



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JANUARY 1999

Chichester College
of Arts, Science
and Technology

SUMMARY

Chichester College offers good training in engineering and hairdressing. In hospitality and childcare, training is satisfactory. Trainees are in good-quality work placements in and around Chichester. All trainees attend well-managed off-the-job training at the college, which meets individual trainees' needs. Trainees are well supported through the college's extensive tutorial programme. There is an excellent range of support facilities available for trainees with learning difficulties and disabilities. The college has a commitment to equality of opportunity and ensures that staff are aware of all equality issues. Although off-the-job training is well managed, there is little influence over on-the-job training in the workplace, except in engineering. The college's quality systems are rigorous, and there are systems to ensure that training is evaluated thoroughly each year.

GRADES

OCCUPATIONAL AREAS	GRADE
Engineering	2
Hospitality	3
Hair & beauty	2
Health, care & public services	3

GENERIC AREAS	GRADE
Equal opportunities	2
Trainee support	2
Management of training	3
Quality assurance	3

KEY STRENGTHS

- ◆ good-quality work placements
- ◆ effective and supportive tutorial system
- ◆ well-managed off-the-job training
- ◆ good support for trainees with learning difficulties and disabilities
- ◆ flexible off-the-job training
- ◆ rigorous complaints procedure
- ◆ comprehensive staff development programme

KEY WEAKNESSES

- ◆ no management of on-the-job training
- ◆ lack of workplace assessment
- ◆ infrequent and non-specialist workplace monitoring visits
- ◆ no monitoring of employers' equal opportunities policies

INTRODUCTION

1. Chichester College of Arts, Science and Technology opened in 1964 and has been offering work-based training since 1996. The college recruits students for its full- and part-time education and training courses from southwest Sussex and from 70 countries worldwide. In 1997-98, the college had 3,943 full- and 7,863 part-time students, studying a range of academic and vocational qualifications. The college operates from one main campus in Chichester, although it also has two other smaller sites in Bognor Regis and Littlehampton. There has been significant investment in the college's facilities in recent years. In May 1996, a new performing arts centre was opened and a new base developed for those with learning difficulties and disabilities. In January 1998, a 100-place day nursery was opened on the main campus. A new art and design and information technology centre is due for completion in June 1999.

2. The college's main funding source is the Further Education Funding Council (FEFC). However, the college also generates income through its business initiatives with local employers and its contract with Sussex Chamber of Commerce, Training and Enterprise (CCTE). The college is structured as seven teaching departments and has separate units for student services and admissions and guidance. Two years ago, it set up a managing agency to administer and co-ordinate contracts with Sussex TEC. One member of staff manages the agency, and there is a work-experience co-ordinator. The unit reports to the student services unit.

3. The college has good links with the careers service and schools in the area. Partnership arrangements with other colleges and Sussex TEC have resulted in a successful bid to the European Social Fund (ESF) to develop a Sussex-wide intranet, linking colleges and local employers for the purpose of providing training for employees.

4. The college offers a range of training, including construction, engineering, business administration, childcare, hospitality and catering and floristry. It offers off-the-job training across all occupational areas. Trainees attend college once a week. Training is offered to young people through a contract with Sussex TEC. Trainees work towards national vocational qualifications (NVQs) at levels 1 to 3 and in engineering at level 4. The college also offers training through national traineeship and modern apprenticeship programmes. Most trainees commence off-the-job training in September. All trainees are employed. Currently, there are 105 young people in government-funded training.

5. Unemployment in Chichester, at 2.2 per cent, is significantly lower than the national average of 5.2 per cent. In 1998, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 51.7 per cent, compared with the national average of 46.3 per cent. The percentage of those aged 16 staying on in full-time education in West Sussex is 77. However, the rate varies across the county, with 82 per cent staying on in East Grinstead and 70 per cent in Crawley. The percentage of those leaving full-time



education and entering employment with training is 11.5. In the Sussex area, male and female choices for jobs with training follow traditional employment patterns, with more men choosing building and engineering routes. Most women go into catering, hairdressing and care work. Minority ethnic groups constitute less than 1 per cent of the population in the Chichester area.

INSPECTION FINDINGS

6. The self-assessment process at the college has been in development since October 1997. Staff attended training days with a consultant provided by the TEC. The main focus of the self-assessment report is the FEFC provision; therefore, the quality statements used to measure provision are those of the FEFC. The self-assessment report aimed to encompass all aspects of training. However, most of the strengths and weaknesses identified did not reflect work-based training provision.

7. A team of five inspectors spent 20 days at Chichester College during January 1999. Inspectors examined company records and awarding body documents. They met staff, employers and trainees, visited 19 workplaces, interviewed 44 trainees, 26 workplace supervisors and employers and observed off-the-job training sessions.

Grades awarded to instruction sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Hospitality		2				2
Hair & beauty	2	1				3
Health, care & public services		1				1
Total	2	4	0	0	0	6

OCCUPATIONAL AREAS

Engineering

Grade 2

8. There are 40 trainees studying engineering qualifications, 23 in engineering, nine in fabrication and welding and eight in motor-vehicle training. Trainees work towards NVQs at levels 2 and 3 and Business and Technical Education Council (BTEC) national certificates (NCs). Five trainees are on modern apprenticeship programmes. All trainees are employed and attend one or two days' college a week to pursue their certificated courses or carry out portfolio-building activities. Trainees are employed in a range of companies in and around Chichester, including electrical service companies, national car sales franchise companies and automotive repair & body workshops. Trainees working towards NVQs in engineering and fabrication and welding are assessed at college by their trainers who are all accredited assessors. Motor-vehicle trainees working towards NVQ levels 2 and 3 are assessed in the workplace and through their portfolios of work-based evidence of their competence. There is a clear internal verification system. Due to the fact that engineering is a four-year course, it is too early in the programme to evaluate achievement figures. Retention of trainees is satisfactory. The college's self-assessment report did not, in the main, relate to work-based training, and some of the strengths and weaknesses in this area were not identified. Inspectors awarded the same grade as that given by the college in its report.

STRENGTHS

- ◆ good-quality work placements
- ◆ good knowledge of NVQs and the assessment process by trainees and employers
- ◆ effective working relationships between on- and off-the-job trainers
- ◆ trainees produce good-quality work in portfolios
- ◆ comprehensive range of effective learning materials
- ◆ thoroughly planned, highly structured and well-delivered training

WEAKNESSES

- ◆ key skills not integrated throughout the programme
- ◆ low awareness by modern apprentices of the choice of vocational education

9. Work placements are good, with a broad range of interesting activities, which enables trainees to gather meaningful work-based evidence of their competence. Employers are fully supportive of trainees and encourage them to attend, and participate in, off-the-job training. Most employers have a good working knowledge of the qualifications towards which trainees are working. All have been involved in negotiating additional units to benefit both the trainee and the company. Engineering employers, with modern apprentices, are aware of the move to work-based assessment when their trainees reach level 3. Trainees have a very good understanding of their NVQ and the assessment process and the rôle of assessors, internal and external verifiers. Trainees know what they have achieved and what they need to do to complete their qualification. They have a clear, realistic view of how long completion of their qualification will take. Trainees take an active part in developing their portfolios of evidence and are proud of their achievements and work. All portfolios are clear, well structured and relate directly to the workplace. Work-based evidence is well presented and clearly cross-referenced to the NVQ standards. Target dates are realistic, and trainees work to meet set deadlines. However, where necessary, trainees can negotiate and extend their target dates with trainers.

10. College instructors have good links with employers and visit trainees in the workplace regularly. The joint activities and involvement of instructors and employers further motivates and encourages trainees to complete their work and achieve the qualification. Employers are kept updated about trainees' progress and NVQ requirements. Where work-based evidence is difficult to generate, owing to the range of work available, instructors and employers negotiate and agree on acceptable simulations or periods of practice at the college. This enables trainees' skills to be developed and required evidence to be produced by them. The motor-vehicle department has recently started to carry out assessment of trainees in the workplace.

11. A comprehensive range of learning materials is used across the engineering

GOOD PRACTICE

The motor-vehicle department has produced a Guide to Motor-vehicle NVQs for Employers which is currently being issued to all employers. The booklet contains an introduction to NVQs, key contacts, mandatory and optional units, minimum evidence requirements and a full list of practical task requirements for levels 1 to 3. This has led to an increase in the involvement and interest of employers.

department. Instructors develop task sheets and open-learning materials which enable trainees to work at their own pace and in their own time. These materials also offer a flexible approach to trainees commencing training at different times of the year. The learning material is available in many formats: CD-ROM, computer software, textbooks, videos and written material. All NVQ programmes are well planned and effectively delivered. Each programme is well structured, with schemes of work and individual lesson plans drawn up. Trainees have regular tutorial support throughout their time at college and are aware that extra tutorial time is available, if required.

12. The college has a commitment to enabling trainees to make good academic progress, but, in the engineering modern apprenticeship, there is no clear alternative to the BTEC national certificate. Trainees who may be suited to a more practical-based course may not realise that alternative routes are available at the college. The modern apprenticeship programme is relatively new, but, currently, key skills are integrated in the NVQ at level 3 and not before. Evidence towards achievement of key skills is not collected throughout the modern apprenticeship as opportunities occur.

Hospitality**Grade 3**

13. There are 11 trainees in hospitality, four working towards level 1, five at level 2 and two at level 3 in food preparation and cooking. All trainees are employed in a variety of catering establishments, including hotels, restaurants, public houses and industrial caterers. Trainees attend one day's off-the-job training at college each week. Training includes both theoretical and practical sessions. Trainees are assessed at college. Off-the-job training is structured, and the training programme follows the academic year. However, the college ensures that trainees can join the training programme at any time. Trainees have weekly access to hospitality tutors, who monitor trainees' progress towards the NVQ qualification. Staff without occupational expertise carry out twice-yearly reviews in the workplace. The college's self-assessment report is not specifically focused on work-based training and failed to identify some of the strengths and weaknesses found by inspectors. Inspectors awarded a lower grade than the college in its self-assessment report.

STRENGTHS

- ◆ good-quality work placements
- ◆ highly supportive employers
- ◆ effective tracking of trainees' progress
- ◆ good off-the-job training which is responsive to trainees' needs

WEAKNESSES

- ◆ insufficient use of naturally occurring evidence
- ◆ challenging targets not set for trainees

- ◆ poor retention rates
- ◆ inaccurate recording of qualification aims

14. The catering establishments are of a high quality, with complex menus, giving trainees the opportunity to practise and demonstrate their newly acquired skills. Although there are numerous occasions on which trainees could gather workplace evidence for their portfolios, opportunities are missed. Little evidence from the workplace is used. Employers support trainees by encouraging them to attend off-the-job training and by providing a range of opportunities for trainees to practise and hone their skills. However, employers have little involvement in the NVQ process or in the training programme.

15. Off-the-job training is good; it is thoroughly planned and well resourced. However, trainees are required to provide their own tools, including knives and books. There are well-structured and -delivered lessons. Trainers work as an effective team and have a good rapport with trainees. Trainers maintain an effective tracking system of trainees' progress. Attendance for off-the-job training is flexible, and trainees can attend on days convenient to them and their employer. Trainees join full-time groups and can tap into a range of activities in the mornings and afternoons.

16. Trainees are not set challenging targets and, in most cases, have June 1999 as their completion date for all the units of the NVQ. There are no interim or short-term targets set or goals which are broken down into smaller tasks. Some trainees, particularly at level 1, make slow progress towards their qualification aim. The TEC-funded training programme is relatively new: the first trainees joined in 1996. However, retention has been poor. All three trainees who joined the food service training programme left the programme early. In food preparation, retention is slightly better. In 1997, out of the 13 trainees who joined the programme, seven left without a qualification. In 1998, of the eight trainees who started, only two have left so far. The college has recognised improving retention as a priority and has a working group actively monitoring and taking steps to improve retention rates.

17. Many trainees are following an NVQ level 1 to provide them with the basic skills in hospitality, before progressing to level 2. However, there are inaccuracies in recording trainees' qualification aims in the files held by the managing agent. Some trainees' individual training plans show that the trainee will be following a level 2 qualification when, in fact, that trainee is working towards NVQ level 1. Where the six-monthly workplace reviews have been carried out, some documents acknowledge trainees' current level. These details are not recorded systematically, and individual training plans do not reflect the changes. Some letters sent out to trainees before off-the-job training commences offer a level 2 qualification, when trainees are actually on level 1. In one case, a trainee's individual training plan was signed by the employer two months before the trainee and member of college staff signed it.

Hair & beauty

Grade 2

18. There are 21 trainees working towards NVQ level 2 in hairdressing and one trainee working towards level 3. All trainees are on a two-year programme. They are all employed in salons in and around Chichester. Off-the-job training takes place at college each week during term time. A member of staff from the college's managing agency carries out monitoring reviews in the salons twice a year. Hairdressing tutors conduct individual trainees' NVQ progress reviews approximately every four weeks, during tutorial time. There are clear hairdressing NVQ assessment and internal verification systems. Inspectors confirmed some of the strengths and weaknesses identified in the college's self-assessment report. The key weaknesses were not identified through self-assessment, and inspectors identified further strengths and weaknesses of work-based training. Inspectors awarded the same grade as that given by the college in its report.

STRENGTHS

- ◆ good-quality off-the-job training
- ◆ good understanding by trainees of requirements of hairdressing qualification
- ◆ good-quality, well-presented portfolios of evidence
- ◆ effective tutorials to review trainees' progress
- ◆ college training salon works to a good professional standard
- ◆ flexible off-the-job training to meet individuals' needs

WEAKNESSES

- ◆ missed opportunities for workplace assessment
- ◆ poor retention and achievement rates

19. College hairdressing staff are enthusiastic and organise training to motivate trainees, making off-the-job training sessions varied, lively and interesting. A good range of resources is used to facilitate learning, including comprehensive hairdressing learning packs. Developments this year have resulted in updated schemes of work, assignment calendars and portfolio-building support for trainees. Most trainees can explain clearly the hairdressing qualification towards which they are working. They understand the NVQ and assessment requirements. This helps trainees to identify appropriate evidence towards their qualification. Trainees complete their own assessment record books, illustrating their understanding of cross-referencing and evidence-recording. Documents are signed and dated by hairdressing assessors. NVQ portfolios are well collated and presented. Some trainees use computers to produce good-quality projects which include graphics, colour printing and a variety of fonts. Projects clearly demonstrate trainees' individuality. Feedback from assessors is comprehensive, with detailed notes listing required action. The date for submission of projects is set, and tutors are prompt in returning the work to trainees the following week.

20. Tutorials are an integral part of the weekly college hairdressing timetable. Some weeks, there are group tutorials to give information to the whole group and discuss common issues. Individual tutorials are planned, so trainees' NVQ progress is reviewed regularly every four weeks. Tutorials are well documented, and action plans are recorded and followed up at the next tutorial. The college's practical training encourages trainees to work to professional standards. Trainees are required to provide their own tools and college uniform. Some have financial support from their employers or bursaries. All women trainees wear white salon uniforms and men wear black-and-white smart dress. Good standards of customer care are an intrinsic part of training. Clients' views on the treatments and service are sought through questionnaires. Professional salon attitudes are reinforced during theory work. Trainers effectively use relevant examples of salon experiences to illustrate key points.

21. Trainees who have prior experience and skills are assessed immediately. Trainees who start their training programmes after the start of the academic year are given theory work packs, for units missed, which they complete in their own time. Motivated late starters can, therefore, 'catch up' with additional support from tutors. Trainees are given theory and practical schemes of work and know exactly which topics will be covered each week. Off-the-job training is well structured, with comprehensive lesson plans for each session. Trainees who cannot attend college on their usual day can negotiate with tutors to join another group.

22. Practical hairdressing skills are assessed in the college salon. Opportunities for assessment in the workplace are missed. Three of the 16 workplace salons have qualified assessors who are not being used to assess trainees. Trainees do not use the range of opportunities in the workplace to collect evidence of their skills from naturally occurring situations. Some trainees have their own client base in the salons and have support from senior stylists during 'model' sessions. Witness statements, photographs, videos or treatment diaries are rarely used. Retention is poor: of the 10 trainees who started in 1996, six left the programme early. In 1997, 13 NVQ level 2 trainees joined the programme and eight left the programme early. However, of the 18 trainees who joined in September 1998, 16 are still in training. Trainees who left the programme early have not achieved any units towards their qualification. The college has recognised retention as being a priority, and a college retention group is actively monitoring and taking action to improve retention across all programmes.

Health, care & public services

Grade 3

23. There are six trainees in childcare, of whom one is working towards NVQ level 2 and four are on level 3 in early years care and education. One trainee is working towards an NVQ in childcare and education. All trainees are placed in the nursery on the college's premises. Two are employed and four are trainees. Off-the-job training at the college is offered each week. The nursery is well resourced and has facilities to accommodate 100 children. The nursery and the childcare training rooms are in close proximity on the college's campus. There are five qualified assessors working in the nursery. The college's internal verification procedures are not being effectively implemented in this area. The college's self-assessment did not

identify all the strengths and weaknesses, and inspectors awarded a lower grade than the college in its self-assessment report.

STRENGTHS

- ◆ good-quality work placements
- ◆ good working relationships among trainers, trainees and workplace supervisors
- ◆ good learning materials and resources
- ◆ good on-the-job learning opportunities
- ◆ effective teaching and learning meets individual trainees' needs

WEAKNESSES

- ◆ limited access to workplace assessment
- ◆ ineffective control of trainees' review process
- ◆ internal verification process not fully implemented

24. Training in the workplace is good. Trainees participate fully in the good-quality childcare work available in the nursery, which is fully equipped and offers all the opportunities needed for trainees to achieve their NVQ qualifications. Trainees are fully aware of the clear nursery policies, and routines and are well supported by the qualified nursery staff. A mentoring system ensures that induction is effective and that trainees continue to develop their skills throughout training. Trainers and nursery staff have good working relationships which aid the co-ordination of on- and off-the-job training opportunities. Nursery staff and trainers meet weekly to informally discuss assessment-planning. Both the nursery and college trainers use good-quality training materials, to which trainees have unlimited access. Materials include computer packages, textbooks and learning packs.

25. Off-the-job training is effective, and theory sessions are directly related to practice. Where learning support is needed, this is well managed, with individual support provided in the learning environment. Trainees have a good understanding of their qualification. A comprehensive induction pack, explaining NVQs in childcare, has been produced and is used effectively during induction. Trainees are encouraged by tutors to identify their own evidence of their competence throughout the training programme, ensuring that trainees understand the full scope and range of qualifications.

26. Assessors work daily with trainees in the nursery. However, trainees do not have regular access to direct observations in the workplace, owing to a lack of assessors' time. Staff have recognised this problem and have drawn up an action plan to address this situation. Progress towards a more planned approach to assessment is being made. There are inconsistencies in the formal review of trainees' progress. Only two trainees of the six have been reviewed monthly, and one trainee has not been reviewed for 15 months. Trainees are unaware of their progress and are

not set specific targets. Although the college has a thorough internal verification system, assessors in the nursery are unable to identify who is the internal verifier. There has been no verification of direct observations in the workplace or standardisation meetings with assessors.

GENERIC AREAS

Equal opportunities

Grade 2

27. Chichester College has a regularly reviewed and updated, comprehensive equal opportunities policy, which staff can access through the college's intranet. A version of the policy has been produced especially for students and trainees. Staff support the policies and action plans. Both trainees and staff's induction process includes reference to the policy and the college's commitment to equality of opportunity. There is good access for those with disabilities to all but one area of the college's site. The college has many international students on programmes. It recognises the diversity of needs in its community, providing prayer rooms and comprehensive student services. The college has made a considerable investment in making buildings accessible to all trainees and students. The complaints procedure is well publicised and is understood by trainees and staff. The college's self-assessment report accurately identified strengths and weaknesses in this area and the grade awarded by inspectors is the same as that proposed by the college in its report.

STRENGTHS

- ◆ comprehensive and regularly reviewed equal opportunities policy
- ◆ policy well understood by staff
- ◆ good access for trainees with disabilities
- ◆ rigorous and effective complaints procedure
- ◆ regular and effective staff development for equal opportunities

WEAKNESSES

- ◆ poor awareness of equal opportunities among trainees
- ◆ no monitoring of equal opportunities in the workplace
- ◆ no evaluation of equal opportunities data

GOOD PRACTICE

In hospitality, off-the-job training sessions are mixed. The groups comprise trainees of different ages, backgrounds and workplaces. Trainees respond positively and consider that they learn and benefit from the various individual experiences in many

28. The college has a strong culture of supporting equality of opportunity and has clear and comprehensive policies, including harassment and discrimination policies. An equal opportunities committee has been formed to further develop the college's strategic aims of equality issues. Represented on the committee are senior managers, staff and trainees. The college has made a considerable investment in making the college accessible for those trainees with disabilities. There is only one area in one building which is inaccessible for trainees with disabilities. The proportion of

minority ethnic trainees reflects that of the local population. There is a good mix of international students at the college.

29. The complaints procedure is part of the college's quality assurance system. Complaints are well monitored, response times clearly defined and areas of complaint analysed by the senior management team. Staff recruitment is continually monitored. There is a comprehensive staff development programme, specifically designed to raise the awareness of equality issues and support inclusive learning. Staff have a thorough grasp and understanding of the issues. Internal staff development includes Makaton sign language, dealing with manifestations of mental illness, dealing with challenging behaviour and workshops on autism, epilepsy and diabetes.

30. Although trainees attend college for off-the-job training, most are unaware of the college's equal opportunities policy. Most trainees are already employed before the commencement of their training programmes. Some employers do not have an equal opportunities policy or are unaware of the college's policy. There is no reinforcement of the college's policy in the workplace. The college collects data about gender, disability, age and ethnicity, but does not use this information to target new markets or identify trends.

Trainee support

Grade 2

31. Chichester College is committed to supporting its trainees. All work-based trainees receive the same support as that offered to full-time students. The college charter clearly states the college's commitment to ensuring that trainees meet their potential and progress towards their career aims. Each trainee is interviewed by the college's managing agency before commencement of the training programme. Trainees then have a second interview with the department responsible for the occupational area of study and an initial assessment. Specific initial assessment materials are used in each occupational area, ranging from formal communication and application of number tests in engineering to recipe tests in hospitality and catering. Some departments have developed these materials more than others. All trainees receive an induction, regardless of when they join. There is a specific induction pack for part-time trainees and for those who join the programme late. In each department, there are informal systems to accredit trainees' prior learning. The managing agent visits trainees twice a year in the workplace. Trainees in childcare have not been visited. The college's self-assessment report did not focus on work-based training and failed to identify some of the weaknesses found. Inspectors awarded a lower grade than that given by the college in its self-assessment report.

STRENGTHS

- ◆ effective referral system for trainees with learning difficulties and disabilities
- ◆ extensive range of additional learning support

- ◆ good monitoring and recording of additional support
- ◆ comprehensive range of training aids for disadvantaged trainees
- ◆ effective and regular tutorials by occupational specialists
- ◆ specific induction packs for part-time trainees

WEAKNESSES

- ◆ infrequent and non-specialist workplace monitoring visits
- ◆ little support for trainees, while in the workplace

32. Additional support needs are clearly identified at an early stage through a range of initial assessment methods in the various occupational areas. Referral systems are effective and result in well-documented learning support. It is tailored to meet trainees' individual needs and aimed at helping trainees with their short-term goals, as well as developing long-term strategies to cope with learning difficulties or disabilities. Support is effectively co-ordinated and monitored. If trainees miss an appointment, there is swift action to encourage attendance at the next session. Support is provided either individually (in addition to off-the-job training) or in the lesson. The frequent monitoring of the support provided is well recorded, and reports on trainees' progress are copied to occupational tutors for their comments. This system ensures that additional support is linked closely with trainees' progress towards their qualification and that any issues can be discussed during tutorials. Tutors provide good pastoral support for trainees. Reviews clearly focus on trainees' progress towards their qualification and on pastoral matters. The college takes action to improve special training aids for those trainees with sensory, physical or learning difficulties. The college's prospectus and student charter are also available on tape and in large print as well as being available in Braille.

33. There is little support for trainees while at work. Monitoring review visits take place twice a year and lack detail. In many cases, the managing agent is unaware of trainees' progress towards their qualification and is unable to link what happens in the workplace with off-the-job training. The visits are not made by occupational specialists; there is little involvement of workplace supervisors. Unless visited during the summer period by the managing agent, there is little support for trainees in the workplace during this time. Visits by occupational specialists are planned, but are still in the early stages of development in hospitality and hairdressing. However, this process is more established in engineering.

Management of training

Grade 3

34. Chichester College is organised in seven teaching departments. An admissions and guidance unit deals with general advice for full- and part-time recruitment. The student services unit is responsible for providing support for trainees, while on programme. The college set up a managing agency unit two years ago specifically to

administer and co-ordinate TEC-funded contracts. There are two full-time members of staff in the managing agency. They are responsible for recruiting trainees to appropriate TEC-funded training programmes, visiting trainees in the workplace and referring trainees to departments in the college for off-the-job training. The manager of the unit reports directly to the head of student services. Staff recruitment is well documented. There is a full induction programme for full- and part-time staff. In the college, all full-time members of staff are appraised. For part-time staff, appraisal is on request or in agreement with the line manager. The college started contracting with West Sussex TEC in 1996. In the last year, there has been rapid growth. The college recognises the need to review the management of training and employers' links, in light of the increase in the number of trainees. The college is moving towards co-ordinating off-the-job training and workplace monitoring visits. This is already happening in engineering and, to a lesser extent, in hairdressing. Occupationally experienced tutors visit workplaces to build links with employers. Chichester College is recognised as an Investor in People. The college's main self-assessment report identified one of the weaknesses in this area. The managing agency produced an additional self-assessment report which identified two additional weaknesses which have also been included in the college's strategic plan for 1997-98 to 1999-2000. Inspectors awarded a lower grade than that given by the college in its self-assessment report.

STRENGTHS

- ◆ extensive staff induction programme
- ◆ comprehensive and well-planned staff development programme
- ◆ well-managed off-the-job training
- ◆ effectively and consistently implemented college policies

WEAKNESSES

- ◆ no management of on-the-job training
- ◆ ineffective co-ordination of on- and off-the-job training
- ◆ some poor links with employers

35. New members of staff, both part- and full-time, follow a comprehensive induction programme. Full-time staff attend a well-structured module-based programme. Induction modules include information on trainees' induction process, services available to trainees with additional learning difficulties and disabilities and the rôle of the tutor. Staff development time is allocated each week for the first seven weeks and further development continues throughout the year. Attendance at these sessions is a mandatory part of the staff probationary period. Part-time staff who work for the college for over 50 per cent of their time also attend the module-based programme and there is a specific pack for part-time staff which is completed with the help of line managers.

36. Staff development is planned to meet the strategic and operational needs of the college and is also responsive to personal goals. The college has a clear, regularly reviewed and updated staff development policy which states the aims of the staff development programme and how to access development. Staff development needs are identified in a variety of ways, including the appraisal system, informal reviews with heads of department and requests by staff. It includes internal and external development opportunities. All academic staff are required to complete a teaching qualification and assessor's awards. Staff are also supported in higher qualifications. There is a staff development training plan which tracks achievements and identifies training still to be completed.

37. Off-the-job training is carried out in occupational departments. Trainees have the benefit of a tutor who is responsible for tracking their achievement and their pastoral care. However, there is no management of on-the-job training. The managing agency has little direct contact with employers involved in TEC-funded work. Although contact is maintained by telephone, workplace review visits are infrequent and are not used to monitor trainees' progress towards their qualification, set targets or formally review on-the-job training. Any discussions with employers during these visits are mostly informal. The level, frequency and structure of training at work, are, except in engineering, at employers' discretion.

38. The training departments in the college track trainees' progress, college attendance and changes to their training programme. However, although some departments send copies of end-of-term reports, there is no formal mechanism to ensure that the managing agency is included in the system. In practice, this results in the managing agency being frequently unaware of trainees' progress or of any changes in their learning programmes before paying monitoring visits to the workplace. There is no one person with an overview of trainees' training programmes, encompassing on- and off-the-job training and assessment. This has been recognised by the college as an area for improvement. College trainers and tutors plan to visit the workplace, to improve links with employers and encourage workplace assessment. This is already happening in engineering and, to a lesser extent, in hairdressing. There is an employers' forum, but attendance is sporadic and there is no follow up, if employers have not attended.

39. College policies are easily accessible and form the basis of the college's operations. The policies are working documents, and staff refer to them regularly. Staff understand and acknowledge their value and relevance to the work of the college. The college has developed a set of key policies, with the teaching and learning policy forming the basis from which all other policies have been derived. Policy-making is thorough, with a clearly defined consultative approach to development. The college is committed to ensuring that policies are realistic and achievable.

Quality assurance

Grade 3

40. Chichester College has a well-documented quality assurance management

system which meets TEC and awarding body requirements. It has a quality assurance manager, with responsibility for implementing the quality assurance system and monitoring its effectiveness. There are comprehensive procedures covering course design, evaluation of training programmes, internal verification procedures and the complaints procedure. Each procedure indicates how and when it will be carried out; a calendar identifies when each process will be evaluated. Quality assurance standards have been developed and are included in the college's charter. These standards are reviewed each year. Quality assurance reports are also produced by departments which feed the college's strategic and operational planning cycle.

STRENGTHS

- ◆ rigorous, effective NVQ programme evaluation
- ◆ thorough monitoring of teaching and learning practice
- ◆ system ensures that external quality assurance issues are addressed effectively

WEAKNESSES

- ◆ ineffective self-assessment
- ◆ some elements of the quality assurance procedures not monitored

41. The college's quality assurance system adequately controls the key areas of training. At the heart of the system is a rigorous and effective training programme evaluation process. All courses are reviewed and evaluated annually, culminating in a full report and action plan, with targets for improvement. Programme reviews are thorough and include details of trainees' achievement and retention, as well as analysing external factors and delivery and resourcing issues. Evaluation results are statistically analysed and a quality assurance report produced, with an action plan and targets for improvement. All trainees are informed of the results of the analysis. Trainers are observed regularly by heads of department. Standard observation forms are completed which highlight the strengths and weaknesses of trainers in a structured way.

42. The college has an effective procedure for dealing with quality assurance issues raised by awarding bodies' external verifiers. All external verifiers' reports are sent to the college principal, and issues are addressed promptly at senior management level and action taken speedily to remedy situations.

43. The college carried out a thorough self-assessment and produced a comprehensive self-assessment report. However, the process focused on the quality statements issued by the FEFC. Many of the strengths and weaknesses in the report are irrelevant for work-based training as the assessment includes A level provision and full-time programmes. There is no identification of key strengths and weaknesses relevant for work-based training programmes. In addition to the main self-assessment report, the managing agent produced a supplementary self-

up action are recorded. A complaints analysis breaks down the complaint into teaching, assessment and course administration, to identify trends. Development issues or corrective action are discussed at quality forum meetings.

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assessment report, highlighting three weaknesses, but these are not attributed to any particular aspect. It is, therefore, impossible to identify how the college had identified the key strengths and weaknesses of TEC-funded programmes and how the college reached its proposed grades.

44. In the quality assurance system, it is the responsibility of the heads of department to ensure the implementation of policies and procedures. This responsibility is delegated. In some instances, this monitoring activity has not taken place. In childcare, the implementation of the internal verification procedure has not been monitored, and no internal verification has been carried out since 1997. The quality manual contains a standard form for collecting feedback from employers, yet employers have not been asked to complete the form, and members of staff are unaware of its existence. The college plans to introduce an internal quality audit which, when implemented, should prevent such instances from occurring.