

East Yorkshire College of Further Education
Reinspection of Provision for Students with Learning Difficulties and/or Disabilities:
January 2000
Report from the Inspectorate
The Further Education Funding Council

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

REINSPECTION

The FEFC has agreed that colleges with provision judged by the inspectorate to be less than satisfactory or poor (grade 4 or 5) should be reinspected. In these circumstances, a college may have its funding agreement with the FEFC qualified to prevent it increasing the number of new students in an unsatisfactory curriculum area until the FEFC is satisfied that weaknesses have been addressed.

Satisfactory provision may also be reinspected if actions have been taken to improve quality and the college's existing inspection grade is the only factor which prevents it from meeting the criteria for FEFC accreditation.

Reinspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Reinspections seek to validate the data and judgements provided by colleges in self-assessment reports and confirm that actions taken as a result of previous inspection have improved the quality of provision. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. The opinion of the FEFC's audit service contributes to inspectorate judgements about governance and management.

GRADE DESCRIPTORS

Assessments use grades on a five-point scale to summarise the balance between strengths and weaknesses. The descriptors for the grades are:

- *grade 1 - outstanding provision which has many strengths and few weaknesses*
- *grade 2 - good provision in which the strengths clearly outweigh the weaknesses*
- *grade 3 - satisfactory provision with strengths but also some weaknesses*
- *grade 4 - less than satisfactory provision in which weaknesses clearly outweigh the strengths*
- *grade 5 - poor provision which has few strengths and many weaknesses.*

Audit conclusions are expressed as good, adequate or weak.

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**East Yorkshire College of Further Education
Yorkshire and Humberside Region**

**Reinspection of provision for students with learning difficulties and/or disabilities:
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Background

East Yorkshire College of Further Education was inspected in October 1998 and the findings were published in inspection report 04/99. Provision for students with learning difficulties and/or disabilities was awarded a grade 4.

At the time of the last inspection the college had a clear commitment to students with a wide range of learning difficulties and/or disabilities and had good links with local organisations. However, much of the teaching was of poor quality and students spent too much time completing paper-based activities to provide evidence for national awards. The curriculum offered was narrow, there was an overemphasis on numeracy and literacy and few students had the opportunity to undertake vocational training. Initial assessment procedures were weak and students' individual learning programmes were ineffective. Support workers were not well deployed and, in some lessons, they hindered students' learning.

The provision for students with learning difficulties and/or disabilities was reinspected over three days in January 2000. Nine lessons were observed of which five were judged to be less than satisfactory. Discussions were held with managers, staff and students. Students' work and college documentation was examined.

Assessment

The college has begun to address some of the weaknesses identified during the inspection. Students now have more opportunities to study vocational subjects such as hairdressing, catering, painting and decorating in the appropriate vocational schools. This work is at an early stage of development. Within the specially designed multiskills course staff have devised projects such as organising a bric-a-brac sale to make learning more interesting and relevant to the students. Procedures for assessing students' needs, and developing individual programmes for them have been revised. However, these procedures are not fully effective. Insufficient thought is given to identifying and prioritising the skills and competences students need to learn. Many of the objectives within their programmes are not specific enough to help teachers plan lessons and monitor students' progress effectively. The quality of teaching and learning in many lessons is poor. Many teachers do not fully understand the educational implications of students' learning difficulties. In basic skills lessons, students with poor literacy and numeracy skills spend too much time on inappropriate activities such as copying words which they cannot read and using plastic money to do simple calculations. Many of the students have been at the college for several years without making significant progress. Shortly before the reinspection the programme manager left at short notice. The management of the provision is currently inadequate. Staffing difficulties are having a negative impact on students' learning.

Revised grade: provision for students with learning difficulties and/or disabilities 4.