

Chichester College

**SELF ASSESSMENT
2003/04**

Cross – College Aspects

Leadership and Management

Curriculum

Information and Learning Technology

Work-based Learning

Resources

Support for Students

CONTENTS

Leadership and management	5
Curriculum	10
Information and Learning Technology	14
Work-based Learning	16
Resources	18
Support for Students	22

LEADERSHIP AND MANAGEMENT

Strengths	Evidence
S1 Governors and senior managers set a clear strategic direction	<ul style="list-style-type: none"> • Strategic plan • Three year development plan • Principal's staff briefings • Inspection report • Staff survey
S2 Strong, supportive and effective governance	<ul style="list-style-type: none"> • Governing body and committee minutes • Governor / management joint strategic and development activities • Inspection report
S3 College sets clear, challenging targets	<ul style="list-style-type: none"> • Inspection report • Strategic and operational plans (programme/curriculum plans)
S4 Strong commitment to international work which helps create an emphasis on social inclusion and a positive diversity ethos	<ul style="list-style-type: none"> • High recruitment of international students • High proportion of international students on vocational programmes • Student feedback
S5 Retention and pass rates have continued to improve and are high for many courses	<ul style="list-style-type: none"> • Retention and achievement data
S6 Clear, well established QA system in place	<ul style="list-style-type: none"> • Documented procedures • Documented outcomes of QA processes • Minutes of Quality Forum
S7 Very good financial management	<ul style="list-style-type: none"> • Management and financial accounts • LSC grade A classification
S8 College provides good value for money	<ul style="list-style-type: none"> • Inspection report • Audit reports
S9 College has a comprehensive network of effective strategic partnerships	<ul style="list-style-type: none"> • Joint initiatives • Minutes of partnership meetings • Minutes / reports of Success for All testbed activities
S10 Good communications within the college	<ul style="list-style-type: none"> • Staff briefings • Staff survey • Staff Council minutes

<p>S11 Well resourced staff development which links effectively to strategic priorities and operational needs of the college</p>	<ul style="list-style-type: none"> • Staff development records • Staff survey • Inspection report • Staff development financial records • Inspection report
<p>S12 The “voice of the learner” is a key factor in the quality assurance and curriculum management processes</p>	<ul style="list-style-type: none"> • Student surveys • Student focus groups • Student Council minutes • Student Union Exec. Meeting minutes • Student / Governors committee minutes • Inspection report
<p>S13 Strong commitment to equal opportunities and inclusive learning which manifests itself in effective action to meet the needs of all learners</p>	<ul style="list-style-type: none"> • Equality and Diversity-related policies • Student feedback • Beacon Award for widening participation • Inspection report
<p>S14 Significant development since merger of the range, nature and quality of the provision on the Brinsbury campus</p>	<ul style="list-style-type: none"> • Brinsbury Development Group minutes • Curriculum offer at Brinsbury • Inspection report

Weaknesses/Areas for Improvement	Evidence
W1 Variability in the effectiveness of curriculum management across college	<ul style="list-style-type: none"> • Inspection report • Student feedback • Student complaints • Non-compliance with college procedures and policies • Retention and achievement data
W2 Weak management of work-based learning in some areas	<ul style="list-style-type: none"> • Inspection report • Employer feedback • Monitoring and assessment records • IV records
W3 Teaching observation scheme places insufficient emphasis on quality of learning and standards of student attainment	<ul style="list-style-type: none"> • Inspection report • Inflated observation grades
W4 Insufficient monitoring of educational achievement of different age groups, ethnic groups etc.	<ul style="list-style-type: none"> • Lack of analysis of data
W5 Some aspects of the self assessment process are insufficiently analytical and omit key strengths and weaknesses	<ul style="list-style-type: none"> • Inspection report • Some CRE reports and Programme Area Quality Reports 2002/03
W6 Insufficiently detailed action planning for improvement by some course teams and programme area management teams	<ul style="list-style-type: none"> • Inspection report
W7 Poor implementation of action plans in some areas of the college, and inadequate processes for the monitoring of action plan implementation	<ul style="list-style-type: none"> • Inspection report
W8 Variability across college in the implementation of some processes e.g. internal verification, teaching observation, appraisals, personal tutoring	<ul style="list-style-type: none"> • EV reports • Inspection report • Appraisal records • Teaching observation records • Personal tutorial records • Student feedback
W9 Poor course team management and team operation in some curriculum areas	<ul style="list-style-type: none"> • Student feedback • Inspection report • Retention and achievement data • Programme Area Quality Reports • CRE reports
W10 Poor student attendance and punctuality in some curriculum areas	<ul style="list-style-type: none"> • Registers • Inspection report • CRE reports • Programme Area Quality Reports
W11 Some processes which are not fit for purpose, leading to low effectiveness and efficiency	<ul style="list-style-type: none"> • Staff feedback • Student feedback • Process analysis documents

COMMENTARY

Leadership and management are good.

Governors and senior managers give strong leadership and direction to the college. The college's mission and strategic objectives are widely known.

The strategic planning process is rigorous and systematic, with wide participation and contributions from across the college. However, the college operates flexibly within the strategic plan and strategic objectives, to respond quickly and effectively to policy and market changes and opportunities.

There is a common purpose directed at achieving targets for recruitment, retention and pass rates, and for widening participation. Senior managers have established a clear priority for quality improvement.

The college has established a comprehensive network of strategic partnerships with schools, community groups, local companies and other key partners involved in planning education and training.

Although the quality assurance framework is well established and has enabled and supported continuous improvement over the last ten years, some issues for improvement have been identified:

- Action plans to resolve issues identified during self assessment are not always comprehensive and sufficiently detailed
- The teaching observation scheme places insufficient emphasis on the quality of learning and standards of students' attainment (also, the quality of judgements by observers has been found to lack rigour in many cases).
- Some CRE reports and Programme Area Quality Reports were insufficiently for 2002/03 analytical and omitted some key strengths and weaknesses
- The implementation of action plans and monitoring of them lacks rigour

The review and development of the self assessment process, the training to implement it effectively (in particular the formulation of judgements based on available evidence), and the monitoring of action plans will be a significant priority in 2004/05.

The college is committed to widening participation and inclusive learning. It has extensive provision for students with learning difficulties and/or disabilities, women returners and asylum seekers. However, insufficient monitoring is carried out of the educational achievements of different age groups, or types of students, to inform improvements in participation, student support, teaching and learning strategies, retention and pass rates.

Curriculum management is satisfactory or better in all areas. There are, however, weaknesses in:

- Aspects of the management of work-based learning
- The effectiveness of course team management and operation in some curriculum areas
- Some variability in the effectiveness of curriculum management between areas

Another major focus for 2004/05 will be management and leadership development at all levels, course team management and operation, and greater monitoring and support for following-through on day-to-day operational practice and actions for improvement.

Financial management is very good. The college provides good value for money.

The management of student attendance and punctuality lacks rigour.

Governors have established a clear vision and strategy for the College and monitor closely progress towards the key strategic objectives. Members are drawn from a variety of backgrounds and bring a wide range and depth of experience and expertise to the work of the governing body. Meetings of governors are well informed and well attended. The governors have a strong commitment to the College's success and a positive approach to openness and their own accountability. They have effective oversight of the College finances and a comprehensive and effective committee structure. The standard of clerking is high.

The governors have a clear understanding of the strengths and weaknesses of the College and articulate clearly where they have concerns about performance and the improvements they require.

CURRICULUM: provision, delivery and assessment

Strengths	Evidence
S1 Retention rates are generally improving across the college	<ul style="list-style-type: none"> Retention data
S2 Pass rates have shown a steady upward trend, with the majority at or above the national average at all levels	<ul style="list-style-type: none"> Achievement data
S3 Satisfactory achievement of apprenticeship frameworks in work-based veterinary and construction programmes	<ul style="list-style-type: none"> Apprenticeship achievement data
S4 Many lessons are well planned	<ul style="list-style-type: none"> Inspection report Lesson observation documentation Student feedback
S5 Students participate well in many lessons	<ul style="list-style-type: none"> Inspection report Lesson observation documents
S6 Outstanding and good teaching in some areas	<ul style="list-style-type: none"> Inspection report Lesson observation documents Student feedback
S7 Overall quality of learning materials is good	<ul style="list-style-type: none"> Inspection report Lesson observation documentation Student feedback
S8 Practical teaching of students with learning difficulties and/or disabilities is good	<ul style="list-style-type: none"> Inspection report Lesson observation documents Student feedback
S9 Classroom management is good in most areas	<ul style="list-style-type: none"> Inspection report Lesson observation data
S10 Comprehensive arrangements for the initial assessment of students	<ul style="list-style-type: none"> Inspection report Student feedback Initial assessment schedule
S11 Rigorous assessment practice in most curriculum areas	<ul style="list-style-type: none"> Inspection report EV reports Student feedback Lesson observation documents
S12 Constructive and timely feedback on students' work in most areas	<ul style="list-style-type: none"> Inspection report EV reports Student feedback IV documents
S13 Good internal verification practice in many areas	<ul style="list-style-type: none"> Inspection report EV reports IV documents
S14 Good assessment/assignment planning on many courses	<ul style="list-style-type: none"> Inspection report Course files Assignment programmes Student feedback IV documents
S15 Wide range of assessment techniques used to measure and develop	<ul style="list-style-type: none"> Inspection report IV documents

student learning	<ul style="list-style-type: none"> • EV reports • Student feedback
S16 Good recording of student progress in most areas	<ul style="list-style-type: none"> • Inspection report • Course files • Student feedback
S17 Breadth, depth and flexibility of curriculum provision	<ul style="list-style-type: none"> • Curriculum plan • Inspection report
S18 Strong, effective links with local businesses, schools and external agencies	<ul style="list-style-type: none"> • Inspection report • Minutes of meeting with external agencies • ABC accreditation

Weaknesses/Areas for Improvement	Evidence
W1 Low retention rates on some programmes	<ul style="list-style-type: none"> Retention data
W2 Low pass rates on some programmes	<ul style="list-style-type: none"> Achievement data
W3 Low and falling pass rates on Key Skills qualifications	<ul style="list-style-type: none"> Key skills achievement data
W4 Aggregate value-added on AS/A2 programme is below the national average	<ul style="list-style-type: none"> ALIS value added data
W5 Slow achievement of apprenticeship frameworks in engineering, business, and health and social care	<ul style="list-style-type: none"> Apprenticeship achievement data Inspection report
W6 Attendance rates below the national average for the college overall – attendance rates below the national average for 6 out of 13 areas inspected	<ul style="list-style-type: none"> Inspection report Attendance registers Programme Area Quality Reports
W7 Poor punctuality on a significant number of courses	<ul style="list-style-type: none"> Inspection report Lesson observation documentation Programme Area Quality Reports
W8 Proportion of teaching that is good or better is lower than the national average for the sector for colleges of the same type	<ul style="list-style-type: none"> Inspection report
W9 There are too many lessons where: <ul style="list-style-type: none"> Teachers talk too much There is insufficient interaction between teacher and students There is insufficient monitoring of students' learning Teaching is dull and uninspiring Lessons are poorly planned The needs of individual students are not met 	<ul style="list-style-type: none"> Inspection report Lesson observation documents Student feedback Programme Area Quality Reports
W10 Insufficient use is made of ILT in some curriculum areas	<ul style="list-style-type: none"> Inspection report Lesson observation documents Student feedback Programme Area Quality Reports
W11 Some lessons are taught in rooms which are too small and unsuitable for effective learning	<ul style="list-style-type: none"> Inspection report Programme Area Quality Reports
W12 Initial assessment outcomes are not always used effectively for planning learning with individuals or groups of students	<ul style="list-style-type: none"> Programme Area Quality Reports Inspection report Tutorial records Individual Learning Plans
W13 Some poor practice in the provision of assessment feedback to students: <ul style="list-style-type: none"> Descriptive rather than evaluative Summative rather than formative Oral rather than documented Not provided in a timely fashion 	<ul style="list-style-type: none"> Inspection report EV reports Programme Area Quality Reports
W14 Poor internal verification practice in some areas, which impacts upon	<ul style="list-style-type: none"> EV reports Observation of IV documents

maintenance of standards and certification of students	<ul style="list-style-type: none"> • Failure of some courses to achieve national standards, as assessed by National Standards Sampling
W15 Poor recording of progress of students in some areas	<ul style="list-style-type: none"> • Inspection report • Programme Area Quality Reports • EV reports
W16 Poor monitoring of progress of work-based learners in some areas	<ul style="list-style-type: none"> • Inspection report • Programme Area Quality Reports
W17 Poor assessment practice in some areas: <ul style="list-style-type: none"> • Poor assessment/assignment planning • Assessment lacks rigour and is not designed to meet individual student needs/circumstances • Assignment briefs which do not refer to assessment criteria or opportunities to secure key skills evidence 	<ul style="list-style-type: none"> • EV reports • Inspection report • Failure of some courses to achieve national standards (Via National Standards Sampling) • Student feedback • Lesson observation documents
W18 Employer links are underdeveloped in some areas	<ul style="list-style-type: none"> • Inspection report • Programme Area Quality Reports

COMMENTARY

All actions in the Development Plan 2003/2004 were implemented, both for maintaining strengths and addressing weaknesses.

However, the impact of the actions was variable, and did not in all cases lead to the outcomes which had been targeted.

In particular, the quality of teaching and learning, as measured by grades awarded by inspectors for lessons observed, student feedback and retention and pass rates, did not improve to the levels expected. Actions taken to reduce poor teaching were largely successful; the proportion of lessons graded unsatisfactory during inspection was half the national average. However, the proportion of good and outstanding lessons was also below the national average. The priority given this year to the development and implementation of the Chichester Learning Model is a direct consequence of this judgement about the quality of the college's teaching and learning.

The impact of actions to raise retention and achievement were also not entirely successful. Whilst some curriculum areas achieved significant improvements and/or maintained retention and pass rates above national averages, a significant number of courses remained resistant to improvements for which actions had been designed. The issue of achievement, in particular, is a priority which will attract vigorous investigation and action this year.

Assessment issues have also been identified as a significant issue, along with the associated process of internal verification. Some courses had serious problems with national standards sampling, indicative of some assessment and internal verification practice which requires determined action this year.

INFORMATION AND LEARNING TECHNOLOGY

Strengths		Evidence
S1	ILT Champions established for each area	ILT Champions meetings
S2	ILT Instructor in post	Training for staff scheduled sessions and ad hoc training
S3	VLE "Blackboard" established	All SoW on Blackboard all students have log ins
S4	Infrastructure for ILT department being developed	ILT part of programme area with structure defined

Weaknesses/Areas for Improvement		Evidence
W1	Lack of management time for development of ILT strategy	ILT Manager now in post (Nov 2004) Strategy and development now progressing
W2	Minimal use of Blackboard in some areas	Black board statistics
W3	Slow integration of ILT within the curriculum	Feedback from Inspection and blackboard statistics
W4	No action plan for spend of £64K budget	Money remains partly unspent
W5	Lack of resources in some areas	Data projectors and interactive whiteboard requests. "wish list"
W6	Limited ILT development time available	completed by ILT champions for each area
W7	Dated kit in some areas (hardware)	Student and staff feedback
W8	Software on student PCs dated	Student and staff feedback

COMMENTARY

The development of ILT throughout the year has been steady but slow. The ILT Champions have continued to develop and there is now representation from each area. There is a focus on looking at ILT resources and requirements for each area. Comments from Programme Area Quality reports highlight a number of issues

BLPS:

- Limited use of Blackboard:
- Availability of resources and lack of staff training, dated software and hardware.

Construction and Engineering:

- Increase in use of ILT throughout the area continues

Maths & Science:

- Limited access to some resources,

CPA:

- A variety of resources are used across the provision

HCSS:

- ILT is widely under-developed, staff keen to develop skills, NVQs use electronic assessment packages and tracking systems funded by CoVE money.:
- All learners have an IT slot on the timetable, ILT continues to develop within the area, use of Blackboard expanding,

SLDD:

- Need to increase use of Blackboard, Staff training required in use of Blackboard, More computers required for students in specialist rooms.

Languages:

Limited resources, one computer room, greater use of Blackboard required

Landbased:

- ILT within keyskills delivery is strong, lack of resources in some areas, staff training required.

Computing & e-learning:

- Continued development of ILT although patchy across courses. Particular good practice identified in A levels, first diploma and foundation courses.

WORKBASED LEARNING

Strengths	Evidence
S1 Enhanced Employer Engagement Activity through A4BC Accreditation	Excellent Links with Employers highlighted in recent inspection report College recently achieved A4BC accreditation Curriculum Employer Engagement Portfolios have recently been produced Employer Engagement Targets exceeded across all areas
S2 Excellent range of Apprenticeship opportunities	New Contract encompasses all occupational areas. Clear targets set for each Curriculum Area
S3 Good resources for delivering all programmes	Laptops and Mobile Phones have been purchased for work based assessment across all occupational areas. Significant income generation through Colleges for Business Action Plans and ESF contracts to assist with resources including OSAT
S4 An innovative model developed to address WBL delivery activity	A Model has initially been developed in Care which best reflects all WBL activity. Framework Co-ordinators have been introduced across key areas of delivery. TRCs have been appointed across all vocational areas
S5 Access to different funding streams to assist WBL	Achievement of significant funds in all occupational areas to assist employers maximise their training potential.

Weaknesses/Areas for Improvement	Evidence
W1 Ensure effective management of WBL across all areas	This has now been addressed and robust management arrangements have now been implemented centrally within WFD.
W2 Poor achievement rates in some areas	This area continues to be addressed. Although achievement rates are good in some areas (Administration) there are still poor results (Construction) Overall improvement last year – 9%
W3 Improved Key Skills Integration still to be addressed	Appointment of a Keyskills Co-ordinator has begun to address achievement and integration
W4 Brinsbury Campus recruitment	Numbers still need addressing as too low within contract

COMMENTARY

Significant steps have been taken during 2003 – 2004 to address all development activity identified.

There are now robust management systems in place to address all areas within the Apprenticeship Journey. These include a robust database, focus on targets, fortnightly meetings to address any shortfalls, more staff appointed to assess in the workplace, Improved achievements.

There are however still a number of key issues to address as follows:

- Integration of Key skills across all vocational areas
- Improved achievement of Frameworks in all areas within allocated timeframes.
- Ensuring adequate staffing across every occupational area particularly Work Based Assessors
- Development activity in International Markets
- Effective recruitment on Brinsbury Campus
- Cross College meetings to address WBL specific issues need to be consistent, focused and minuted

RESOURCES

Strengths	Evidence
S1 Teaching staff have a high level of subject knowledge and expertise	<ul style="list-style-type: none"> • Staff CVs • Inspection report • Teaching observation documents • Student feedback
S2 Strong commitment to staff training and development	<ul style="list-style-type: none"> • Staff training and development plan • Staff development records • Staff development budget
S3 Many good learning materials / resources created by staff	<ul style="list-style-type: none"> • Teaching observation documentation • Inspection report • Student feedback
S4 Effective support by Advanced Practitioners for the development of teacher capability	<ul style="list-style-type: none"> • Staff feedback • Teaching observation records • Staff development activities • AP meetings minutes
S5 Mentoring scheme for new unqualified teachers	<ul style="list-style-type: none"> • Mentoring budget • Staff feedback • Mentoring documentation • Inspection report
S6 ILT champions support the development of ILT in teaching and learning	<ul style="list-style-type: none"> • ILT budget allocation • Staff feedback
S7 Modern and attractive front-of-house areas	<ul style="list-style-type: none"> • Inspection report • Student feedback
S8 Good ICT resources in open access and classroom areas	<ul style="list-style-type: none"> • Inspection report • Student feedback • Asset registers
S9 Good science and engineering specialist accommodation	<ul style="list-style-type: none"> • Inspection report • Asset registers • Student feedback
S10 Broad range of high quality sports facilities	<ul style="list-style-type: none"> • Inspection report • Observation
S11 Extensive range of well-equipped performing arts facilities	<ul style="list-style-type: none"> • Inspection report • Observation
S12 Large nursery and creche facilities which deliver a high quality service	<ul style="list-style-type: none"> • Inspection report • Customer feedback
S13 Broad range of resources for land-based provision	<ul style="list-style-type: none"> • Inspection report • Programme Area Quality Report
S14 Attractive residential facilities at both campuses	<ul style="list-style-type: none"> • Inspection report • Customer feedback • Observation

<p>S15 Well-conceived accommodation plan that accurately identifies resource weaknesses, and acknowledges and prioritises development needs</p>	<ul style="list-style-type: none"> • Property strategy document • Inspection report
<p>S16 Appropriate policies and procedures to monitor and review health and safety issues</p>	<ul style="list-style-type: none"> • Inspection report • Health and safety policies and plans • Risk assessments • Safety Committee minutes • Health and safety audit documents
<p>S17 Well equipped and well run Learning Resource Centre</p>	<ul style="list-style-type: none"> • Inspection report • Student feedback • QAA subject review reports
<p>S18 In vocational areas teachers have good industrial and commercial experience which enhances the quality and relevance of the vocational provision.</p>	<ul style="list-style-type: none"> • Inspection report • Staff CVs • Student feedback

Weaknesses/Areas for Improvement	Evidence
W1 Some accommodation and resources are unsatisfactory, and do not encourage effective teaching and learning	<ul style="list-style-type: none"> • Inspection report • Student feedback • CRE reports • Programme Area Quality Reports
W2 Construction facilities are too small with only limited access to ageing equipment, which does not create a realistic working environment	<ul style="list-style-type: none"> • Inspection report • CRE reports • Programme Area Quality Report
W3 Some of the care and humanities accommodation is small for the size of classes using it	<ul style="list-style-type: none"> • CRE reports • Programme Area Quality Report • Inspection report
W4 Some of the general classroom accommodation and resources for land-based courses are unsatisfactory	<ul style="list-style-type: none"> • Inspection report • CRE reports • Programme Area Quality Report
W5 Limited provision and access to subject specific / specialist software	<ul style="list-style-type: none"> • CRE reports • Programme Area Quality Reports • Student feedback
W6 Insufficient take-up by staff of commercial and industrial updating opportunities	<ul style="list-style-type: none"> • Staff development records
W7 Slow acquisition and development of resources to support use of ILT in teaching and learning	<ul style="list-style-type: none"> • CRE reports • Programme Area Quality Reports • Minutes of cross-college management meetings
W8 Inadequate access to IT facilities in Curriculum Support, HCSS and BLPS	<ul style="list-style-type: none"> • CRE reports • Programme Area Quality Reports
W9 Inadequate soundproofing in some areas	<ul style="list-style-type: none"> • Inspection report • CRE reports • Programme Area Quality Reports
W10 many dull classrooms with inadequate stimulus materials on walls	<ul style="list-style-type: none"> • Inspection report • Observation

COMMENTARY

All actions relating to resources (included last year in the leadership and management section of the development plan) were implemented.

Considerable development was undertaken to provide the accommodation, specialist and learning resources to enable the college to respond to the growth in demand for construction courses, in particular. The development of new facilities for construction and engineering, close to the Chichester main campus, provided accommodation space for growth in other areas, such as hairdressing and creative and performing arts.

The ALI/OfSTED inspectors concluded that the quality of accommodation is mostly good, both in terms of the learning environments and the support facilities (e.g. reception, food hall, advice and guidance centre, student and staff common rooms, cyber café, retail outlets).

The inspection report also commended ICT resources, sports facilities, and performing arts facilities.

However, the report also identified the unsuitability of some accommodation for the lessons taking place in them, creating a detrimental effect on teaching and learning.

Although there are still accommodation and resource issues to be dealt with at the Brinsbury campus, the developments which have taken place were commended by inspectors, who also noted the relevance of the plans in the property strategy and other accommodation documents/papers to the future needs of the campus, its students and employers.

More effective use was made this year of the GTI timetabling package, and a central timetabling administrator (working closely with curriculum managers and the Accommodation Strategy Group) to enable more effective and efficient accommodation allocation to take place. However, there is still a distance to travel to achieve the levels of effectiveness in allocation which would prevent some of the mismatches of class groups and rooms which have taken place this year, and which inspectors commented upon.

A significant new build will commence in 2005 to provide accommodation for a one-stop student services provision, as well as additional general teaching accommodation.

SUPPORT FOR STUDENTS

Strengths	Evidence
<p>S1 The Student Voice – student views effective in influencing college strategy.</p> <p>S2 Accessibility to information, advice and guidance at all stages of the student journey.</p> <p>S3 Implementation of the EMA.</p> <p>S4 Learners have ease of access to support on personal issues on a 24/7 basis.</p> <p>S5 Wide range of good quality student residential accommodation.</p>	<ul style="list-style-type: none"> ▪ Student Council and student representation at all key college forums shaped exam timetable, personal tutorial system, student facilities and provision of services ▪ Ofsted Inspection Report ▪ Student Survey: - 1. Information about the college 2. On right course ▪ Mystery shopper ▪ No appeals recorded ▪ Student feedback ▪ Welfare, accommodation and counselling provision ▪ Care Standards Commission Inspection Report (CSCI) ▪ Observation ▪ CSCI Report ▪ Halls of residence new build/refurbishment

Weaknesses/Areas for Improvement	Evidence
<p>W1 Not 100% attendance for every curriculum area at student council meetings.</p> <p>W2 Careers information and advice not consistently delivered well through tutorial system in some areas.</p> <p>W3 Inconsistent quality of content and delivery of the Personal Tutorial programme.</p>	<ul style="list-style-type: none"> ▪ Records ▪ Student Survey ▪ Ofsted Report ▪ Student Survey

COMMENTARY

Supporting the 'Students' Journey' continues to be the focal point for all areas of Student Support. Increasing student numbers prompted a closer scrutiny of the admissions process through a quality improvement project, which included mapping enquiry, applications, interview and entry procedures. With the introduction of the new MIS system designed to support the admissions process it is anticipated that improved efficiencies will be reflected in customer feedback.

A concentrated effort on schools' liaison has produced positive returns in terms of student numbers and has highlighted the need to intensify our marketing strategy in key recruitment areas.

EMA – introduced September 2004 to date, over 500 learners receiving awards. Indications so far suggest these well received by the learners and is having a positive effect on attendance.

Student voice continues to thrive and is firmly embedded as an integral part of the strategic development of the college. The relocation of the Student Union to Coasters further signifies the importance of student representation being within 'the heart' of the student population.

A comprehensive careers support programme was embedded into the personal tutorial scheme of work. This programme was enhanced by the support of the CATs team and the development of a wide range of in-house learning materials. Its effectiveness has been found to be greatest where student satisfaction reflects the fact that their tutorials have been well planned and are useful (Student Survey).

New extended CATs opening times now reaches a wider student audience including part-time evening learners.

An increase in students with mental health problems places a high demand on the counselling service, which promoted a slight shift in strategy.

Re-location of the accommodation team to create a closer link between key finance and international staff has effectively supported a review of procedures associated with halls/property leasing fee collection.

Annual Care Standards Commission Inspection focussed on Brinsbury Halls and highlighted significant improvements to the accommodation and welfare provision since main inspection, January 2003.

Student Activities/Enrichment – high participation rate in a wide range of activities at Chichester Campus. However, Brinsbury still a challenge owing to location and timetabling.

Implementing the new tutorial procedures and staff training during the summer study days created a standard for the delivery of tutorials. However, further training and investigation is required into linking the initial assessment results with individual SMART target setting, as this is still weak in some curriculum areas (reference to the Ofsted report).

A levels and International are more in line with the tutorial process across the college, yet further work is still required in A level provision to improve the tutorial provision and focus on individual target setting and ALIS.

The electronic processes have dramatically reduced the paperwork linked to tutorials, from which both the students and the personal tutors have benefited. However, further work is still required to increase communication between personal tutors and subject tutors, particularly A levels.

There is still inconsistency across curriculum areas with the delivery of the group tutorials and 1:1 tutorials. Further training will be delivered to personal tutors and increased curriculum meetings (reference to Ofsted report). A strong focus has been placed on achieving a system which allows more 1:1 tutorials to support the student needs. This has been identified as important by both the personal tutor and the students.

The collective development plan for student support is focussed on a centralised approach in line with the new Student Centre concept.