

SELF-ASSESSMENT REPORT AND QUALITY IMPROVEMENT PLAN
Academic Year 2005/6

Subject Sector Category:	9 – Arts, Media & Publishing
Curriculum Area:	CCPC
Date of Team Meeting to discuss Draft Report:	
Team Members:	
Date sent to Quality for Validation:	
Date of SAR Validation Meeting:	
Members of Validation Team:	
Final Report Signed by Director:	
Date forwarded to Quality:	

CURRICULUM AREA SUMMARY REPORT

OVERALL GRADE FOR AREA:	1
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CURRICULUM AREA GRADING MATRIX

KEY QUESTIONS	GRADE DESCRIPTOR AND GRADE
Achievement and Standards	1
Quality of Provision	1
Leadership and Management	1

Scope of Provision

CCPC provision is performance-based, practical and vocational, and covers performance skills, teaching and coaching as well as integrating wider key skills qualifications. It comprises entry level up to level 3; is delivered in a variety of modes to increase access, currently all part-time (short and long courses, day-time & evening classes, weekends and longer residential courses); and is delivered locally to learners in a number of community venues. A small proportion of these learners have been out of area.

Learners come from a wide variety of backgrounds, with ages ranging from 20 to 80+ (all 19+).

Achievement and Standards

Qualification	Level	Age		03/04	04/05	05/06	College Target 05/06	BM
NOCN CCPC Stage 2 Performing PMA131Y	1	19+	No. of starts	37	22	41		N/A
			% retention	84	95	98		N/A
			% achievement	87	86	100		N/A
			% success	73	82	98		N/A
NOCN CCPC Stage 3 Performing PMA132	1	19+	No. of starts	11	26	12		N/A
			% retention	100	100	92		N/A
			% achievement	100	88	100		N/A
			% success	100	88	92		N/A
NOCN CCPC Stage 1 Performing Intro to CPC PMA163	1	19+	No. of starts	223	130	131		N/A
			% retention	80	97	94		N/A
			% achievement	100	94	100		N/A
			% success	79	91	94		N/A
NOCN CCPC Stage 1 Performing Improvers CPC PMA164	1	19+	No. of starts	43	101	53		N/A
			% retention	89	96	96		N/A
			% achievement	67	99	91		N/A
			% success	60	94	87		N/A
NOCN CCPC Stage 2 Coaching PMA189	1		No. of starts	N/A	58	33		N/A
			% retention	N/A	100	100		N/A

Qualification	Level	Age		03/04	04/05	05/06	College Target 05/06	BM
		19+	% achievement	N/A	95	88		N/A
			% success	N/A	95	88		N/A
NOCN CCPC Stage 3 Coaching PMA190	1	19+	No. of starts	N/A	4	11		N/A
			% retention	N/A	100	100		N/A
			% achievement	N/A	100	100		N/A
			% success	N/A	100	100		N/A
NOCN CCPC Entry Level Health Arts – Performing PMA73	Entry	19+	No. of starts	0	42	41		N/A
			% retention	N/A	100	100		N/A
			% achievement	N/A	90	100		N/A
			% success	N/A	90	100		N/A
NOCN CCPC Entry Level Performance Skills – Performing PMA74	Entry	19+	No. of starts	81	30	144		N/A
			% retention	100	100	100		N/A
			% achievement	100	87	100		N/A
			% success	100	87	100		N/A
NOCN CCPC Stage 4 Performing PMA251 (formerly 284)	2	19+	No. of starts	8	62	25		N/A
			% retention	100	97	88		N/A
			% achievement	50	98	95		N/A
			% success	50	95	84		N/A
NOCN CCPC Stage 8 Performing PMA360	3	19+	No. of starts	N/A	27	10		N/A
			% retention	N/A	100	100		N/A
			% achievement	N/A	93	90		N/A
			% success	N/A	93	90		N/A
NOCN CCPC Stage 9 Performing PMA395	3	19+	No. of starts	N/A	N/A	22		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A
NOCN CCPC Stage 9 Coaching PMA398	3	19+	No. of starts	N/A	N/A	20		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	95		N/A
			% success	N/A	N/A	95		N/A
NOCN CCPC Entry Level – Pers Awareness & Development – Performing PMA75	Entry	19+	No. of starts	1	3	11		N/A
			% retention	100	100	100		N/A
			% achievement	100	100	91		N/A
			% success	100	100	91		N/A
ASDAN Key Skills in	2		No. of starts	N/A	N/A	54		N/A

Qualification	Level	Age		03/04	04/05	05/06	College Target 05/06	BM
Working With Others PMA96		19+	% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A
ASDAN Key Skills in Improving Own Performance PMA61	2	19+	No. of starts	N/A	N/A	58		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A
ASDAN Key Skills in Problem Solving PMA67	2	19+	No. of starts	N/A	N/A	66		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A

KEY STRENGTHS	EVIDENCE
Outstanding retention rates	Pro-Achieve data
Outstanding achievement rates	Pro-Achieve data
Outstanding success rates	Pro-Achieve data
Candidates work of a high standard	External Moderators' reports

KEY AREAS FOR IMPROVEMENT	EVIDENCE

Quality of Provision

Teaching & Learning Grade Profile

No. of Observations	Graded Good or better (Grades 1 and 2) %	Graded Satisfactory (Grade 3) %	Graded less than Satisfactory (Grade 4) %	Graded Good or better (Grades 1 and 2) %	Graded Satisfactory (Grade 3) %	Graded less than Satisfactory (Grade 4) %	Graded Good or better (Grades 1 and 2) %	Graded Satisfactory (Grade 3) %	Graded less than Satisfactory (Grade 4) %
				16 - 18			19+		
5	100	0	0	0	0	0	100	0	0

KEY STRENGTHS	EVIDENCE
Vast majority of learners satisfied with the quality of teaching & learning	Franchised Student Satisfaction Survey
All sessions observed graded good or better	OTL Reports
Learners consulted about curriculum choices resulting in changes in the offer before and during the year	Pro-achieve data - very high retention & success rates. CCPC Curriculum Sub-Group meeting minutes – consultation with learners
100% of learners would recommend	Franchised Student Satisfaction Survey

their course to a friend	2005/6
A wide variety of valuable, additional activities delivered	Newsletters, press-cuttings, videos of performances
Excellent pre-course advice & guidance	Franchised Student Satisfaction Survey 2005/6 MIS: Learner retention rates
Advice and guidance is excellent	Franchised Student Satisfaction Survey 2005/6 MIS: Learner retention rates

KEY AREAS FOR IMPROVEMENT	EVIDENCE
No tracking performed on destination or progression	No system for collecting and analysing destination data
Induction is not being carried out consistently	Franchised Student Satisfaction Survey 2005/6
A few learners are not completing ILPs or having progress reviews	OTL Reports

Leadership and Management

KEY STRENGTHS	EVIDENCE
Excellent cooperative franchise relationship	Pro-Achieve data
Excellent Equal Opportunities practice	Franchised Student Satisfaction Survey 2005/6
Outstanding level of student satisfaction	Franchised Student Satisfaction Survey 2005/6

KEY AREAS FOR IMPROVEMENT	EVIDENCE
No direct access to MIS	No access

Effectiveness of Improvements Since Last Inspection/SAR

Area for improvement	Effectiveness
Clarify course content	Students were provided with a copy of the appropriate syllabus, and given tutor time to clarify any issues. 97% students who responded to the 05/06 Student Survey said that they understood the content of the course they were on.
Some assessment evidence is weak	External moderators have confirmed that the quality of evidence has improved, including extensive supporting video evidence.
Some evidence is too generic	Use of cameras, and particularly video equipment, to capture a variety of evidence. Skills have been developed in this area, including use of video editing software
CPC courses not included in LCT prospectus & website	CCPC courses are now listed in prospectuses and on the LCT website.
Late enrollees do not always receive a College handbook	All late enrollees have been provided with a handbook
All tutors to review ILP targets effectively	Documentation was modified and staff development was implemented, but systems for monitoring were not sufficiently effective in tracking the success
Communication of recognition of achievement between CCPC & LCT Admin staff	Quick turnaround times for requests for data from both LCT admin staff and CCPC admin staff.
Reinforcement of information contained in the student handbook needed	Some poor figures from the Student Survey indicate that the actions taken need to be re-addressed in this year's development plan

Every Child Matters

Not applicable – all learners 19+

SELF-ASSESSMENT REPORT & POST INSPECTION – QUALITY IMPROVEMENT PLAN 2005/6

CURRICULUM AREA:

Area for improvement	Action	Timescales	Person Responsible	Monitoring Evaluation & Reporting Arrangements	Success Criteria	Progress January 2007	Progress April 2007
No tracking is performed on destination or progression	Systems to be devised and implemented	January 2007	Ben Green	CCPC Quality Coordinator will monitor progress	Progression / destination data available	Discussion at course team meetings	
Induction is not being carried out consistently	Staff training	October 2006	Alex Boyd	CCPC Quality Coordinator will monitor progress	Franchise Student Survey shows increased awareness of College Charter, policies and student support	Staff induction training carried out	
A few learners are not completing ILPs having progress reviews	Staff Training	December 2006	Clive Nunnington	Course Team Leaders to monitor and report to Quality Coordinator	100% of learners completing progress reviews	ILP completion tracked and confirmation obtained from tutors. Spot checks carried out	

KEY QUESTION 1

HOW WELL DO LEARNERS ACHIEVE?

KEY PERFORMANCE DATA:

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			% retention	89	96	96		N/A
			% achievement	67	99	91		N/A
			% success	60	94	87		N/A
NOCN CCPC Stage 2 Coaching PMA189	1	19+	No. of starts	N/A	58	33		N/A
			% retention	N/A	100	100		N/A
			% achievement	N/A	95	88		N/A
			% success	N/A	95	88		N/A
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			% achievement	N/A	100	100		N/A
			% success	N/A	100	100		N/A
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			% retention	100	97	88		N/A
			% achievement	50	98	95		N/A
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			% retention	N/A	100	100		N/A
			% achievement	N/A	93	90		N/A
			% success	N/A	93	90		N/A
NOCN CCPC Stage 9 Performing PMA395	3	19+	No. of starts	N/A	N/A	22		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A
NOCN CCPC Stage 9 Coaching PMA398	3	19+	No. of starts	N/A	N/A	20		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	95		N/A
			% success	N/A	N/A	95		N/A
NOCN CCPC Entry Level – Pers Awareness & Development – Performing PMA75	Entry	19+	No. of starts	1	3	11		N/A
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			% achievement	100	100	91		N/A
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ASDAN Key Skills in Working With Others PMA96	2	19+	No. of starts	N/A	N/A	54		N/A
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			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A
ASDAN Key Skills in Improving Own Performance PMA61	2	19+	No. of starts	N/A	N/A	58		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A
ASDAN Key Skills in Problem Solving PMA67	2	19+	No. of starts	N/A	N/A	66		N/A
			% retention	N/A	N/A	100		N/A
			% achievement	N/A	N/A	100		N/A
			% success	N/A	N/A	100		N/A

PERFORMANCE DATA BY GENDER AND ETHNICITY

Gender/Ethnicity		03/04	04/05	05/06
Male	No. of starts	401	484	407
	% retention	96	99	99
	% achievement	95	90	98
	% success	92	89	97
Female	No. of starts	457	528	360
	% retention	97	99	97
	% achievement	98	95	98
	% success	95	93	95
Bangladeshi	No. of starts	n/a	n/a	n/a
	% retention	n/a	n/a	n/a
	% achievement	n/a	n/a	n/a
	% success	n/a	n/a	n/a
Indian	No. of starts	22	28	18
	% retention	100	100	100
	% achievement	100	93	100
	% success	100	93	100
Pakistani	No. of starts	5	7	6
	% retention	100	100	100
	% achievement	100	86	83
	% success	100	86	83
Other Asian	No. of starts	0	6	7
	% retention	n/a	100	100
	% achievement	n/a	100	100
	% success	n/a	100	100
Black African	No. of starts	12	2	0
	% retention	83	100	n/a
	% achievement	100	100	n/a
	% success	83	100	n/a
Black Caribbean	No. of starts	15	13	16
	% retention	93	100	100
	% achievement	100	85	100
	% success	93	85	100
Black Other	No. of starts	3	n/a	n/a
	% retention	100	n/a	n/a
	% achievement	100	n/a	n/a
	% success	100	n/a	n/a
Chinese	No. of starts	10	13	4

	% retention	100	100	100
	% achievement	90	92	75
	% success	90	92	75
Mixed	No. of starts	6	12	3
	% retention	100	100	100
	% achievement	100	92	100
	% success	100	92	100
White	No. of starts	718	809	562
	% retention	97	99	98
	% achievement	96	93	99
	% success	93	92	97
Any Other	No. of starts	4	4	6
	% retention	100	100	83
	% achievement	75	100	100
	% success	75	100	83
Unknown	No. of starts	63	118	145
	% retention	95	98	97
	% achievement	98	91	96
	% success	94	89	92

WORK-BASED LEARNING

N/A

OVERALL EVALUATION:

Retention, achievement and success rates by age – trends over time and compared to national benchmarks

- Retention, achievement and success rates are high – many courses 100%.
- These high rates have been sustained and improved upon over the last few years.
- The overall trend is one of improvement.

(Source: Pro-Achieve data)

Performance by gender and ethnicity

- Success / retention / achievement rates are consistent across people of different ethnic groups, showing a general upward trend.
- Rates are also consistent for gender, indicating improvement over time.

(Source: Pro-Achieve data)

Value-added and distance travelled - refer to LAT data

N/a

Attendance and punctuality

- Levels of attendance on all courses is very good, and punctuality is also good (Source: weekly registers).

Standard of learners' work – including practical/workplace skills

- Learner's work is of a high standard, showing improvement from last year (Source: EM Reports).

Performance records for individual learners – progress compared to ILP targets

- The vast majority of learners achieved their ILP targets (Source: Course Files).

Key skills, Basic Skills and Wider Key Skills

- Wider key skills were delivered at level 2. These programmes were requested on consensus by learners, and were therefore very popular, with 100% retention and achievement (Source: Pro-Achieve data).

Progression/destinations

- 85% of learners responding to the Franchised Learner Survey stated that they would like to progress to further learning.
- The majority of learners on the Level 2 wider key skills programmes, who expressed an opinion, said they would like to progress to Level 3 next year (2006/7)

KEY STRENGTHS	EVIDENCE
Outstanding retention rates	Pro-Achieve data
Outstanding achievement rates	Pro-Achieve data
Outstanding success rates	Pro-Achieve data
Candidates work of a high standard	External Moderators' reports

KEY AREAS FOR IMPROVEMENT	EVIDENCE
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KEY QUESTION 2

HOW EFFECTIVE ARE TEACHING, TRAINING AND LEARNING?

TEACHING & LEARNING GRADE PROFILE

No. of Observations	Graded Good or better (Grades 1 and 2) %	Graded Satisfactory (Grade 3) %	Graded less than Satisfactory (Grade 4) %	Graded Good or better (Grades 1 and 2) %	Graded Satisfactory (Grade 3) %	Graded less than Satisfactory (Grade 4) %	Graded Good or better (Grades 1 and 2) %	Graded Satisfactory (Grade 3) %	Graded less than Satisfactory (Grade 4) %
				16 - 18			19+		
5	100	0	0	0	0	0	100	0	0

OVERALL EVALUATION:

<p>Quality of Teaching, Learning & Attainment (OTL, Inspection etc.)</p> <ul style="list-style-type: none"> • 100% of sessions graded Good or Excellent • Tutors develop excellent rapport and classroom management; • Tutors have excellent, or expert, subject knowledge; • All learners actively participate and are challenged. <p>(Source: OTL Reports)</p> <p>Learners' marked and practical work</p> <ul style="list-style-type: none"> • Overall learners' work is of a high standard, supported by extensive video evidence (Source: EM Reports). <p>Quality of Schemes of Work and lesson plans</p> <ul style="list-style-type: none"> • Comprehensive session plans (Source: OTL Reports) <p>E-learning/integration of ILT</p> <ul style="list-style-type: none"> • Laptops used in some sessions to show video of performances, and feedback video of individual practical work (Source: OTL Reports & EM Reports). <p>Learner survey feedback</p> <ul style="list-style-type: none"> • 100% of learners responding to the Franchised Learner Survey are satisfied with the quality of teaching and learning, of which 81% indicated the quality of teaching and learning was excellent. • 94% are satisfied with the quality of teaching materials. • 97% are satisfied with college facilities. <p>(Source: Franchised Student Satisfaction Survey 2005/6)</p> <p>Initial assessment and ILPs</p> <ul style="list-style-type: none"> • The vast majority of learners complete initial assessment and ILPs (Source: OTL Reports). <p>Identification and provision of ALS N/a</p> <p>Learners' assessed written work</p> <ul style="list-style-type: none"> • External moderators commented on the high standards of learners' written work (Source: EM Reports).

<p>Promotion of equality of opportunity and race relations</p> <ul style="list-style-type: none"> • 100% of learners responding to the Franchised Learner Survey felt they were treated fairly by staff (Source: Franchised Student Satisfaction Survey 2005/6) <p>Work experience N/a</p> <p>Course assessment plans</p> <ul style="list-style-type: none"> • Effective course assessment plans (Source: Course Files) <p>Progress reviews</p> <ul style="list-style-type: none"> • The vast majority of learners complete progress reviews (Source: OTL Reports). <p>Internal Verification/Moderation and EV feedback</p> <ul style="list-style-type: none"> • IM process is constructive, highlighting strengths and areas for improvement. • External moderators were impressed with the extensive use of video evidence, and commented on the high standard of learners' work (Source: EM Reports). <p>Employers' and parents' survey feedback N/a</p>
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KEY STRENGTHS	EVIDENCE
Vast majority of learners satisfied with the quality of teaching & learning	Franchised Student Satisfaction Survey
All sessions observed graded good or better	OTL Reports
KEY AREAS FOR IMPROVEMENT	EVIDENCE
A few learners are not completing ILPs or having progress reviews	OTL Reports

KEY QUESTION 3

HOW WELL DO PROGRAMMES AND COURSES MEET THE NEEDS AND INTERESTS OF LEARNERS?

OVERALL EVALUATION:

Marketing and promotional material

- Highly effective use of 'word of mouth' as a primary source for recruitment; represents excellent value for money (Source: ILR enrolment figures).
- Highly focussed training delivered to all tutors and students to make this effective (Source: ILR enrolment figures).
- New websites developed, and linked to directories has resulted in increased numbers of enquiries during the year (Sources: www.lishiarts.org; CCPC email records)

Curriculum range/design

- The curriculum satisfies the needs of learners - 99% of learners responding to the Franchised Learner Survey stated that they enjoyed the course (Source: Franchised Student Satisfaction Survey 2005/6).
- Consultation with learners to choose programmes of study before and during the academic year (Source: CCPC Curriculum Sub-Group meeting minutes)

Mode of attendance – including number of online learners, WBL etc.

- Highly flexible modes of attendance:
 - i. Local community venues offering evening classes on different days of the week.
 - ii. Day-time provision is also available along with weekend classes.
 - iii. Residential courses are available twice each year for intensive courses.
 - iv. All learners are part-time.

(Source: Course & Class Files)

14 – 16 provision

N/a

Key Skills/Common Skills

- Wider Key skills qualifications delivered to significant numbers, on request from learners (Source: CCPC Curriculum Sub-Group meeting minutes).
- Delivery fully embedded in performance skills workshops (Source: assessment evidence).

Progression routes

- Clearly laid out programmes in performing skills, as well as coaching & teaching, progress from Entry level to Level 3 (Source: Awarding body records).
- Many learners take advantage of these progression routes. This year, 21 learners have completed the entire CCPC programmes of performing and coaching from Level 1 to Level 3 (Source: MIS).
- No tracking is currently performed on learners after they have left the provision.

Widening participation/social inclusion

- Classes are delivered in local community facilities, including in deprived communities, driven by demand (Source: learner records)

School/Employer links

N/a

CoVE (where appropriate) N/a
Enrichment/additionality <ul style="list-style-type: none"> Additional learner activities have included: <ol style="list-style-type: none"> a performance in the Royal Albert Hall, a week-long visit by Chinese experts, local community performances, and recent participation in the Big Dance (http://www.ccpc.ac.uk/bigdance/).
Child protection N/a
Learner survey feedback <ul style="list-style-type: none"> 100% of learners responding to the Franchised Learner Survey would recommend their course to a friend (Source: Franchised Student Satisfaction Survey 2005/6)
Employer feedback N/a

KEY STRENGTHS	EVIDENCE
Learners consulted about curriculum choices resulting in changes in the offer before and during the year	Pro-achieve data - very high retention & success rates. CCPC Curriculum Sub-Group meeting minutes – consultation with learners
100% of learners would recommend their course to a friend	Franchised Student Satisfaction Survey 2005/6
Wide variety of valuable, additional activities delivered	Newsletters, press-cuttings, videos of performances
KEY AREAS FOR IMPROVEMENT	EVIDENCE
No tracking performed on destination or progression	No system for collecting and analysing destination data

KEY QUESTION 4

HOW WELL ARE LEARNERS GUIDED AND SUPPORTED?

- Pre-course advice and guidance – including numbers of transfers between courses
- 99% of learners responding to the Franchised Learner Survey stated that staff were helpful in giving initial information (Source: Franchised Student Satisfaction Survey 2005/6)
 - Advice & guidance is effective shown by retention / success rates (Source: MIS).
 - Taster sessions used extensively for potential learners to sample the course content.

Initial Assessment

- Initial assessment performed formally and informally as appropriate to learners (Source: Class quality files)

Identification and provision of ALS

Individual additional support is given as appropriate, including extra sessions where necessary.

Induction and Induction Survey feedback

- Of learners responding to the Franchised Learner Survey
 - i. 25% were not aware the College offers support – financial, childcare, careers advice;
 - ii. 17% were not aware of the Equal Ops Policy;
 - iii. 23% were not aware of the College Charter;
 - iv. 35% did not know who to complain to about a grievance;(Source: Franchised Student Satisfaction Survey 2005/6)

Advice and Guidance – including career and education

- Of learners responding to the Franchised Learner Survey
 - i. 98% said they had no difficulties with coursework;
 - ii. 99% said that the course content was clearly explained;(Source: Franchised Student Satisfaction Survey 2005/6)

At Risk learners

N/a

Attendance and punctuality

- Attendance is consistent and punctuality is very high (Source: class registers).

Tutorial and learning support

- Additional learning support given (Source: Class Quality Files - ILPs)

ILPs, Target Setting and progress monitoring

- Some instances of progress reviews not taking place (Source: OTL Reports)

Health & Safety arrangements/promotion of safe learner

- Good practice in relation to learner safety (Source: OTL Reports)

Learner survey feedback

- 100% of learners responding to the Franchised Learner Survey stated enrolment was easy to complete; 96% stated that enrolment was done quickly (Source: Franchised Student Satisfaction Survey 2005/6)

KEY STRENGTHS	EVIDENCE
Excellent pre-course advice & guidance	Franchised Student Satisfaction Survey 2005/6 MIS: Learner retention rates
Advice and guidance is excellent	Franchised Student Satisfaction Survey 2005/6 MIS: Learner retention rates

KEY AREAS FOR IMPROVEMENT	EVIDENCE
Induction is not being carried out consistently	Franchised Student Satisfaction Survey 2005/6

KEY QUESTION 5

HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS?

OVERALL EVALUATION:

Franchise arrangement

- Excellent cooperative relationship, improving year on year (Source: Pro-Achieve data)

Stakeholder survey feedback

- 11% of learners responding to the Franchised Learner Survey said that the College could have offered more support in learning, e.g. adaptive equipment
- 97% of learners said that College facilities satisfactory or better (Source: Franchised Student Satisfaction Survey 2005/6)

Quality Assurance – including IV/EV Reports

- No complaints from learners.
- CCPC programmes represent excellent value for money (Source: Pro-Achieve figures – very high retention and success rates)
- Internal moderation feedback effective in identifying strengths and weaknesses

Course Target setting and monitoring

- Clear targets set for each course team (Source: CCPC Course Files)
- Regular monitoring of courses (Source: CCPC Quality Assurance File)

Course review/self assessment and effectiveness of action planning

- Effective and timely implementation of development plans (Source: CCPC Development Plan 2004/5)

Qualified staff and staff development

- All staff qualified and demonstrate expert knowledge (Sources: OTL Reports; Staff CVs and CPD records)
- Regular intensive staff development workshops (Source: Staff CPD records)

Equipment/resources/accommodation

- 97% of learners responding to the Franchised Learner Survey said that College facilities were satisfactory or better (78% said good or better) (Source: Franchised Student Satisfaction Survey 2005/6)

Equal opportunities and race relations

- 100% of learners responding to the Franchised Learner Survey said that all staff treated them fairly (Source: Franchised Student Satisfaction Survey 2005/6)

Effective monitoring

- Regular meetings of the CCPC Executive Committee to monitor progress and implement actions (CCPC Executive meeting minutes)

Communication/Team dynamics

- Effective use of email/website to brief staff from a very wide geographical spread
- Regular national meetings/workshops to discuss issues and implement actions (Sources: CCPC Area Meeting Minutes, Staff CPD records)

<ul style="list-style-type: none"> • Excellent relationships between staff (Source: CCPC Area Meeting Minutes)
<p>Programme/Course management</p> <ul style="list-style-type: none"> • Regular course management meetings to review progress; actions identified and implemented (Source: CCPC Quality Assurance File)
<p>Governor involvement</p> <p>N/a</p>
<p>Effectiveness of lesson observations – including link to appraisal</p> <ul style="list-style-type: none"> • Robust system of lesson observations (some unannounced) carried out by curriculum area manager; areas for improvement followed up by CCPC Personnel Sub-Group (Source: OTL Reports; Staff CPD records)
<p>MIS</p> <ul style="list-style-type: none"> • No direct access to central MIS; all data has to be requested, however always a timely response to requests for MIS data.
<p>Risk Management</p> <ul style="list-style-type: none"> • Recent risk management policy developed and implemented this year (Source: CCPC Risk Management Policy)
<p>Health & Safety arrangements</p> <ul style="list-style-type: none"> • Thorough risk assessments performed on all accommodation and activities in relation to learner safety; monitored by CCPC H&S Officer (Source: Class Quality Files & OTL Reports) • Subject-specific health & safety training built into all programmes (Source: Course Files)

KEY STRENGTHS	EVIDENCE
Excellent cooperative franchise relationship	Pro-Achieve data
Excellent Equal Opportunities practice	Franchised Student Satisfaction Survey 2005/6
Outstanding level of student satisfaction	Franchised Student Satisfaction Survey 2005/6

KEY AREAS FOR IMPROVEMENT	EVIDENCE
No direct access to MIS	No access