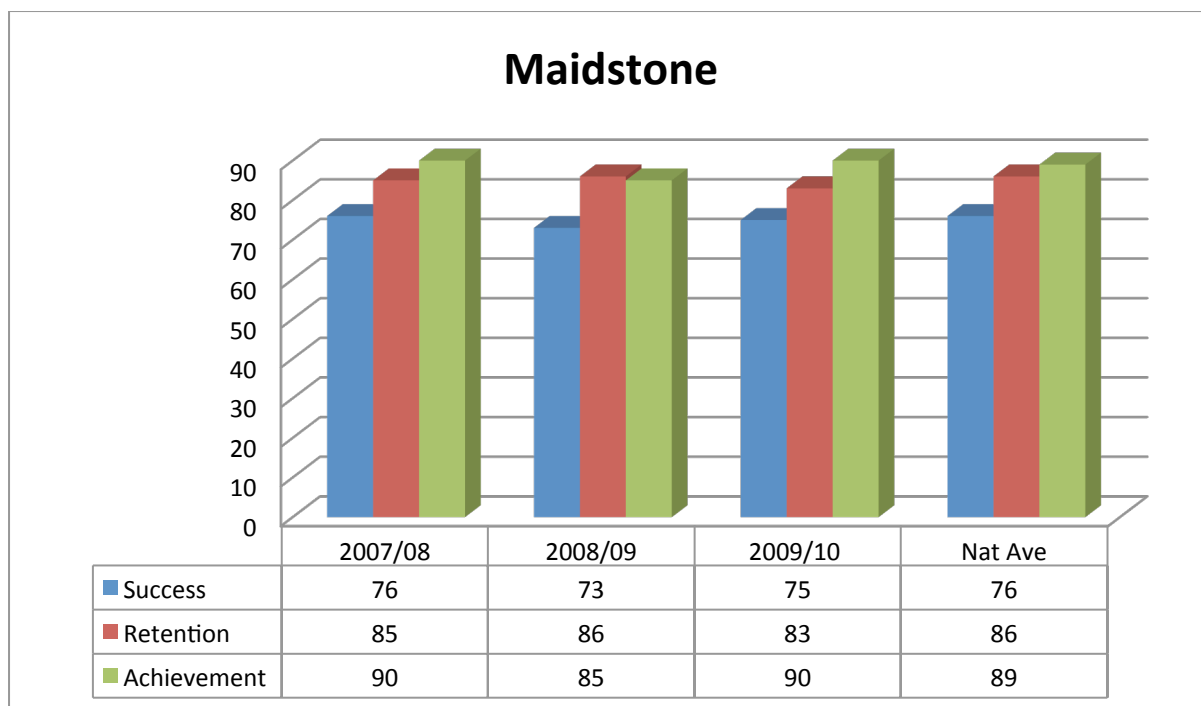


Figure 22

Best and poorest 10 performing courses 2009-2010

Best 10 performing courses 2009-10					
Faculty	Course title	Level	Course Code	Starts	Success
ETE	Cert Vehicle Fitting L2	2	54P166	16	100
PRS	NVQ 2 Professional Cookery	2	74P183	13	100
PRS	Cert Counselling Studies L3	3	88P362	12	100
PRS	NVQ 2 Beauty Therapy	2	57P101	40	98
BSS	Legal Secretaries Dip	3	64P126	24	96
BSS	Award in Legal Studies L2	2	64P474	23	96
PRS	NVQ 3 Beauty Therapy	3	57P106	44	95
BSS	AAT Fdn (NVQ 2 Accounting)	2	52P364	16	94
ETE	Award Automotive Vehicle Maintenance	1	54P100	15	93
ETE	Cert Electrotechnical Technology L3	3	67P701	26	92

Figure 23

Poorest 10 performing courses 2009-10					
	Course title	Level	Course Code	Starts	Success
BSS	Cert Book-Keeping	1	64P460	16	38
BSS	Access to Health Care EV	3	62P701	21	43
ETE	ND Vehicle Technology	3	54P121	39	44
DCC	NC Civil Engineering	3	81P330	19	47
DCC	ICA Trowel Occupations	2	51P346	12	50
BSS	GCSE English Language EV	2	71P733	14	50
BSS	Cert in Adult Numeracy E (ESOL)	1	94P400	61	51
BSS	Cert ESOL EL2	1	94P101	23	52
PRS	Dip Child Care & Education	3	73P161	11	54
BSS	Cert ESOL EL3	1	94P102	29	55

Figure 24

Lesson observations

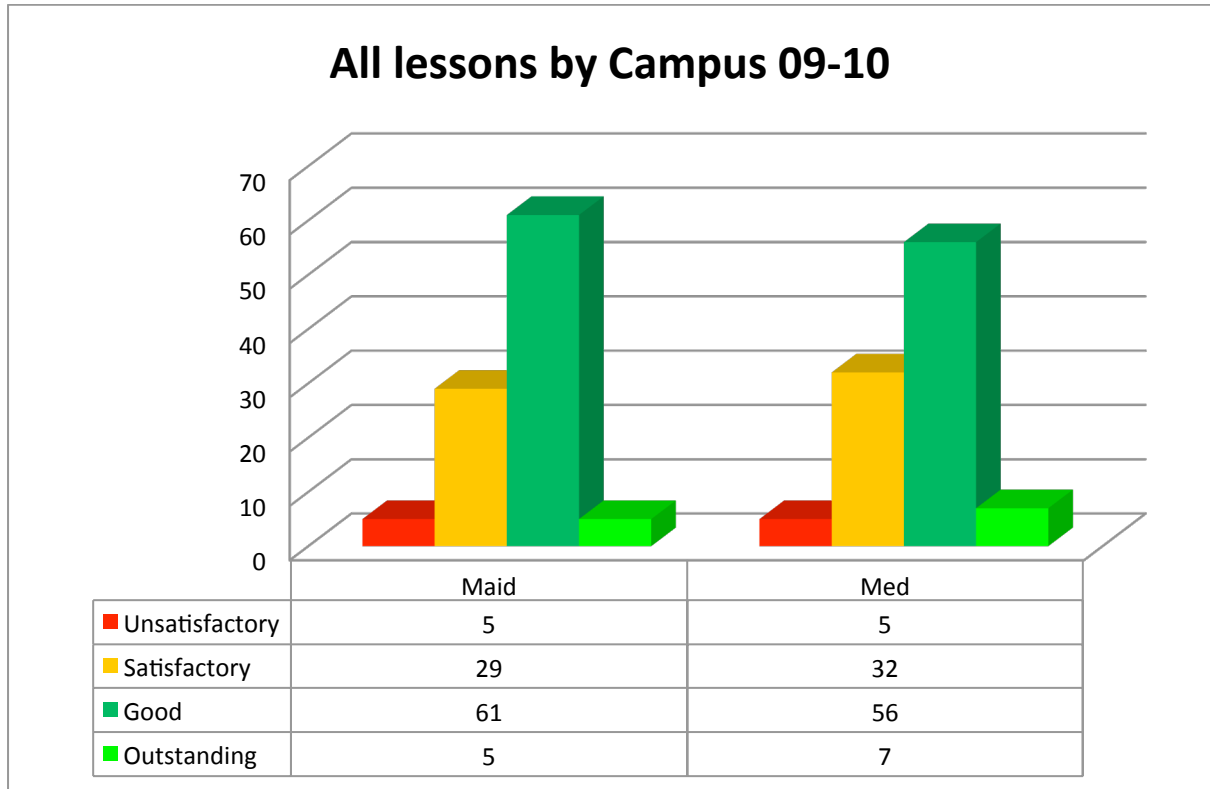


Figure 25