



MidKent College

2010-11

Self-Assessment Report

Edition: Final (15.12.11)

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Information about the college

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

1. MidKent College is one of six general further education (FE) colleges in Kent and Medway. The college has two main sites, one in Medway, a unitary authority, and the other in Maidstone, the county town of Kent.

2. Both Kent and Medway operate a system of selective education at 11-plus. Until recently, Medway had six grammar schools, nine high schools, one comprehensive and one faith school. However, with the introduction of Academies this picture is rapidly changing. Three Academies have already been established and, with the exception of two high schools and the faith school, all the other schools have plans to become Academies. In Maidstone there are 14 schools in and around the town, four of which are grammar schools. Three Academies have been established and more are planned. 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.

3. For 2010-11, the college had an overall budget of £53 million, comprising £17m through MKC Training Services, £6m from the SFA and £22m from the YPLA. In 2010-11 the college enrolled nearly 8000 students. Around two-thirds of students study at the new Medway campus, which opened in September 2009, on time and on budget, at a cost of £86m. Plans for a £23m re-development of its Maidstone have been approved by the governing body and are underway.

4. In 2010-11 the college enrolled just over 8,000 students. Of these, some 4,981 were aged 16-18 of whom 88% studied on a full-time basis. Of the 3,194 adults studying at the college that year, 54% were full-time students. Some 54% of all students were male. The number of students of minority ethnic origin constituted 9.7% of the student cohort. This is higher than the two local profiles, where 8.4% of residents of working age in Medway and 5.9% in Maidstone are from a minority ethnic background.

5. As a whole, the college provides programmes in all 15 Sector Subject 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.

6. The college provides training on behalf of the following providers:

- CSkills
- JTL
- Remit
- IPS
- Northbrook College
- Southern and Scottish Energy
- Babcock Training

7. The following organisations provide training on behalf of the college:

- Carillion
- Kent Connexions
- Medway Youth Trust

Scope of the report

8. 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

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

10. In June, course reviews and improvement plans (CRIPs) are written using a proforma and guidelines. These are subject to moderation and validation by the Assistant Principal, Quality and the Quality Co-ordinator.

11. These reports inform the Faculty self-assessment reports (fSARs) and improvement plans (fIPs) and are compiled by Heads of Faculty in consultation with staff. These fSARs are informed by data reports, surveys and verifiers' reports, Heads observations and detailed Lesson Observation or Quality Review Week reports. Students' views inform the reports through surveys, student reps meetings and conferences and lesson observations.

12. In October, these reports are updated and validated. The validation panels are chaired by the Assistant Principal, Quality and the Vice Principal, Curriculum. As part of the college's development of peer review relationships, the Director of Strategy for the Kent Association of Further Education Colleges (KAFEC) and the Director of Quality at North West Kent College join these validation panels.

13. These Faculty SARs are brought together into a College SAR which is subject to approval by the college Quality Development Group, the College Executive and finally the governing body at its December meeting.

Type of provision	Number of enrolled students in 2010-11
Provision for young people	
14-16	247
16-18	4981
Provision for adults	
19+	3194
Employer provision	
Train to gain	283
Apprenticeships	401
MKCTS	1764 trainees

Achievements of note in 2010-11

- Overall success rate of 80% for long qualifications
- Outstanding success in Workskills qualifications (92%)
- Functional Skills success rate of 75% some 11% above the national average
- Improved Value Added for A levels
- Excellent timely success for Train to Gain provision (92%)

- Very good timely success for Apprenticeships (71%)
- Successful introduction of an electronic Personal Learning Plan
- Maintenance of broad curriculum offer to meet needs of students
- Outstanding provision in Construction and Engineering at the RSME
- Provision in Hair and Beauty remains outstanding
- Outstanding Support for students
- Excellent student progression to university or employment
- Very positive Organisation Health Check report from LSIS
- Very strong Leadership and management
- Outstanding financial management

What does the college need to do to improve further?

- Improve retention rates at level 3
- Increase Value Added scores on level 3 vocational programmes
- Improve success rates for Functional Skills at level 2
- Increase the amount of good or better teaching in some areas
- Improve students' attendance and punctuality
- Ensure that all PLPs are completed in a timely and comprehensive fashion
- Refurbish its Maidstone site within agreed budgets and deadlines

Common Inspection Framework grades

EFFECTIVENESS OF PROVISION

Good : grade 2

Capacity to improve

Good : grade 2

CIF Aspect A

Outcomes for Students

Good : grade 2

CIF Aspect B

Teaching and Learning

Good: grade 2

Care, guidance and support for Students

Outstanding: grade 1

CIF Aspect C

Leadership and management

Good: grade 2

Equality and Diversity

Good : grade2

Safeguarding

Good : grade2

Framework for Excellence

FINANCE

Health	Outstanding: grade 1
Control	Outstanding: grade 1
Use of Resources	Good: grade 2

RESPONSIVENESS

Students	<i>data available Jan 2012</i>
Employers	<i>data available Jan 2012</i>

FACULTY GRADES

MEDWAY CAMPUS

Advanced Computing Engineering	Satisfactory : grade 3
Business and Professional Studies	Good : grade 2
Construction and Building Services	Good : grade 2
Care and Community Services	Good : grade 2
Creative and Visual Arts	Satisfactory : grade 3
Higher and Academic Studies	Satisfactory : grade 3
Services to People	Outstanding : grade 1

MAIDSTONE CAMPUS

Business and Social Services	Good : grade 2
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Construction and Engineering	Good : grade 2
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Public and Retail Services	Good : grade 2
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WHOLE COLLEGE

Foundation Learning	Good : grade 2
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Capacity to improve

Capacity to improve is Good

14. Capacity to make and sustain improvement is Good. In 2010-11, improvements in both retention and achievement across all ages and all levels of study led to a 5% increase in the headline success rate. In all three aspects of equality and diversity: ethnicity, disability and gender, gaps in achievement were eradicated or reduced. Nine of the re-aligned Faculties (who deliver 72% of our provision) are now rated Good or better with three rated satisfactory. Previously 15% were judged to be unsatisfactory and 33% satisfactory. (See Table 14). Improvement and progress has been solid, sustained and achieved whilst the leadership of the college has implemented a significant cost reduction strategy which successfully met the planned target of a £2.9m reduction in annual expenditure.

15. Managers and staff have a very clear focus on improving students' experience and performance. Staff at all levels make good use of high quality data. Self-assessment and quality assurance, judged to be accurate and rigorous at the last full inspection, ensure that improvement plans are well focused. Targets are set and monitored at course and Faculty level through Quality Health Checks. A well established, no-notice and now proportionate, observation system focuses closely on under-performing areas. The quality of Faculty Improvement Plans is good but in some areas they need to be more regularly updated. The college has recently purchased some propriety software '4Action' which will be used in 2011-12 for Faculty Improvement Plans.

16. Significant progress has been made with the development of electronic Personal Learning Plans (ePLP). The Teaching and Learning survey shows that students generally welcome its introduction and find the Flight Plan a useful measure of progress. However, more work needs to be done in training staff in motivational reviewing and in the regular use of the ePLP with students. Parents, where they have been given access to the ePLP, value highly the information it gives them.

17. The college manages its finance extremely well. The impressive new campus at Medway opened on time and within budget and plans for a self-financed, large-scale refurbishment of the Maidstone site are very well advanced. Governors, who monitor the college's performance through a Key Performance scorecard, play a strong and active role in the development of the college.

Outcomes for Students

Outcomes for students are Good

A1. How well do learners achieve and enjoy their learning?

Success

18. Success rates at the college are very good. In 2010-11, the overall success rate for students of all ages on long courses (the single measure most commonly used for colleges) was 80%. This represents a 5% increase over the previous year and is 3% above the national average for GFE colleges in the previous year. Table 1(p32) shows that success rates increased for all six key measures (16-18 yr olds and adults at levels 1-3). Success at level 1 is particularly strong at 84%, some 6% above the national average with adults improving by 18% from the previous low figure. At level 2, results for 16-18 yr olds were very good moving from 2% below the national average to 2% above it. At level 3, whilst there was improvement in success for both age groups, the figure of 75% is still just below the national average figure.

19. Success rates on Employer Responsive courses (Apprenticeships and Train to Gain) are very good. Significant improvements in Train to Gain have occurred at both L2 and L3 with an outstanding timely success rate of 92%, some 16% above the national average with 322 recorded outcomes. Over 200 of these were for up-skilling a local Power Station workforce for redeployment ahead of closure. Apprenticeships have seen further improvements with timely completion rates rising 9% above the national average to 71%. The advanced apprenticeship programmes have been more susceptible to the effects of the recession, particularly since some frameworks have a four year completion cycle. Despite this, further improvements have been achieved with a timely completion rate of 68% some 9% above national average.

20. As part of our commitment to developing and improving our students' employability skills, all 16-18 students undertake courses in Workskills in addition to their main programme of study. In 2010-11 some 4256 entries for these qualifications resulted in a success rate of 92% - a remarkable achievement.

21. All 16-18 students also take at least one Functional Skills qualification, in English or Maths, and as a results some 3731 entries were made last year. The success rate of 74% represents a 10% improvement on 2009-10. Some 86% of students took a level 1 qualification and achieved a success rate of 78%. However, the relatively small number of students who took a qualification at level 2 achieved only a 56% success rate and strategies will be put in place in the coming year to improve on this figure.

22. In 2010-11, some 34 courses achieved a 100% success rate, up from just 18 in the previous year. At level 1, the top performing course was the Diploma in Carpentry and Joinery at Medway which began with 33 students all of whom completed the course successfully. The same Faculty (Construction and Building Services) produced the most successful course at level 2 with 18 students enrolling on the Diploma in Bench Joinery all of whom were successful. At level 3 the top performing course was the NVQ Diploma in Beauty Therapy where 31 students successfully completed the course.

23. Each year, we conduct an end-of-year survey and last year a representative sample of over 600 students completed the survey. As a measure of the extent to which they have enjoyed their time at the college, we take part of our Vision and Values statement: "A college everyone is proud to recommend to family and friends" and ask students to say whether or not they think that MidKent is such a place. In 2010-11 some 94.8% said that it was such a college.

Retention

24. Retention improved significantly in 2010-11 following the introduction of the 'No Student Left Behind' strategy which involved a number of initiatives. It now stands at 87% just above the national average of 86%. Retention for students aged 16-18 in receipt of Additional Learning Support (ALS) was 90%.

25. The key initiative designed to improve retention, and to make monitoring of students' progress more effective, was the introduction of an electronic Personal Learning Plan (ePLP) for all students. The ePLP includes automatic reporting of attendance through a traffic light system which also alerts Personal Tutors to concerns about students work rate and behaviour. We believe this has made a significant contribution to the improved retention rate by allowing tutors to see which students may be in danger of withdrawing from their course and to take action.

26. Retention on level 1 courses improved very significantly in 2010-11. For students aged 16-18 it increased from 84% to 90% and for adults from 79% to 88% At level 2 there was an improvement of 2% for 16-18 year olds and 1% for adults. However, at level 3 retention remains below the national average by 3% for 16-18 year olds and 4% for adults.

27. Retention was particularly strong in:

Services to People	93%
Business and Professional Studies	93%
Foundation Learning (Maidstone)	90%

28. Unsurprisingly, it is retention on two year programmes which most needs to improve particularly part-time two-year provision. In recent years the college has reduced significantly this type of provision, offering where possible the same courses but over one year.

29. Students who receive support with their studies, through a facilitator in class and/or one-to-one help from specialist staff, not only have a retention rate some 3% higher than other students, but they achieve at the same rate as other students.

Achievement

30. Overall achievement for long courses was 92%. This represents a 3% increase from the previous year and some 2% above the National Average for GFE college in that year. The most significant increase was for adults at level 1 where achievement rose from 83% to 95% due mainly to much improved results for ESOL qualifications. Achievement improved at all levels for all ages most notably at level 3 where, at 90% for all ages, the rate is at the national average. It is clear then, that in order to improve success at level 3, we need to improve retention at this level.

31. Achievement was particularly strong in:

Services to People	97%
Care and Community Services	95%
Creative and Visual Arts	94%

32. Achievement rates in Work Skills qualifications, with over 4000 entries, were outstanding at 97% some 7% above the national average. In Functional Skills there were notable achievements in all three disciplines of Maths, English and ICT.

Value Added data

Qualification	08-09			09-10			10-11		
	Starts	VA score	Stat Sig	Starts	VA score	Stat Sig	Starts	VA score	Stat Sig
A Level	170	-11.46	Below	152	4.23	Above	Score available in January 2012		
AS Level	347	-4.02	Below	402	2.19	Above			
BTEC National Award	62	-13.33	Below	81	-7.96	Below			
BTEC National Certificate	42	-13.69	-	39	-31.52	Below			
BTEC National Diploma	349	-8.72	-	426	-40.68	Below			

33. As the table above indicates, in 2009-10 the college made good progress with improving Value Added scores for A level students. However, the scores for vocational programmes, particularly at Diploma level, were poor.

We have been aware for some time of a lack of progress in setting and monitoring of student targets. The problem, we believe, has been two-fold:

- the proprietary PLP in use previously proved to be unfit for purpose
- not all students were set sufficiently stretching targets

34. In order to address these issues, in June 2010, significant resources were put into the development of a bespoke electronic Personal Learning Plan (ePLP). Whilst there is still more development work to do, we believe that in this first year, we have made significant progress in establishing more consistent use of the ePLP. All Faculties now use the ePLP to set targets and review progress. Our focus for 2011-12 will be on more effective target setting. Staff will receive guidance and training in 'motivational dialogue' in relation to target setting with students at the forthcoming Focus Day (July 2011). We are confident that, following the 5% increase in success rates, we will see an improvement in Value Added score for 2010-11.

Progression Rates and Destinations

35. Between January and March 2011, an in-depth 'phone survey of all students who completed their studies with us in June 2010 was carried out. In order to measure findings against the national picture, the methodology used was the same as for the Framework for Excellence (F4E) Student Destination Survey.

36. The total number of leavers, of all ages, in June 2010 was 7247. Of these, 2688 returned to the college for further study. Another 412, gained places at university. For the purposes of the survey, this left 4147 leavers in-scope. Those conducting the survey underwent training and followed a script based on the questions used in the F4E survey. For the results

of such a survey to be statistically robust, the F4E methodology requires that at least 15% of those whose destination is unknown at the start of the survey must be contacted; we achieved 27%. We could therefore apply the results of those we contacted to any remaining unknowns.

37. The results show that 43% of our leavers continued in either Further or Higher Education. Of the others, some 77% went into either part-time or full-time employment. This is significantly above the figure often quoted in the media. In all, 88% of our leavers registered as a positive outcome in the survey, some 3% above the threshold for a grade of Outstanding in the Framework for Excellence.

Attendance

38. In 2010/11 overall attendance by students of all ages at the college improved by 1% to 87%. Attendance at the Medway campus was 88% while attendance at Maidstone was slightly lower at 86%. Attendance by Faculty was particularly strong in Care and Community Services and Advanced Computing Engineering (90%). Faculties with a high proportion of adults on part-time courses (Construction on both sites) achieved a lower percentage attendance overall. In these areas, staff have found that employers are sometimes reluctant to release their staff for training when workloads are high.

39. The Personal Learning Plan (PLP) is an effective tool in supporting attendance of 16-18 year old students. The traffic light system gives a clear indication of the need to improve attendance. The PLP was made available to parents for the first time in December 2010 whereas it will be available from the start of the 2011/12 academic year. It is anticipated that this will have a further positive impact on student attendance.

A2. How well do learners improve their economic and social well-being through learning and development?

40. The development of students' employability skills is good. Students benefit from impartial advice and guidance from the college's Matrix accredited service and supported by Connexions advisors. Many courses provide good work experience opportunities. The timetables on many vocational courses allow students to seek part time work or volunteer through the Duke of Edinburgh or other programmes.

41. All full time students complete a BTEC Award in Workskills. This is completed through a joint delivery model between curriculum and tutorial and emphasises the college's commitment to ensuring students are prepared for progression to further study or employment. Students work to demonstrate competence in setting and meeting targets at work, self- assessment, managing own money, searching for a job, applying for a job and preparing for interview.

42. As part of their induction process, all full-time students undertake diagnostic assessment of their literacy and numeracy skills. The results are used to set their functional skills course

at an appropriate level. These skills are then developed through their vocational programme. The very good success rate for functional skills demonstrates that students' literacy and numeracy, and therefore employability skills, were significantly improved as a result of their time at the college.

43. Through a partnership with Citizens' Advice Bureau and Barclays Bank, more than 900 students have been able to complete a Money Skills financial awareness course focussing on managing money and avoiding credit and debt. In conjunction with the National Skills Academy Financial Services, the college hosted a Money Skills week. Barclays Bank attends the Freshers' fair in September and provides a drop in service in the social zones offering advice and support for students with questions around banking and credit.

44. The College's Youth Worker and Citizens' Advice Bureau in Medway are currently working with a group of Looked After Children and Young Care Leavers on a housing group project which aims to equip those young people leaving care with the skills and contacts to successfully access services to make the transition into independent living.

45. In 2010-11 some 669 students applied to university, of whom 72% have gained places. This is 6% increase on 2009-10. The University of Kent provide finance seminars for students and parents designed to answer the frequently asked questions along with summer school and taster opportunities. Aim Higher & college Information, Advice & Guidance provide advice and support on an appointment basis and students eligible for bursaries are made aware of opportunities through tutorial.

A3. How safe do learners feel?

46. Students report that they feel safe. In a recent survey 99% stated that they feel safe whilst in college. In November, the tutorial programme focused on safeguarding and anti-bullying. Students are informed of a confidential safeguarding email system which is checked daily. Child Protection Officers are identified by posters displayed in each faculty and public areas. During anti-bullying week students are encouraged to share their thoughts and ideas on how to effectively overcome bullying; the theme in 2020/11 was cyber bullying.

47. All teaching and support staff are CRB checked and have completed the LSIS safeguarding and safer recruitment training.

48. During 1 to 1s, students are routinely asked how safe they feel and issues identified are dealt with in line with college policy.

49. Students speak very highly of the personal tutoring programme. They are clear that the personal tutor is the person to whom they go if they experience any problems on their course.

50. The college has an excellent relationship with Kent Police. The Police provide support sessions to students to raise awareness of domestic violence issues as well as providing

help to students on issues of personal and property safety. A 'drugs dogs' activity is carried out on each campus annually close to the start of the year. This is very effective in deterring the use of illegal substances on site.

A4. Are learners able to make informed choices about their own health and well-being?

51. Group tutorials cover a broad range of health issues supported by community professionals and charities. Drugs, alcohol, smoking, healthy eating, relationships and emotional wellbeing tutorials are delivered and linked to events such as health and wellbeing week, sports day and intra sports competitions. There is a smoking cessation drop in on a weekly basis and Personal Tutors are trained to refer to the service. The team of college Counsellors complete therapeutic work with students requiring support on issues of self-harm, eating disorders, bereavement and depression. There are established links to external services for mental health such as CAMHS, early intervention and adult services. The college service has accreditation under the British Association for Counselling Psychotherapy and benefits from accommodation under the umbrella of wellbeing.

52. The college achieved accreditation in December 2010 for its Student Health Service from the NHS 'You're Welcome' programme. Students can access young person friendly support on site from health professionals and be signposted to additional services by their personal tutors. The Medway Young Inspectors have completed a subsequent re-inspection in February finding that the service continues to improve.

53. The college FE Sports Co-ordinator and Youth Worker provided opportunities for students to engage in physical activity throughout the year.

A5. How well do learners make a positive contribution to the community?

54. Students have good opportunities to contribute to the college environment. There are some 183 student representatives at Medway and 114 at Maidstone. From these 297 representatives, there are 8 faculty representatives at Maidstone and 16 at Medway.

55. The full time, paid post of Student Union president enables students to make significant contributions to the student experience. The current president is also the Student Welfare Officer for the NUS South East. The president and vice president are governors of the college.

56. Students from catering, performing arts and customer services (Frontliners) make significant contributions to a wide variety of performances, events and activities. Students from Hair and Beauty Therapy, Health Care and Catering have hosted an event for the elderly. Construction students have completed a charity mission to Africa and Engineering students have been involved in the restoration project of the Medway Queen paddle steamer. Media students completed an oral history project for the Royal Engineers Museum. Students have the opportunity to take part in volunteering projects such as Duke

of Edinburgh and Community Sports Leaders Award. Each year students help the college host a day for the Children of Chernobyl initiative.

57. A wide range of charity fund raising takes place within faculties and in the wider college community throughout the year.

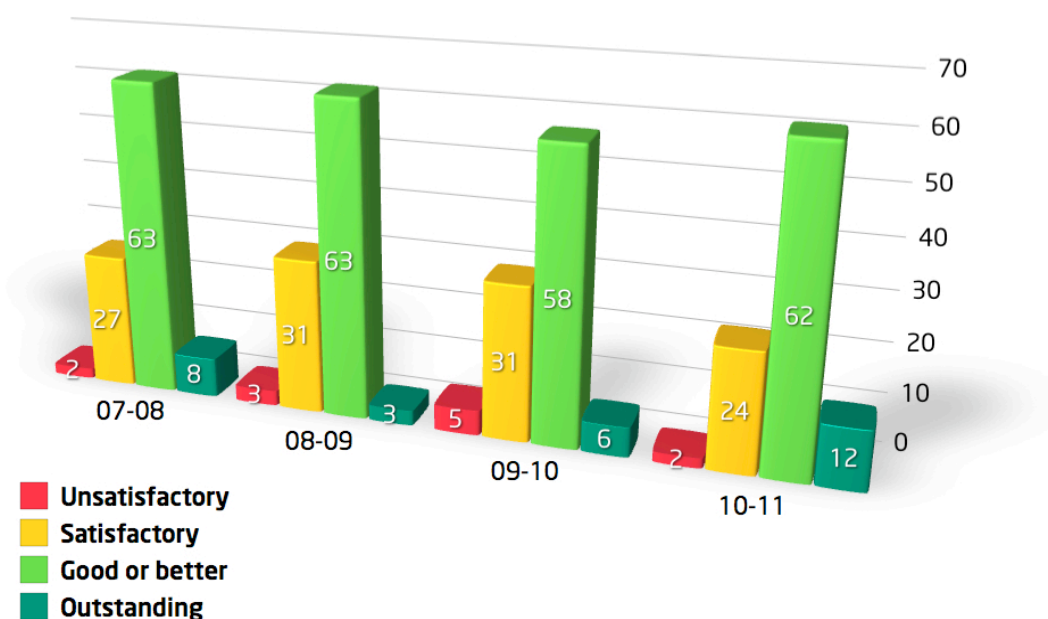
Quality of provision

Teaching and Learning are Good

Care, guidance and support for students are Outstanding

B1. How effectively do teaching, training and assessment support learning and development?

Whole College - 4 year trend



What has gone well?

- ✓ We exceeded our target of 70% of lessons to be judged good or better. This is particularly impressive given that, under the new proportionate system of observations, we see fewer lessons in the high performing faculties.

- ✓ Two years ago new and sessional staff had a poorer teaching profile than other staff. Last year, we reported that their profile had improved and this year it has improved still further.
- ✓ One faculty, Public and Retail Services at Maidstone, had 100% of their lessons judged to be good or better.
- ✓ Ten out of the twelve teaching faculties improved their teaching and learning profiles
- ✓ The teaching of Functional Skills has improved significantly
- ✓ Tutorials have an improved profile with no unsatisfactory teaching observed
- ✓ There was a consistently high profile across all types of lessons: theory, practical and tutorial.
- ✓ Teaching at level 1 has improved significantly
- ✓ Four out of five lessons delivered to adults were judged to be good or better

What concerns have the observations raised?

- The profile for part-time teaching staff is now lower than that of full-time and sessional (hourly paid) staff
- Only 40% of Faculties met the 70% good or better target for 2011
- Whilst unsatisfactory lessons have been reduced from 5% to 2%, they have not yet been eliminated
- Generally, there is not enough good or better teaching in Construction and Engineering

Key features of good or better lessons:

- In the best lessons, **objectives are focused on learning** rather than teaching and are re-visited as part of the review of the lesson
- Lecturers make **good links to previous learning** and to approaching deadlines.
- As usual, observers found plenty of examples of **sound and purposeful classroom management** which was respected by students

- Once again, observers have noted the frequency of a **positive learning environment** having been established in lessons of all kinds.
- Lecturers use their **good subject knowledge** to make the best possible use of opportunities for learning that arise spontaneously in lessons and to generate enthusiasm
- Increasingly, lessons encourage students to use and develop their **research skills**
- In the very best lessons, **tasks are clearly differentiated** in order to meet the needs of individual students
- Students in these best lessons not only **play an active part in the lesson**, but are also encouraged to help one another and to learn from one another
- In lessons for part-time students **good use is made of the skills and experience of students** who work in the relevant industry
- In the very best of lessons, a **clear review of the learning**, not the content, takes place and leave students with a clear idea of what they have to do next.

Key features of unsatisfactory lessons were:

- Too many lessons were judged to be only satisfactory because of a **lack of differentiation or stretch** for the more able students
- **Lack of planning** or **poor classroom management and discipline** are the most common causes of lessons being judged to be unsatisfactory or barely satisfactory
- In some lessons **aims and objectives are too focused on activities** and not enough on learning.
- **Poor use of facilitators** remains a contributory factor to some lessons being judged to have been only satisfactory.
- **Reviews** are rushed owing to poor time management
- Observers noted that there is still very **little written assessed work** available to them during observation weeks despite repeated requests for this to be provided.

Additional comments on Aspect B1

58. The college has a well-developed observation scheme which improves classroom practice. Observers are expert classroom practitioners and undergo training to ensure their judgments are sound. In 2010/11, the college moved to a no-notice, proportionate system of observations whereby more observations are carried out in under-performing areas. The

outcomes of teachers' observations inform a faculty report which in turn informs the faculty improvement plan and improvement themes for the following year. Training and development recommendations are notified to the Learning and Development Co-ordinator so that training sessions and coaching can be put in place to support individual teachers. The system is well-regarded by teachers who see it as developmental.

59. Heads of faculty also conduct short observations which currently focus on the teaching skills of individual tutors. Both full-time and sessional staff are seen at least twice a year and these observations inform staff appraisals. Currently, these observations tend to focus too much on teaching and not enough on the development of the students' vocational skills.

60. Coaching of teachers is a key feature of the college's improvement strategy. In 2010/11, the teacher coach team was extended with new members from the construction and engineering areas ensuring greater coverage of skill areas and relevance. Additionally, a full time teacher coach was seconded to the college for two years and has been very effective in supporting the improvement strategies put in place to drive up the quality of teaching and learning.

61. Further teaching and learning improvement strategies have included the creation of a teachers' resource room at both campuses and an online Teachers' Toolkit. The latter was developed by teachers and includes useful tips and activities for more engaging teaching and effective learning. The video tutorials are a particularly innovative element of the toolkit. The toolkit will continue to be developed throughout the next academic year and its use monitored.

62. The college hosted a teacher development session run by the lead co-ordinator for STEM (CCCU). This resulted in a number of staff and students enrolling as STEM ambassadors. As a consequence attendance at networking events increased, membership of the STEM KAFEC Group widened and the college now has a case study featured on the STEM FE Colleges (South East) site.

63. The college's internal teacher training was redesigned in 2010/11 into a modular programme. This has enabled staff to attend targeted sessions rather than the full course as appropriate to their needs. A highly effective three day 'Brain Friendly Learning' course is offered to teachers each year. This year the course was redesigned and offered through our own coaching team. This enabled the course to be focussed around MidKent College student needs, priorities for teaching, learning and assessment and available college resources. The course has proved successful in developing more innovative teaching and activity based learning.

64. E-learning is well-supported through the e-learning manager and a teacher coach with a specialism in this area. The ease of access to technology at the newer Medway campus has resulted in much greater use by staff of technology for teaching. It is less prevalent at the Maidstone campus which has yet to undergo refurbishment. There is good support from library staff in sourcing and developing on-line resources which are uploaded directly to the

College's Virtual Learning Environment.

65. In 2010/11, the college implemented a bespoke Personal Learning Plan (PLP). A graphical 'flight plan' takes into account students prior qualifications and is used to set a target grade. Formal reviews take place three times a year, when the flight plan and targets are re-visited. The PLP is made available to parents and employers through a student controlled password, a system on which parents have commented favourably. The system has proved useful in motivating students to maintain and improve progress in many areas. Further developments are in place to ensure that the PLP is used well throughout the college.

66. The college has a strong commitment to developing skills for employability, including English and Maths. On entry to the college, all full time students are diagnostically assessed for numeracy and communication skills. The results of this assessment determine the level of functional skills which students undertake. Success rates in functional skills have improved since their implementation in 2009/10 and are well above the national average.

67. Assessment in the vast majority of courses is fair and accurate. Feedback from staff is clear and enables students to improve their work. In some cases, however, assignment tasks are too large and cover an extended period of time. In these cases students are not able to gain a sense of the progress being made. However, the college is fully compliant with the new assessment procedures with Edexcel. Lead internal verifiers and a lead internal verifier co-ordinator have been appointed.

68. Equality and diversity is promoted throughout the curriculum. A revised scheme of work identifies key dates around which teachers can plan relevant activities to promote cultural diversity. There is evidence through lesson observations of teachers using this and other naturally occurring opportunities to enhance learning and promote equality and diversity.

B2. How effectively does the provision meet the needs and interests of users?

69. The college offers a very broad range of courses with provision in all sector subject areas. Courses are offered from pre-entry level through to higher education, enabling students to progress from relatively modest levels through to higher education. While the majority of the college's students are aged 16-19, some 1,933 adults enrolled on full and full-time and part-time programmes in 2010-11. The college offers opportunities for non-traditional study through its employer responsive offer and has been successful in its work to re-train the long-term unemployed.

70. In 2010/11 the college had a January start offer for the fifth year in succession. In addition, a November start was trialled for the first time. The nature of the offer was determined in close liaison with the Connexions service and tailored to the interests of

young people who were not in employment, education or training (NEET).

71. The college works in partnership with local schools to provide places for around 250 young people aged 14-16. These students are often at risk of exclusion from mainstream education. The vocational options provided are very effective in re-engaging and motivating students and progression rates to full-time college programmes is high.

72. Employability and Functional Skills are embedded into all full-time courses in order to improve the employment prospects of students. As a largely vocational college, the ethos is one of developing and encouraging professional standards in all aspects of college life. The survey of student destinations completed in 2010/11 of students who completed programmes in the previous year indicated 90% positive destinations, many into employment, were achieved.

73. For students on full-time courses at the college, there is an extensive range of enrichment activities. Many activities are linked to the curriculum areas being studied and are effective in providing students with a greater understanding of the world of work and of the wider social context. Of particular note in 2010-11 was a two-week visit to Kenya made by carpentry and joinery students and staff where college team undertook a live project to build a fence around an orphanage to keep children safe from the nearby road. Many enrichment activities are run on a campus or whole-college basis through the enrichment team and personal tutors. These cover a broad spectrum of activities linked the Every Child Matters (ECM) themes. These activities are highly valued by students.

74. The college has a strong focus on the learner voice. To further strengthen existing activities, in 2010/11 a youth worker was employed to work alongside the active student union to ensure that learners remain at the heart of college operations and strategies. This has enhanced the already strong student rep system and helped students to recognise the importance of their feedback. The youth worker ensures that feedback on actions taken in response to student comments and concerns reaches the students in a timely fashion.

75. In order to better understand the needs of the local communities, the college has initiated Advisory Committees at each campus. Membership consists of stakeholders from local businesses or the public sector and the committee's role is to offer challenge and advice to the college management on the provision of courses and services. While at a fairly early stage of development, the committees have already proved to be effective in advising on areas of curriculum development, for example in updating the curriculum in business and administration.

76. Employer responsive provision also benefits from input from employers at the course design and review stages. During the latter part of 2009, MKC engaged with local Engineering companies to re-design and develop a bespoke Engineering 5 year training programme to enable young people to achieve a level 2 and 3 Apprenticeship Framework, HNC and Degree. Following a review of the year one programme, and the excellent results with all learners retained achieving a full level 2 framework, the employers are recruiting for

new September starts. All learners from year one will be progressing to the level 3 framework in Engineering. The paper industry, in particular, are interested in Developing this programme with a progression in route for a HNC in Paper and MKC will Work with the Paper Industry to develop and design the programme.

77. With the growth of engagement with other local industries, feedback has been sought from local companies in Medway and Maidstone on skills needed to support their business growth. In response, the college has developed the resources to enable new sector frameworks to be available to support progression of our full time learners to meet the demand of local employers. New frameworks have been developed within the college. Commencing in September 2011, to enable full time learners due to complete their Technical Certificates in July to progress into full time employment and complete a framework in Media, Hospitality, Child Care, Health & Social Care, Sport and IT. Further frameworks for Leadership & Management, Play work, Security (to support the 2012 Olympics), Electronics and Retail are also being developed.

78. An example of good practice in employer engagement is the college's relationship with Homebase. The college was approached in January 2011 to run a painting and decorating course for staff at a local store. An accredited course was set up and delivery in April with resounding success. The partnership has continued to flourish and courses for further 17 stores are in the planning stage. Homebase are now seeking to provide customer service positions to students and will be donating paint to the college.

B3. How effectively does the provider use partnerships to develop its provision to meet students' needs?

79. There are strong links with local schools, both individually, through consortia and planning forums. The college offers qualification based courses for KS4 pupils, taster sessions for Special Schools and both Diploma and A levels for sixth forms. Positive progression from these programmes currently stands at over 90%. Recent funding cuts, the growth of Academies and the Wolf report have caused a decrease in demand for this provision; the college has responded by offering tailored taster days at no charge to schools.

80. Relationships with Special Schools have strengthened and next year will see shared provision based at the Medway Campus for two schools. Links with Medway Youth Trust has enabled specialist delivery to particular groups, for example young parents. Work with other training providers, such as NACRO, to facilitate progression is on-going.

81. The college is a partner college of the University of Kent and the Medway Campus is part of the 'multi-versity' which also included Canterbury Christchurch University and the University of Greenwich. The proximity of the campus to the three universities is starting to prove effective in raising aspirations for progression to Higher Education among students.

The links with the universities, often at faculty level, give students access to information, advice and help with selecting appropriate higher education provision.

B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

82. Support for students is excellent. All 16-18 year olds have a personal tutor responsible for pastoral support. Increased focus on the retention of students through 1-1s has had a significant impact in 2010/11. Full time students value the support from their Personal Tutor through the weekly tutorial, regular one to one and drop in access.

83. Support for vulnerable students is strong and the college recently gained the Frank Buttle Trust award for support for young care leavers. Looked after Children and Young Care Leavers identified through Local Authority introduction are offered a menu of support their progress at college. Peer mentors, Senior Leadership mentoring and additional one to ones are highlighted to Designated Members of Staff from local schools to support students pre and post enrolment. Links with YOT are established and procedures for transition and support are being developed. In both areas the college is recognised as a model of good practice.

84. There are strong links with local Universities. Group tutorial sessions support ECM outcomes and employability, through Workskills qualifications. Plans to secure the important work of Personal Tutors in the changed funding situation next year have been agreed. A college based Youth Worker and Student Union president have developed the student voice throughout the college, culminating in a Student Conference in June. The College has gained 'Your Welcome' accreditation for its health services at the Medway Campus.

85. Advice, guidance and support for students are very good. The advice and guidance team work in conjunction with admissions to ensure that students are placed on the most appropriate course for their aspirations and abilities. The college works with the Connexions service to provide a holistic approach to career support both pre and post course. Students who show signs of disengagement are referred to college Advice and Guidance; the Connexions service is utilised early in these cases to reduce disengagement and aid transition where necessary. There is good support for students who wish to progress to HE through the Personal Tutor and Advice and Guidance staff.

86. Induction activities enable students to settle into college life and familiarise themselves with the support systems available. Those students who wish to change pathway or who face other obstacles to continued learning are well supported. A well-publicised learner support fund exists to help students in financial hardship to afford to necessary costs of their education.

87. The college specifies a 'champion' to work with external agencies to ease transition for

venerable learners such as; looked after children, young offenders and young parents and once these students are enrolled there is additional support such as mentoring programs to keep them engaged. Pastoral and welfare support are strong.

Leadership and management

Leadership and management are Good

Promotion of equality and diversity is Good

Arrangements for safeguarding are Good

C1. How effectively do the leaders and managers raise expectations and promote ambition throughout the Faculty?

88. The culture within the College is strongly focused on student achievement. This is well evidenced in the Strategic Priorities and in the performance management targets for senior post holders. Heads of curriculum faculties are set targets for student retention and achievement and there are quality health checks throughout the year to enable intervention if targets are not being met.

89. The newly built Medway Campus is used effectively to help raise student aspirations. The building is kept very clean, an overnight painter is used to maintain the appearance, the equipment levels are industry-standard throughout and it is a technology-rich campus. The net effect is to create a positive and supportive environment for students which is reflected in the very positive relationships between staff and students.

90. The College has taken decisive action to address a dip in performance in two curriculum areas and both the student performance data and the outcomes from the lesson observation scheme demonstrate that this has worked. The lesson observation scheme is a strength of the College and has been adapted to make it proportional.

91. The focus on performance with managers is consistent and robust. However, there are also good support systems in place for staff and students. For staff, there are teacher coaches and mentoring for managers, whereas for students this support is provided via the personal tutors and the newly developed electronic-Personal Learning Plan.

92. Strategic planning and financial management are both outstanding. The College's response to the Comprehensive Spending Review has been bold and decisive. Communication of the strategy is clear and compelling and the implementation has been on-time with all savings targets met, or exceeded.

93. The College has good links with employers and the local community and is implementing an innovative strategy for working in partnership with local primary schools.

94. In judging student success, the College has focused very strongly on success rates and progression to employment or higher education. More work needs to be done on target setting and monitoring of student grades, particularly on level 3 BTEC programmes, where the proportion of College students achieving high grades has been well below the national average.

C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?

95. Governance at the College is exemplary. The governing body vigorously challenges the executive and the principal's report to every governing body includes a Key Performance Indicators scorecard. The scorecard is an excellent tool for monitoring all of the key aspects of the College's work and this tight focus on performance is built into the appraisal process for senior post holders.

96. The recent external report by the Learning and Skills Service highlighted the effectiveness of governance and staff interviewed reported very favourably on the senior leadership team.

97. The relationship between governors and senior managers is strong and effective. Governors are frequent visitors to the College and care passionately about the learner experience. There is a lead governor for quality and he shadows the development of the Self-Assessment Report to ensure that there is sufficient rigour at every stage. There is also a lead governor for equality and diversity and this has been a pivotal element in driving forward improvements.

98. Risk management is a strength and the College uses its resources well. Decisions are based on the longer term interest of the College and its community and the sub-committee structure mirrors the organisational structure.

C3. How effectively does the college promote the safeguarding of learners?

99. The Assistant Principal (Student Services) is the senior leader with responsibility for safeguarding. In 2010-11, there was a designated child protection co-ordinator on each site and they are supported by four child protection officers (CPO). The governor with responsibility for safeguarding attends the safeguarding committee meetings and reports back to the governing body as appropriate. All staff with significant contact with students under 18 or vulnerable adults undertake an enhanced CRB check prior to employment. A single record is maintained.

100. All staff have recently either undergone or updated their child protection and safeguarding training. The LSIS online training package has been adopted for this purpose. The governing body received their updating training at a recent governing body training day, although several new governors have yet to undertake the training. The training was based upon the LSIS online training and delivered by the senior manager and governor with responsibility for safeguarding.

101. The Medway campus has a single point of entrance and security gates operated by ID card. Security guards are employed at both campuses and there is extensive coverage by CCTV. Plans for the Maidstone Campus redevelopment include a single entrance at the front of the site.

102. All full-time students receive support through the personal tutorial scheme on personal safety and well-being. The college policies and practices on safeguarding, discipline and bullying and harassment are fully compliant with legislation and are well-understood by staff.

C4. How effectively does the college actively promote equality and diversity, tackle discrimination and narrow any achievement gaps?

103. Promotion of equality and diversity is good. The college was one of the first to gain the Investors in Diversity award. 2010-2011 the college made good progress in closing gaps in the success rates of different groups of students particularly for those aged 16-18 of Black or Minority Ethnic background (BMEs). In the previous year the success rate for white students taking long qualifications was 4% higher than that for BME students but in 2011-11 this gap was eliminated. The gap in success rates between white adults (81%) and BME adults (78%) was reduced by 11% on the previous year but remains a concern. Students of all ages with a declared disability continue to perform slightly better than others and the difference in performance between male and female students, with the latter doing 3% better than the former, reflects the performance of students both locally and nationally.

104. All faculties have introduced equality and diversity impact measures (EDIMs) in order to tackle achievement gaps and to better monitor achievement of equalities groups. Equality and diversity training is undertaken by all staff including introducing mandatory training to cover the new Equality Act, and a diversity themed training week is held every year for staff to revise and expand their knowledge. Students from all faculties attended a speaking event by an international businessman discussing global working across different countries and cultures.

105. Faculties make use of diversity events and dates on the schemes of work in order to embed equality and diversity into lessons and a team of Diversity Champions and teacher coaches are available to advise on this. Positive images are visible throughout the College to

tackle discrimination. There are also student led groups such as the LGBT and Disability Action Groups, and targeted mentoring support through a network of peer mentors. Provision for supporting students with physical and learning disabilities continues to be excellent.

C5. How effectively does the college engage with students to support and promote improvement?

106. The college's engagement with students is good. A termly cyclical model, supported at each stage by the Youth Worker and Student Union President, starts from class based discussions, facilitated by Personal Tutors which are fed to a Course Representative meeting within each faculty. This addresses key issues that students want to raise about their college experience both in and out of the classroom. This feedback is then taken by elected faculty representatives to meetings with the Heads of Faculty, Cross campus managers and Assistant Principals. This is then fed back to course representatives by their faculty representative to then disseminate to their student body. The outcome of these meetings is published on the Learner Voice Moodle page, shared with Personal Tutors and all college managers. Key actions are recorded and followed up.

107. The Youth Work project role at Medway, focusing the strategic priorities of Improving the Student Experience and Contributing to Community Cohesion, has proved very effective and is now college wide. From a review of the Learner Involvement Strategy the college has piloted a new model for Learner Voice, building on the faculty based Board of Study, developing Faculty Representatives from the Course Representatives structure. The process aims to capture cross college views, empower learners and provide a more robust system to engage the learners.

108. A student conference is hosted in June to bring student representatives from both campuses together with managers to plan areas to develop and move forward on, and also celebrate the achievements of the year to date. This process offers transparency across the college so learners feel valued and empowered to improve their college environment and experience. Students feel valued and listened to, not only by their faculty, but the wider college. This leads more students having open dialogue with college staff to improve their learner journey.

C6. How effectively does self-assessment improve the quality and outcomes for students?

109. Self-assessment remains a strength. The college has a strong culture of continuous improvement with robust analysis and challenge at all levels in the college. At course level, staff complete a course review and improvement plan which takes into account the views of students and other stakeholders. These are aggregated to form a Faculty self-assessment report which is both peer assessed and subject to rigorous review by a panel including a

colleague from another college. The College self-assessment report is reviewed and agreed by the executive group and by the Board of Governors.

110. Self-assessment results in detailed action plans at each level. These plans are formally reviewed at Quality Health Checks held three times per year but would benefit from more frequent updating and review.

111. During 2010/11, the college has undergone a significant restructure and redundancy programme. As a consequence all teaching faculties revised their curriculum and business plans to meet very challenging financial targets. Underperforming courses were given extra scrutiny and in many cases have now been discontinued.

C7. How efficiently and effectively does the Faculty use its available resources to secure value for money?

See Framework for Excellence Finance sections below.

FRAMEWORK FOR EXCELLENCE

FINANCE

Health

112. The College's financial health has automatically scored as Outstanding, continuing the pattern from 2009-10. The Outstanding score is expected to continue through to 2013-14, and the College has already implemented a cost reduction plan in response to the Government's Comprehensive Spending Review which should ensure that a score of at least 'good' is maintained throughout that period. Relative to the FE sector as a whole, the College is well placed to adapt and respond to the challenge.

Control

113. 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

114. The College's building programme at Medway 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 be completed in 2013.

115. 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.

116. The College is a member of the Crescent Purchasing Consortium (CPC) and is progressively extending the number and value of contracts procured through collaborative framework arrangements. By using CPC £60k of savings have been achieved on insurance. In addition the CPC has been used to benchmark stationery costs and by using Lyreco as our "preferred" supplier it is estimated a further 20% of savings can be made.

RESPONSIVENESS TO STUDENTS

Summary of students' views

What students like:

- Quality of the teaching
- Support from Personal Tutors
- Helpful feedback from tutors
- Moodle as a resource for their course
- College response to requests about photos and badges in PLP
- Being treated fairly and with respect

What students would like to see improved:

- Late and disruptive students in some lessons
- Availability and reliability of computers for use in classes
- More frequent use of PLP

The Student Voice

117. The learner voice is strong at the college. Students say they feel empowered to recommend change and are confident that they will be responded to. Personal tutors work with groups at course level to provide a regular forum for the learner voice on a termly basis. Course representatives meet with their faculty representative, the Campus Youth Worker and Student Union President. Heads of Faculty, services and Assistant Principals meet with faculty representatives to respond to issues and take relevant actions. Students this year raised issues regarding food choices, smoking shelters, access to a cash point and the social zones and have proposed solutions which have been actioned by the management team.

RESPONSIVENESS TO EMPLOYERS

Summary of employers' views

What employers like:

- College's flexible response to training needs
- Quality of bespoke provision
- Professionalism of staff
- Facilities

What employers would like to see improved

- Frequency of reports on employees' progress (WBL only)
- Communication (WBL)
- Access to Moodle – VLE

RSME

118. 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 per year and the employment of over 220 staff. The training is housed within some of the largest purpose built workshops in Europe and covers many 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.

119. The contract continues to be a success. Achievement rates are consistently high. Attributable pass rates¹ for Phase 3 courses were again 100% in both Construction and Engineering courses exceeding the 97% target. At phase 2 in Engineering the attributable pass rate of 100% was maintained and in Construction at phase 2 it was 100% in all but one of the courses. In Surveyor Engineering there was a drop from 100% in the preceding three years to 88.89% in 1011. This represented two SUTs (Soldiers Undertaking Training) from an initial cohort of 18 who were unable to achieve the expected standard.

120. Loss to Training Rates, which include those soldiers who have left the service and those who have incurred sporting injuries which prevent them from completing their course, have seen a significant reduction since the inception of the contract. In courses delivered by MKCTS at phase two the Loss to Training Rate has fallen from 11% in 2008 - 2009 to 4.96% in TY 2010-2011. The overall Loss to Training Rate, including phase 3, has also remained low and in TY 2010 – 2011 was 4.42% which provides a success rate of over 95%. The benefit of this is that significantly more trainees have now been able to enter the field army as fully qualified soldiers than in previous years. This is hugely important given the context the British Army finds itself within Afghanistan and other operational commitments.

121. The PPP places great demands on performance within the terms of the contract for all contractors. Even during periods of heavy snow, no training days have been lost; all classes have been fully covered and all facilities and equipment designed for trainee use have been serviceable and available.

122. MKCTS has achieved and maintained ISO9001, ISO14001 and Investors in People accreditation. In February 2011, MKCTS was subject to inspection as part of a combined DITC / AGITI Army Inspectorate review of the RSME. Together with many favourable comments about the effectiveness of the PPP, aspects of the work carried out by MKCTS were cited as good practice.

123. Much effort has been devoted to the 'Transformation of Training' to develop modular course designs for blended delivery and to enhance the scope for personalisation of training. The ensuing Computer Assisted Instruction (CAI) resources being developed will also be accessible via the internet to provide a valuable resource for 'reachback' training for soldiers on operations who need to review training previously undertaken at Brompton.

EMPLOYERS

124. The college has strong employer links both in Medway and at Maidstone. Both campuses have advisory boards to the governing body which include local employers who

¹ Attributable pass rates exclude 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.

can inform strategy on skills shortages and curriculum development. College senior management are members of a range of local committees. The Vice-Principal, Curriculum is on the board of Medway Youth Trust and at Maidstone the Assistant 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 the University of Kent's Council.

125. To further strengthen the links with employers the college plans to create a job shop at both Medway and Maidstone campuses. These will improve both employability skills for students and offer local employers an apprenticeship recruitment agency which will enable our young people, on completion of their full time course, to progress to employment with training to complete a recognised framework. In addition, the college will run jobclubs for Job Centre Plus clients to support progression back to work.

126. 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, Advanced and Higher Apprenticeships for 16-19 and 19 plus. During 2010/11, the Business Development Unit was successful in increasing the number of employers locally engaging in apprenticeship training, resulting in the SFA supporting an additional £470k of growth, in year for 16-19 year olds. Due to the new minimum contract values, due diligence checks have been carried out to secure partnerships with seven Private Training Providers to expand our current Apprenticeship offer, new apprenticeship frameworks planned for September 2011 will include, Security, Health and Social care, Childcare, Hospitality, Sport, Media and IT.

127. The unit secured additional funding for Work Focused Training (WfT) courses which are aimed at both young people and adults (clients who have been unemployed for 6 months or more). The contract value for the three unemployed contacts, which commenced on 1st April 2010, was £850k (£459k Adults, £326k YPG and £69k RiW). 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 was in fact around £13k. Negotiations with the Skills Funding Agency have resulted in increased profiles for the young people and adult WfT to ensure demand is met and the financial outturn was £857k). The following courses were developed and delivered during 2010/11: Warehousing, Construction, Security, Transport, Health & Social Care and Preparation to Teach in the Life Long Learning Sector (PTLLS).

128. BDU will continue to support JCP clients from August 2011 and are currently designing training programmes to meet the local workforce requirements with JCP Managers. Funding from the Single Adult budget has been ring fenced to ensure demand can be met and flexible roll on roll off programmes can be delivered. MKC are also part of the newly formed consortium of FE Colleges 'GFE' with a remit to bid for ESF and other funds to support securing additional funding to support the Work Programme provision.

129. The college has seen increases in both employer attendance on courses and grown the employer base of new businesses. In 2010-11, it engaged with an additional 100 new employers and expects to generate a gross income of over £400k on full cost programmes during the time when many businesses are facing financial difficulties.

130. 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 £2m, including some £730k Train to Gain funding. The current timely success rate for 2010/11 is 92% and will increase by Period 15.

131. During 2010/11, the emphasis to grow the Engineering Apprenticeship provision resulted in BDU developing a new Intensive Engineering programme for Delphi, Aylesford Newsprint, Kimberley Clarke and Conecranes. Some 19 apprentices commenced the programme in September 2010. The predicted success rate for this programme is 95% and its success has resulted in further starts planned for August 2011, with progression of 18 learners commencing the Advanced Engineering Extended Diploma in September 2011. Negotiations are in progress with Thamesteel and National Grid to engage their new apprentices on to this programme in September 2011.

132. 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 to employers in September that have engaged in training with MKC over the previous 12 month period.

Whole College Data

LR Success rates

Table 1a Long qualifications (excluding Functional Skills)

Success Rates													
Level	Year	Starts 16-18	Suc % 16-18	Suc % NA	Diff	Starts 19 +	Suc % 19+	Suc % NA	Diff	All starts	All ages	% NA	Diff
Long 1	08/09	1880	74			502	65			2382	72		
Long 1	09/10	1418	78	80		328	66	76		1746	75	78	
Long 1	10/11	1542	85		4	346	84		8	1888	84		6
Long 2	08/09	1976	74			736	72			2739	74		
Long 2	09/10	1756	79	77		749	76	75		2505	78	76	
Long 2	10/11	1779	83		6	637	78		3	2416	82		6
Long 3	08/09	1437	72			735	72			2192	72		
Long 3	09/10	1638	71	78		828	71	75		2466	71	77	
Long 3	10/11	1886	76		-3	784	74		-2	2670	75		-2
All	08/09	5410	77			2116	75			7526	73	76	
	09/10	4903	78	78		1977	75	75		6880	75	77	
	10/11	5208	81		3	1829	77		2	7037	80		3

Table 1b

Retention Rates													
Level	Year	No Ret 16-18	Ret %	Ret % NA	Diff	No Ret19 +	Ret %	Ret % NA	Diff		All ages	%NA	Diff
Long 1	08/09	1677	89			433	86			2110	89		
Long 1	09/10	1186	84	88		260	79	86		1446	83	87	
Long 1	10/11	1394	90		2	305	88		2	1700	90		3
Long 2	08/09	1702	86			629	82			2331	85		
Long 2	09/10	1521	87	86		633	85	84		2154	86	85	
Long 2	10/11	1586	89		3	547	86		2	2133	88		3
Long 3	08/09	1263	87			610	83			1873	85		
Long 3	09/10	1360	83	87		670	81	83		2030	82	86	
Long 3	10/11	1572	83		-4	642	83		0	2214	83		-3
All	08/09	4735	88			1783	84			6518	87		
	09/10	4150	85	87		1628	82	85		5778	84	86	
	10/11	4553	87		0	1551	85		0	6104	87		1

Table 1c

Achievement Rates													
Level	Year	No Ach16-18	Ach %	Ach % NA	Diff	No Ach19+	Ach %	Ach % NA	Diff		All ages	%NA	Diff
Long 1	08/09	1398	83			328	76			1726	82		
Long 1	09/10	1100	93	91		217	83	88		1317	91	89	
Long 1	10/11	1302	93		2	290	95		7	1685	94		5
Long 2	08/09	1463	86			552	88			2015	86		
Long 2	09/10	1384	91	90		567	90	89		1951	91	90	
Long 2	10/11	1479	93		3	497	91		2	1889	92		2
Long 3	08/09	1045	83			531	87			1576	84		
Long 3	09/10	1164	86	90		591	88	90		1755	86	90	
Long 3	10/11	1421	90		0	576	90		0	1970	90		0
All	08/09	3974	84			1505	84			6479	84	89	
	09/10	3707	89	90		1426	88	89		5133	89	90	
	10/11	4203	93		2	1405	91		2	5608	92		2

Table 2 Long qualifications - for those in receipt of Additional Learning Support (Excluding Functional Skills)

2010-11

	Supported				Not Supported				Total			
	Starts	Suc %	Ret %	Ach %	Starts	Suc %	Ret %	Ach %	Starts	Suc %	Ret %	Ach %
16 - 18	1,451	83	90	92	3,757	80	87	92	5,208	81	87	92
19+	432	82	88	93	1,397	75	84	90	1,829	77	85	91
All Ages	1,883	82	89	92	5,154	79	86	92	7,037	80	87	92

3 year trend of Supported Students' Success

	Exp End Year	16-18			19+			All ages	
		Starts	Rate	f	Starts	Rate	Starts	Rate	
All levels	08/09	1514	76		328	70		1842	75
	09/10	1317	77		292	72		1609	76
	10/11	1451	83		432	82		1885	82

Table 3 Functional Skills – All Durations (From LR Non Rules Summary)

Notional Level		Exp End Year	Starts	Rate	Nat Ave *	Diff
All levels combined		08/09	422	45	61	-16
		09/10	5195	61	64	-3
		10/11	3731	75		10
Level 1 only		08/09	220	50	64	-14
Level 1 only		09/10	4433	62	66	-4
Level 1 only		10/11	3217	78		12
	Level 2 only	08/09	202	38	59.0	-21
	Level 2 only	09/10	762	49	61	-12
	Level 2 only	10/11	514	54		-7

Table 4

A

Success rates by Equality Measures							
<i>Long qualifications</i>							
Expected End Year	% Gender		% Ethnicity		% Disability		
	All ages	Female	Male	White	BME	Yes	No
	08/09	75	70	74	64	74	72
	09/10	77	72	76	68	76	74
	10/11	81	78	80	78	82	79

B

Success rates by Equality Measures							
<i>Long qualifications</i>							
Expected End Year	% Gender		% Ethnicity		% Disability		
	16-18 only	Female	Male	White	BME	Yes	No
	08/09	76	71	75	65	76	73
	09/10	79	72	76	72	77	75
	10/11	82	79	81	81	82	80

C

Success rates by Equality Measures							
<i>Long qualifications</i>							
Expected End Year	% Gender		% Ethnicity		% Disability		
	19+ only	Female	Male	White	BME	Yes	No
	08/09	72	70	73	63	67	72
	09/10	73	71	75	61	71	72
	10/11	76	77	77	71	79	76

Table 5

Value Added data									
Qualification type	2008/09			2009/10			2010/11		
	Sample size	VA Score	Statistical significance	Sample size	VA Score	Statistical significance	Sample size	VA Score	Effect
A Level	170	-11.46	Below	152	4.23	Above	Available January 2012		
AS Level	347	-4.02	Below	402	2.19	Above			
BTEC National Award Level 3 Sub Dip	62	-13.33	Below	81	-7.96	Above			
BTEC National Certificate Level 3	42	-13.69	-	39	-31.52	Below			
BTEC National Dip/Extended Dip	349	-8.72	-	426	-40.68	Below			
CACHE Level 3 Cert in Child Care and Ed				10	16.88	Above			
CACHE Level 3 Dip in Child Care and Ed									

Table 6

Best 12 performing courses 2010-11							
Long qualifications							
Faculty	Course code	Learning Aim Title	Level	Starts	Success	Nat Ave	Diff
CBS	51M113	Dip Carpentry & Joinery L1	1	33	100%	79	21
PRS	57P106	NVQ Dip Beauty Therapy Massage L3	3	31	100%	n/a	-
CAE	54P100	Award Vehicle Maintenance EL	1	23	100%	n/a	-
CBS	51M115	Dip Bench Joinery L2	2	18	100%	85	15
BSS	71P690	AS Level English Lang & Lit	3	18	100%	82	18
HAS	71M690	AS Level English Lang & Lit	3	17	100%	82	18
CVA	55M105	Dip Floristry L2	2	15	100%	n/a	-
HAS	87M552	A2 Level Biology	3	14	100%	91	9
HAS	71M584	A2 Level History	3	13	100%	93	7
CAE	67P301	Cert Electrotechnical Technology L3	3	13	100%	81	19
CBS	51M194	Intro to Employment in Brickwork	1	13	100%	80	20
HAS	87M566	A2 Level Mathematics	3	13	100%	92	8

Table 7

Poorest 12 performing courses 2010-11							
Long qualifications							
Faculty	Course code	Learning Aim Title	Level	Starts	Success	Nat Ave	Diff
HAS	62D500	Access to Health Care	3	17	29	62	-33
HAS	87M568	A2 level Physics	3	6	33	91	-58
CCS	73M125	Cert Caring for Children	1	6	33	n/a	-
HAS	62D700	Access to HE Dip in Teaching	3	27	33	n/a	-
ACE	60M113	NC IT Practitioners	3	12	33	68	-35
ACE	89M305	Extended Project	3	23	39	43	-4
BDU	99M501	Access to Humanities & Soc Sci	3	10	40	n/a	-
HAS	87M556	AS level Chemistry	3	17	41	65	-24
BSS	62P103	Access Fnd – Dip in Progression	2	12	42	74	-32
CVA	55M194	ND Floristry	3	13	46	n/a	-
ACE	89M113	Ext Dip Engineering	3	23	48	56	-8
CBS	83M722	Cert Basic Plumbing	2	31	48	61	-13

Table 8

Attendance data					
			08-09	09-10	10-11
Level	Age Group				
Entry/Level 1	16-18		86	85	86
	19 +		82	82	85
Level 2	16-18		86	86	87
	19 +		83	82	83
Level 3	16-18		87	88	89
	19 +		81	84	86
Level 4	19 +		82	85	89
Level 5	19 +		71	88	87
Level H	19 +		85	83	85
	TOTALS		85	86	87

Table 9

Destination data		
Using Framework for Excellence calculations: % of leavers who:	09-10 leavers	10-11 leavers
Went to HE	6%	
Returned to college	34%	
Had a positive employment outcome	48%	
Total % of positive outcomes	88%	
Had a neutral employment outcome	1%	
Had a negative employment outcome	11%	

ER Success rates

Table 10

Apprenticeships

Overall						Timely							
Provider Full Year (Year starting)					National	Provider in P12 2010/11	Provider Full Year (Year starting)					National	Provider in P12 2010/11
		2007	2008	2009	2010		2007	2008	2009	2010			
Apprenticeships	Success Rate	67.3	71.2	67.5	73.4	78	65.8	65.8	60.5	63.7	73		
Advanced App.	Success Rate	79.6	73.2	74.1	74.8	75	79.5	68.1	68.6	59.4	68		
Summary	Success Rate	71.2	71.7	69.6	73.9	77	69.7	66.5	62.9	62.3	71		

Train to Gain

Overall						Timely							
Provider Full Year (Year starting)					National	Provider in P12 2010/11	Provider Full Year (Year starting)					National	Provider in P12 2010/11
		2007	2008	2009	2010		2007	2008	2009	2010			
Full Level 3	Success Rate	85.7	63.1	74.2	84.3	91	84.4	39.8	63.8	70.4	89		
Full Level 2	Success Rate	72.2	76.4	88.4	87.6	91	72.2	66.7	82	78.2	93		
Skills for Life	Success Rate	100	66.7	81.8	83.2	n/a	100	66.7	81.8	75.8	n/a		
Other	Success Rate	31.3	83.3	60	81.5	n/a	31.3	83.3	60	67.2	n/a		
Summary	Success Rate	74.1	71.4	85.8	86.4	91	73.5	56	79.3	76.3	92		

Table 11

14-16 Success rates

				Xfr	starts	Success %	Retention		Achieved		
Medway Campus	CAE - Construction and Engineering	63P356/2A	Certificate in Construction L1	2	0	11	90.9%	10	90.9%	10	100.0%
		63P359/1A	Award Intro to Vehicle Tech E3	1	0	14	64.3%	10	71.4%	9	90.0%
		63P438/1A	Cert Construction Skills L1	1	4	18	0.0%	15	83.3%	0	0.0%
		Total			4	43	51.7%	35	81.9%	19	63.3%
	PRS - Public and Retail Services	63P340/2A	Skills for Working Life (Hair & Beauty)	2	0	14	64.3%	10	71.4%	9	90.0%
		63P437/1A	Cert Intro to Hospitality E3	1	0	1	0.0%	1	100.0%	0	0.0%
		63P440/1A	Cert Intro to Hair & Beauty L1	1	1	12	75.0%	10	83.3%	9	90.0%
		63P440/1B	Cert Intro to Hair & Beauty L1	1	0	14	78.6%	11	78.6%	11	100.0%
		63P441/1A	Award Home Cooking Skills L2	1	5	4	100.0%	4	100.0%	4	100.0%
		63P442/1A	Award Home Cooking Skills L1	1	0	5	80.0%	4	80.0%	4	100.0%
		Total			6	50	66.3%	40	85.6%	26	96.0%
	SP - School Partnership (14 - 19)	63P420/1A	Bower Grove (Brickwork)	VS	0	14	100.0%	14	100.0%	14	100.0%
		63P420/1B	Bower Grove (Painting & Decorating)	S	0	14	100.0%	14	100.0%	14	100.0%
		63P420/1C	Bower Grove (Motor Vehicle)	VS	0	14	100.0%	14	100.0%	14	100.0%
		63P420/1D	Bower Grove (Motor Vehicle)	S	0	12	100.0%	12	100.0%	12	100.0%
		63P420/1E	Bower Grove (Brickwork)	VS	0	13	100.0%	13	100.0%	13	100.0%
		63P420/1F	Bower Grove (Painting & Decorating)	VS	0	13	100.0%	13	100.0%	13	100.0%
		63P439/1A	Cert Vocational Studies L1	1	2	25	4.0%	23	92.0%	1	4.3%
		Total			2	105	86.3%	103	98.1%	81	86.3%
	Total				12	216	73.6%	195	90.1%	142	85.0%
	Medway Campus	CCS - Care and Community Services	63M399/2A	Extended Project	2	0	10	70.0%	5	50.0%	5
63M433/2A			Principal Learning H, S & D L3	2	0	8	100.0%	8	100.0%	8	100.0%
Total			0	18	85.0%	13	75.0%	13	100.0%		
SP - School Partnership (14 - 19)		63M400/1A	Bradfields (Art & Design)	S	0	14	100.0%	14	100.0%	14	100.0%
		63M400/1B	Bradfields (Animal Care)	S	0	17	100.0%	17	100.0%	17	100.0%
		63M400/1C	Bradfields (Electronics)	VS	0	8	0.0%	8	100.0%	8	100.0%
		63M422/1A	Meadowfields (Art & Design)	S	0	10	100.0%	10	100.0%	10	100.0%
		63M422/1B	Meadowfields (Animal Care)	S	0	10	100.0%	10	100.0%	10	100.0%
		63M422/1C	Meadowfields (Electronics)	VS	0	10	100.0%	10	100.0%	10	100.0%
		63M439/1A	Cert Vocational Studies L1	1	0	26	53.8%	25	96.2%	14	56.0%
		Total			0	95	79.1%	94	99.5%	83	93.7%
STP - Services to People		63M300/2A	NVQ 1 Hairdressing	2	0	7	100.0%	7	100.0%	7	100.0%
		63M340/2A	Hair & Beauty	2	0	13	76.9%	11	84.6%	10	90.9%
		63M360/2A	Diploma in Intro Professional Cookery	2	0	16	100.0%	16	100.0%	16	100.0%
		63M435/1A	Award Intro to Hair & Beauty L1	1	0	11	90.9%	11	100.0%	10	90.9%
		63M440/1A	Cert Intro to Hair & Beauty [3001-90] L1	1	0	3	100.0%	3	100.0%	3	100.0%
		63M440/1B	Cert Intro to Hair & Beauty [3001-90] L1	1	0	6	100.0%	6	100.0%	6	100.0%
	Total			0	56	94.6%	54	97.4%	52	97.0%	
Total				0	169	86.2%	161	90.6%	148	96.9%	
Total				12	385	80.0%	356	90.4%	290	91.0%	

Success rates by Subject Sector Area

Table 12

Subject Sector Area	Name	Guided Learning Hours (long courses)	% of GLH in 10-11	Success rate 09-10	Success rate 10 – 11	Nat Ave	Diff
SSA 01	Health, Public Services and Care	401k	16%	70%	78%	77%	1
SSA 02	Science and Maths	96k	4%	65%	69%	78%	-9
SSA 03	Agriculture and Animal care	131k	5%	67%	79%	80%	-1
SSA 04	Engineering Technologies	279k	11%	75%	77%	76%	1
SSA 05	Construction and Built Environment	296k	12%	71%	76%	75%	1
SSA 06	Information and Communication Technology	132k	5%	70%	80%	74%	6
SSA 07	Retail and Commercial Enterprise	368k	14%	88%	90%	81%	9
SSA 08	Leisure Travel and Tourism	181k	7%	83%	82%	80%	3
SSA 09	Arts, Media and Publishing	277k	11%	81%	75%	83%	-8
SSA 10-12	History, Social Sciences and English	44k	2%	83%	82%	82%	0
SSA 13	Education	9k	-	66%	75%	78%	-3
SSA 14	Preparation for Life and Work	143k	6%	72%	83%	76%	7
SSA 15	Business, Admin and Law	200k	8%	77%	80%	75%	5
	All	2,556k		75%	80%	77%	3

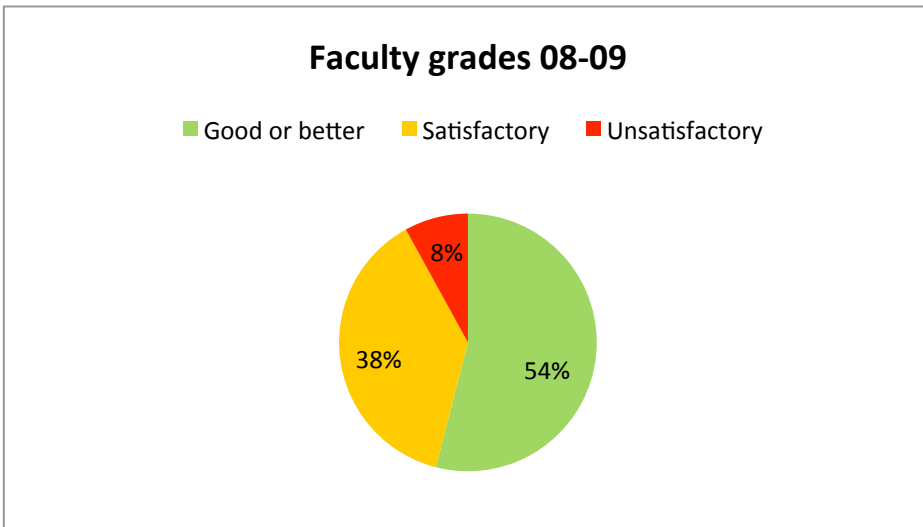
Faculty Data

Table 13

Guided Learning Hours (long courses)	% of GLH in 2010-11 (long courses)	Faculty	Success rates for 09-10	Success rates for 10-11	Nat Average 09-10	Difference	Retention 10-11	Achievement 10-11	Overall SAR grade
281k	10%	Services to People	89	90%	81%	9	93	97	1
85k	4%	Business Development Unit*	79	85%	79%	6	92	92	2
311k	12%	Care and Community Services	72	84%	77%	7	88	95	2
114K	4%	Business & Professional Studies	71%	82%	75%	7	92	88	2
60k	2%	Foundation Learning	82	82%	76%	6	88	93	2
306k	12%	Public and Retail Services	81	81%	81%	0	88	93	2
203k	8%	Construction and Building Services	74	80%	75%	5	86	92	2
266k	10%	Business and Social Sciences	72	79%	75%	4	88	89	2
281k	10%	Construction and Engineering	77	79%	75%	4	86	91	2
241k	9%	Creative and Visual Arts	80	75%	80%	-5	80	94	3
204k	8%	Advanced and Computing Engineering	65	73%	76%	-3	80	91	3
289k	11%	Higher and Academic Studies	68	73%	77%	-4	82	89	3
2,641k		All	75	80%	77%	3	87	92	2

* Data include short qualifications

Table 14



Significant progress has been made in terms of the amount of the college's provision, within faculties, that is judged to be good or better. Our aim is to eliminate all provision that is only satisfactory by the end of this year.

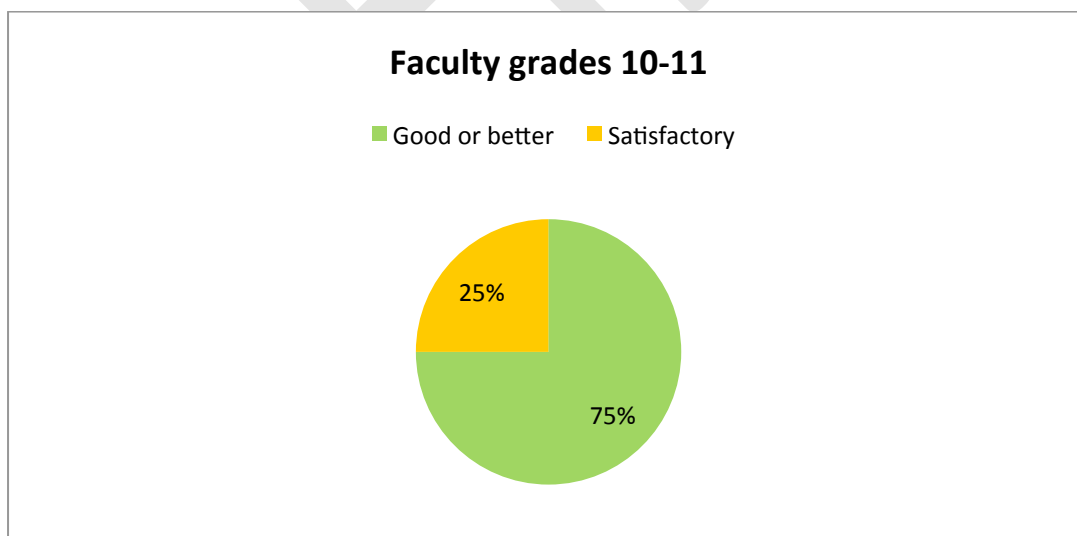
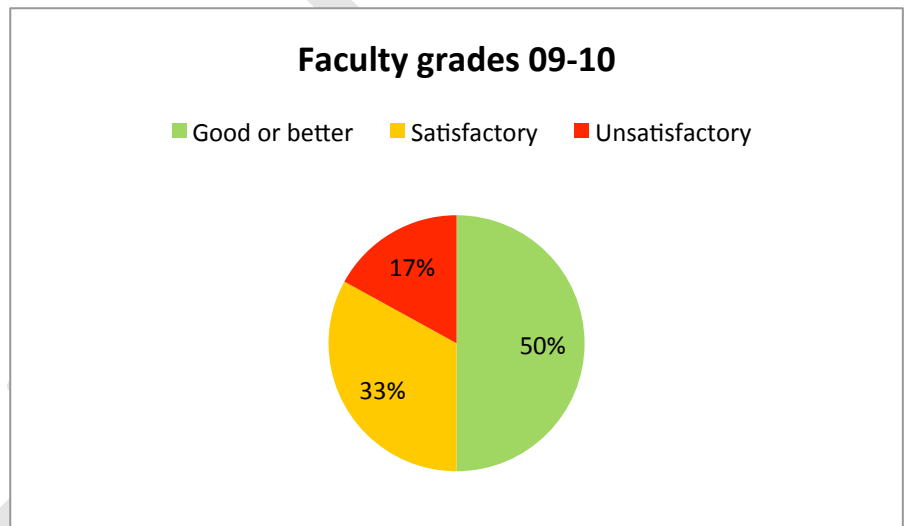


Table 15

Faculty Observation Profiles

Position	Faculty	Number of observation	Ave class size	Ave Teach grade 10-11	Ave teach grade 09-10	% of outstanding	% of good	% of satisfactory	% of unsatisfactor	Change from 2009-10	730 target
1	Public and Retail Services	10	11.46	1.61	2.24	38%	62%	-	-	-	Yes
2	Services to People	10	13.4	1.7	2.22	40%	50%	10%			Yes
3	Business & Social Sciences	20	11.6	1.9	2.34	20%	75%	-	5%		
4	Learner Support Maidstone (CAST)	10	9.8	1.9	-	20%	70%	10%	-		Yes
5	Foundation Learning	6	9.83	2.0	2.37	33.3%	33.3%	33.3%			
6	Business Development Unit	8	8.75	2.12	-	-	88%	12%	-		Yes
7	Learner Support Medway (CAST & ESOL)	14	10.71	2.14	-	7%	72%	21%			Yes
8	School Partnerships	12	8.33	2.16	2.28	17%	50%	33%	-		
9	Care & Community Services	17	14.35	2.17	2.54	17%	50%	33%	-		
10	Higher & Academic Studies	35	11.05	2.23	2.27	3%	71%	26%			Yes
11	Creative & Visual Arts	16	15.37	2.25	2.32	13%	56%	25%	6%		
12	Business and Professional Studies	8	10.75	2.25	2.21	13%	50%	37%			
13	Personal Tutors*	15	12.6	2.26	2.41	-	73%	27%	-		Yes
14	Construction & Building Services	14	12.78	2.28	2.67	7%	57%	36%			
15	Advanced Construction Engineering	27	14.1	2.36	2.41	-	70%	26%	4%		
16	Design and Construction Crafts	15	11.33	2.53	2.19	-	53%	40%	7%		
17	Engineering Technology	13	12.23	2.54	2.9	-	54%	38%	8%		
ALL		241	11.93	2.17	2.39	12%	62%	24%	2%		

*These 15 observations are included in the Faculty figures and therefore not part of the totals. In 2009-10 the Average Class size was 12.48.

Demographic data

Table 16

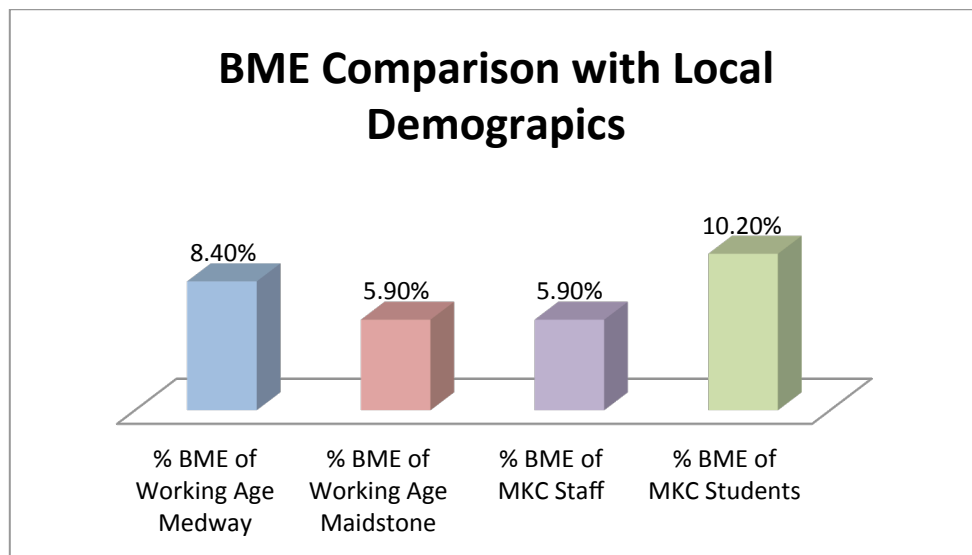


Table 16

Economic Deprivation

% of population of working age claiming a key benefit		South East	England
Medway	16%	11%	15%
Maidstone	11%		

Table 17

Education

% of pupils at end of Key Stage 4 achieving 5+ A*-C GCSEs (including English and Maths) in 2010			South East	England
Medway	All	52.7%	57.5%	55.1%
Maidstone	All	61.1%		
Medway	Boys	48.3%	54.0%	51.5%
Maidstone	Boys	57.0%		
Medway	Girls	57.1%	61.1%	58.9%
Maidstone	Girls	65.4%		