

**HMIE REVIEWS OF  
QUALITY AND STANDARDS IN  
FURTHER EDUCATION  
  
AN OVERVIEW  
  
ACADEMIC YEARS  
2000/01 to 2003/04**

February 2005

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## 1. Introduction

Under successive Memoranda of Understanding and annual Service Level Agreements, HM Inspectorate of Education (HMIE) (formerly HM Inspectors of Schools) has undertaken the review of Scottish further education colleges on behalf of the Scottish Further Education Funding Council (SFEFC) since 1999. During the recently completed four-year review cycle, over the period October 2000 to June 2004, all 46 colleges have been reviewed.

Hitherto, HMIE has presented a report to SFEFC each year that draws together a summary of the grades awarded along with the major strengths and weaknesses, main points for action and examples of good practice evident in each of the reviews. The most recent of these reports covering the academic year 2003-2004 is now available on the HMIE website, [www.hmie.gov.uk](http://www.hmie.gov.uk).

This four-year summary report shows selected main findings of the four annual *analysis of reviews* reports prepared for SFEFC since 2000/01. Section 2, taken together with the appendix, provides analyses of:

- the range of subject areas covered during 2000/01 to 2003/04, grades awarded by subject quality element and subject area, and grades awarded for lessons observed
- grades awarded by cross-college quality element.

Section 3 focuses more closely on the key strengths and weaknesses identified over the four-year cycle in respect of the teaching and learning process, student achievement and key factors impacting on these elements.

Section 4 provides a summary evaluation of where FE colleges were in terms of quality assurance, improvement and enhancement at the end of the review cycle.

Section 5 provides a summary of the evaluation by college managers and staff of the reviews undertaken in their own colleges between 2000/01 and 2003/04.

Section 6 goes beyond the overview of the last four years. It gives insights into the way HMIE and SFEFC, working with key partners, have taken account of recent Scottish Executive policies and initiatives to design a revised quality framework and a new external review model that are intended to help colleges build on the strengths and address effectively the weaknesses identified during the previous cycle.

In arriving at their findings outlined in this section and commented on more fully later in this report, HMIE worked closely and effectively with approximately 130 associate assessors (AAs). Nearly all these AAs were senior or middle managers from the 41 colleges which offered the services of their staff to sustain the external review process. The AAs brought current experience in the sector to complement HMI experience and provided the peer review element which contributed strongly to sector ownership of the review process. Over the four years, associate assessors undertook over 50% of the activity associated with subject review and over 25% of college review work. These proportions were higher in the later years of the cycle.

## 2. HMIE review findings 2000/01 to 2003/04

### Background

Each of the 46 colleges was reviewed once during the cycle. As the data sets for each year represent different groups of colleges, it is inappropriate to interpret variations in grades awarded from year to year as evidence of sector trends. Differences in grades may arise for a number of reasons. The aggregate strengths and weaknesses of colleges reviewed in any one year are likely to be different from the pattern for a different group of colleges in another year. Also, colleges reviewed in the later years of the cycle (2002/03 and 2003/04) would have had the opportunity to benefit from greater experience in using the quality framework for self-evaluation purposes and to learn from the outcomes of earlier reviews, whereas colleges reviewed in 2000/01 and 2001/02 had a longer period in which to build upon the findings of the review process to effect improvement in their practices by the end of the cycle. HMIE was able to draw some conclusions on sector progress in this report, based on the follow-up visits to these latter colleges, particularly in respect of cross-college quality elements on which HMIE focused attention during these visits.

### Subject reviews

In the review cycle for the last four years, reviewers reported on 20 different subject areas and awarded 2741 grades during 306 individual subject reviews in 46 colleges. In the process, reviewers observed 3728 episodes of learning. The numbers of reviews across subjects ranged from 37 in **computing and ICT** and 33 in **care** to one in **nautical studies** and two in **music**. The appendix presents the pattern of reviews across subjects as Figure 1.

HMIE's choice of subject areas for review in each college was informed by the pattern of provision across the sector as a whole, but was largely pragmatic for each college. HMIE aimed to sample provision that accounted for approximately two-thirds of a college's activity, in the context of its pattern of provision. The resulting distribution of reviews in most subject areas was therefore not fully systematic across the four years of the cycle, presenting difficulties for trends analysis over time and for direct comparison across and between colleges. The small number of reviews in some subject areas presents further difficulties for comparisons.

In each year of the last review cycle, most grades awarded for quality elements in the subject review were either *very good* or *good*. The appendix presents the full distribution of grades in each year of the cycle as Figure 2. Grades for **student achievement** and **quality improvement** have consistently been below those awarded for other quality elements. This is brought out clearly by the analysis of grades that were *very good* or *good* across elements in Figure 3 in the appendix. Further detail is provided by the pie charts in Figure 8 of the appendix.

Grades awarded over the four years varied across subject areas. Over 90% of grades awarded for **land-based industries, care, hairdressing, beauty and complementary therapies, art and design, construction and languages** were *good* or *very good*. However, fewer than 80% of grades awarded in **mechanical, manufacturing and multidisciplinary engineering, science, social subjects, motor vehicle engineering, electrical and electronic engineering, and music** were *very good* or *good*. Figures 4 and 5 in the appendix provide information on the distribution of grades in each subject area, in table and pie chart form respectively.

Over the four-year cycle of reviews, HMIE evaluated 90% of learning episodes as *good* or *very good*, and 10% as *fair*. Figure 6 in the appendix provides a breakdown across all grades in each of the four years of the cycle.

## College reviews

During the first year of the review cycle HMIE reported separately on **educational leadership and direction, access and support, resources and services to support the curriculum, quality assurance and quality improvement** in the seven colleges reviewed. Thereafter, following fine-tuning of the quality framework underpinning review, HMIE reported separately on **educational leadership and direction, access and inclusion, guidance and support, resources and services to support the learner, staff, quality assurance and quality improvement** in the remaining 39 colleges. Over the four-year period, HMIE also reported separately on **arrangements for students with learning difficulties and disabilities** in 12 colleges.

Over the four years of the cycle, almost all grades awarded for **staff** were *very good* or *good*. For all other quality elements, most grades awarded were *very good* or *good*. The proportion of *good* and *very good* grades in **quality improvement**, at 80% over the four-year cycle of college reviews, was the lowest of the quality elements. Figure 7 in the appendix provides a breakdown of evaluations across all elements in each of the four years of the cycle.

Data underlying the year-by-year breakdown of grades awarded in Figure 7 reveal that three out of seven colleges reviewed in 2000/01 were awarded *fair* grades for **access and support**. Of the 13 colleges reviewed in 2001/02, *fair* grades were awarded on five occasions for **quality improvement**, on four occasions for **resources and services to support the learner**, and on three occasions each for **access and inclusion** and **quality assurance**. There is clear evidence through the follow-up process that these colleges have successfully addressed weaknesses identified in reviews.

In the Appendix, Figure 2 and Figure 7 provide data consistent with a view that quality standards are broadly being maintained and in some aspects, being improved. In recognition of the evidence that colleges are generally operating effective internal quality control systems, SFEFC/HMIE have revised the review model by introducing a proportionate approach with a primary focus on learning and teaching processes, learner progress and outcomes, and leadership and quality management.

### **3. Key strengths and weaknesses identified in FE reviews 2000/01-2003/04**

Over the four years covered by this report, HMIE identified many strengths and a few weaknesses in college provision. Many of these strengths and weaknesses are not specific to particular subject areas or applicable only to one or two colleges, but their incidence is inevitably linked to the frequency of awards of *very good* and *good* review grades across subject areas. This section focuses on the two subject review quality elements which arguably provide the most direct evidence of the quality of the learner experience. These are **the teaching and learning process** and **student achievement**.

Particular strengths in **the teaching and learning process** were as follows.

- Within the college environment, the use of a wide range of stimulating learning and teaching approaches has fostered and maintained the interest of learners.
- Staff have built on strong links with external agencies and individual to incorporate within curriculum delivery many innovative externally-based activities such as placements and other work-based experiences for learners, fieldwork and project work. These initiatives have given learners valuable insights into real-world situations.
- Skilful questioning techniques and other effective methods of interaction have helped to encourage learners to be active participants, take responsibility for their own learning and obtain regular feedback on their progress.
- Imaginative use of ICT and other modern learning aids has enhanced learning opportunities, extended the scope of student activity, and helped to develop investigative and employability skills.

Particular strengths in **student achievement** included the following.

- Building on helpful initial guidance and sensitive support, many initially hesitant learners gained in self-confidence, acquired essential core skills, and developed self-esteem.
- In most instances, learners progressed well within class and through coursework.
- On many programmes, most or almost all learners obtained the named award associated with their chosen course of study.

The above strengths were underpinned by other key factors including the following.

- All colleges offered many well-designed programmes, often developed by college staff in close collaboration with employers, community organisations and educational institutions such as universities and schools. These programmes provided relevant education and training from which learners have proceeded to employment or more advanced courses of study.
- The flexible delivery of programmes at times and in locations convenient to learners encouraged a wide range of participants to enrol on and complete courses of study.

- Well-qualified staff with academic and professional expertise and recent industrial or commercial experience, supported by effective in-college and external staff development, provided the effective personal inspiration and encouragement crucial to support learners in the FE environment.
- In many cases, recent improvements in accommodation and up-to-date equipment and materials provided learners with a stimulating learning environment and essential modern facilities.
- In most subject areas, subject and central guidance staff worked hard to provide learners with effective guidance and support at all stages.

During the four years covered by this report, the SFEFC/HMIE review process also identified weaknesses in the **teaching and learning process**. These weaknesses have militated in many instances against student achievement. They contributed to attrition from programmes or learners' low success rates in the award-bearing programmes on which they were enrolled. The weaknesses HMIE noted most frequently were as follows.

- The use of a narrow range of teaching and learning approaches limited learners' horizons and reduced their capacity to develop their full potential. In particular, excessively didactic or structured approaches reduced learner interest and motivation and deprived them of the opportunity to learn from each other as well as the teacher.
- The adoption of minimalist approaches such as teaching closely and almost exclusively to assessment demands unnecessarily restricted student opportunities and reduced the scope for them to develop in areas such as problem solving.
- The tendency to involve only a few learners within a class group in discussions, led to many lost opportunities for other learners to develop a spirit of enquiry or enhance their core skills.

These weaknesses contributed to poor student achievement in a number of ways.

- On many programmes substantial numbers of learners either withdrew from programmes at an early stage or attended lessons infrequently or irregularly.
- Once learners experienced a loss of motivation, and in many instances the pressures of external commitments and their own limited capacity for recovery made it difficult for them to progress in class or in coursework.

Such consequences should be considered against the strong evidence from subject reviews that physical attendance at classes, or in the case of distance learning programmes systematic and regular contact with tutors, is essential for students to obtain the formal qualifications through success on award-bearing programmes.

Other key factors identified as contributing to weaknesses in **the teaching and learning process** and **student achievement** were:

- poor accommodation and outdated or insufficient equipment which provided a serious disincentive to learners

- excessive or inappropriate assessment practices that obstructed rather than aided learning and teaching, burdened students unnecessarily and demotivated staff
- insufficient staff development and ineffective career review processes that left subject staff not well-enough equipped to provide learners with the help and support needed for a relevant and rewarding education and training experience.

#### **4. Quality assurance and improvement: the position across the sector at the end of 2003/04**

Over the four years 2000/01 to 2003/04, HMIE review teams identified strengths, weaknesses, good practice and points for action in the areas of quality assurance and improvement. The overall picture is that colleges have been active in developing strategies, policies, systems and processes to assure and improve quality. In some instances the approaches implemented by colleges have been particularly effective. In other cases, they have developed processes and systems but the impact on the learner has been less clear.

##### **Review findings**

In subject reviews, HMIE identified key strengths where programme teams had:

- undertaken a systematic analysis of unit and programme attainment PI data to inform improvement
- implemented rigorous and well-informed self-evaluation processes that took due account of learner views and the views of employers and other clients as appropriate
- evaluated teaching and learning systematically through a variety of activities, with a view to developing teaching and learning approaches further
- identified good practice and shared it with other teams within the college with a view to making improvements to the learner experience
- been proactive in working with other teams within the college or in other colleges to share and adopt good practice.

Specific benefits to learners included:

- improved retention, leading to improved attainment in some subjects
- individuals in teams adopting more effective teaching and learning approaches and making better use of, for example, access to ICT to develop self-confidence or independence in learning.

More generally, HMIE identified strengths where colleges had:

- recognised the important contribution that non-curricular areas made to the learner experience, and had extended self-evaluation processes to all areas with such impact
- used internal audit processes as a vehicle to support quality improvement through sharing good practice.

Weaknesses in programme teams' quality assurance and improvement arrangements related to:

- insufficient use of programme and unit attainment data in their analysis and evaluation of the effectiveness of programme delivery

- failure to identify or grasp their responsibilities for assuring and improving the quality of the learner experience, and take full ownership of self-evaluation and improvement activity.

Weaknesses at college level in quality arrangements related to:

- insufficient or ineffective processes to identify, capture and use effectively good practice in some areas of activity to help address weaknesses in other key areas
- failure to extend their arrangements for quality assurance and improvement beyond curricular areas to all areas that had an impact on the learner.

### **Main points for action**

Many review reports identified points for action for programme teams to:

- make better use of attainment data at unit and programme level to inform improvement activity
- review the levels and range of programmes delivered in order to meet better the needs of employers and students
- take full ownership of quality assurance processes and improvement activity and ensure that staff had a better understanding of the process
- evaluate teaching and learning more systematically with a view to improving the learning process.

More generally, points for action at college level included the need to:

- set appropriate targets for improvement in plans at all levels and monitor progress rigorously
- improve arrangements for identifying, disseminating and encouraging the adoption of good practice across the college
- review and improve programme review processes.

For 19 colleges reviewed during the period, HMIE had undertaken follow-up reviews by 31 December 2004. The follow-up reports revealed that in nearly all cases colleges had made satisfactory progress in addressing almost all main points for action. This provided evidence of a responsive, developing and improving sector.

While much improvement has taken place, it is also clear from HMIE review reports that not all colleges are at the same stage of maturity in the development and implementation of approaches to quality assurance and improvement. Also, there were variations within individual colleges in terms of the consistency of approaches to quality assurance systems between different departments and between different levels within the organisation.

However, the overall picture is of a sector that:

- accepts that quality should be wholly owned by each organisation
- is moving from a “compliance culture” to an improvement culture
- is developing more rigorous approaches to self-evaluation and improvement activities.

In pursuit of continuous quality improvement, the key questions that teams and managers must continue to address are as follows.

- In the subject (or cross-college) area that I am responsible for, am I confident that I know where all the strengths and weaknesses lie?
- As a senior manager, am I confident that the commitment and approaches to improving quality are consistent across the college, and am I satisfied that good practice is being identified and disseminated effectively?
- In what ways are weaknesses being addressed and strengths built on?
- Are the actions planned appropriate?
- Are their outcomes likely to be effective and what impact will they have on the learner?

## 5. Evaluation of 2000/01 to 2003/04 reviews by colleges

In each of the four years 2000/01 to 2003/04, following the review of each college, managers and staff in colleges were asked to complete questionnaires about the review process. This included questions about the suitability of methods used, quality of feedback received from reviewers, overall helpfulness of the review to the college and ways to improve the process.

Over the review cycle a very high proportion of respondents were of the view that the suitability of methods used and the quality of feedback given by reviewers during both subject and college review were either *good* or *very good*. In addition a very high proportion of respondents stated that the review process was either helpful or very helpful to the college.

For subject reviews:

- 86% of respondents rated the suitability of methods used as *good* or better, including 34% of the respondents who rated the suitability of methods *very good*.
- 90% of respondents rated the quality of feedback from reviewers as *good* or *very good* including 46% who rated it *very good*
- 93% of respondents rated the helpfulness of the review to the college as *good* or *very good*, including 51% who rated it *very good*.

For college reviews:

- 89% of respondents rated the suitability of methods used as *good* or *very good*, including 36% who rated the suitability of methods used as *very good*.
- 90% of respondents rated the quality of feedback from reviewers as *good* or *very good*, including 48% who rated it as *very good*.
- 91% of respondents rated the helpfulness of the review to the college as *good* or *very good*, including 50% who rated it *very good*.

A few respondents rated aspects of reviews as *fair* or *unsatisfactory*. Examples of aspects of the process viewed negatively by some respondents included:

- the level of demand in preparing for a review
- overall demand of audit and review processes on the college including HMIE and other bodies
- personal differences in approach and process across members of review teams
- reviews taking place at inconvenient times of the year.

HMIE took account of such comments in the training and staff development of review teams and in the operational adjustments to review processes.

## 6. The revised quality framework and the new FE review model for 2005-2008

HMIE's findings during the 46 reviews conducted between October 2000 and June 2004 and evaluations of reviews by college staff have influenced the revised quality framework (published on the HMIE website on 28 May 2004) and on the new review model described in the National Briefing Document (published on the HMIE website on 30 August 2004). Additionally, HMIE, working closely with SFEFC and representatives of key stakeholders in the FE sector, has taken into account a number of crucial contributions and developments:

- the Scottish Executive's Lifelong Learning Strategy, set out in *Life Through Learning, Learning Through Life* (February 2003)
- assurances given by SFEFC and HMIE to the Audit Committee of the Scottish Parliament (November 2003)
- the views of FE college managers and staff and other key stakeholders on the previous quality framework and review model (through consultation in late 2003)
- HMIE's report *Student Learning in Scottish Further Education Colleges* prepared for SFEFC (February 2004).

To take forward developments for the 2005-2008 cycle, SFEFC set up an FE Quality Implementation Group that took into account the crucial developments identified above, and prepared draft documents on the quality framework and the review process. These documents were shared with FE college managers in May 2004, and further refined following the submission of views on the documents to SFEFC by approximately 40% of college principals. Thereafter, the revised framework and the arrangements for review from 2005 onwards were published on the HMIE website as indicated above. As in the previous cycle, the revised quality framework and the new review process are closely linked. The quality framework provides both a clear focus for quality improvement founded on effective self-evaluation and a good basis for rigorous and supportive external assessment.

Over the course of the last four-year cycle of reviews there have been a number of initiatives designed to support colleges in the development of more robust and systematic approaches to quality assurance and improvement. For example:

- the SFEFC-funded common documentation initiative that helped participating colleges to draw together different quality assurance mechanisms and adopt common approaches.
- a condition of grant-in-aid has been that all colleges have been required to develop quality improvement strategies and communicate these through their annual plans.

Over the same period, FE colleges have received other significant support to help them use the quality framework more effectively and build on the positive outcomes of external review. College HMI have maintained ongoing links with their colleges to ensure that any help needed on quality matters is forthcoming. During the cycle of reviews ending in June 2004, HMIE delivered 17 good practice workshops on behalf of SFEFC by way of disseminating the many innovative and sector-leading examples of good practice identified during reviews.

More recently, HMIE and SFEFC have worked together to support FE colleges in making the transition to the revised framework and the new review process. Three good practice events in September 2004 enabled teaching staff in colleges to gain insight into some innovative approaches to learning and teaching, and to reflect on how best to enhance learners' experiences in future. Two training events for AAs prepared them for the new cycle of reviews. Sector development events for principals and senior managers in October 2004 gave colleges an opportunity to hear about and influence proposals, and contribute to the format of review reports in the new cycle. Three distinctive styles of review reports for college practitioners, external stakeholders and learners will help the wide range of individuals and organisations with an interest in the quality of provision in FE colleges to obtain information of relevance to them.

The following sample of views of college managers and subject practitioners who attended the events referred to above confirm the positive impact of such events on specific aspects of the quality of provision in colleges.

- *I found the whole day very useful and interesting.*
- *I found all the sessions interesting, thought provoking and useful*
- *generally a very worthwhile and informative day*
- *a super contribution to student learning*
- *comprehensive, honest, compelling, very helpful*
- *extremely useful opportunity to discover more in-depth knowledge of good practice*
- *there needs to be more of these types of days*
- *excellent - I'm sure will be of use in my department*
- *very thought provoking and inspiring for future development opportunities*
- *look forward to disseminating these ideas.*
- *excellent – very informative. best recall day I have been at and feel very comfortable in being prepared for new review cycle*
- *first class chance to share views and doubts*

SFEFC and HMIE have recognised that future quality enhancement in FE depends crucially on the colleges themselves. SFEFC's FE Quality Working Group, established in September 2004 and containing representation from all key players in FE, has begun the process of identifying *national themes for development* in the FE sector. Work on the first of these, to improve student retention and achievement, is under way. Best practice in colleges' induction and pre-entry guidance arrangements is to be identified and used as a basis for helping learners to develop their learning skills and their core skills, the vital building blocks to learner achievement. In this and in other enhancement activity in future, many of the approximately 130 associate assessors (AAs) who have participated in the reviews of FE colleges in the last four years will contribute fully along with other experienced college staff. The ready enthusiasm of AAs to support quality enhancement offers a major potential resource to the sector.

In conclusion, SFEFC, HMIE and college managers and staff have played an active role over the last five years in shaping the quality framework and review process for the next four years.

- HMIE has used the substantive points raised by college managers and staff in post-review evaluation to review the framework and plan the next cycle of review commencing in January 2005.
- SFEFC has ensured that a full and inclusive process of consultation has allowed key players in Scottish further education to contribute fully to changes and revisions.

FE colleges should feel reassured that the new cycle of reviews is based firmly on the strengths of a well-proven professional relationship of mutual trust and respect between SFEFC, HMIE and colleges.

HM Inspectorate of Education

February 2005.

## APPENDIX

Subject areas	Number of reviews 2000/01	Number of reviews 2001/02	Number of reviews 2002/03	Number of reviews 2003/04	Total
Art and design	3	5	3	5	16
Business and management	6	10	7	7	30
Care	5	9	9	10	33
Communication and media	6	9	5	4	25
Computing and ICT	7	12	8	10	37
Construction	4	7	6	4	21
Electrical and electronic engineering	4	1	5	4	14
Hairdressing, beauty and complementary therapies	4	6	5	8	23
Hospitality and tourism	4	3	5	4	16
Land-based industries	0	1	9	5	15
Languages	1	2	1	2	6
Mathematics and numeracy	1	1	1	1	4
Mechanical, manufacturing and multidisciplinary engineering	2	5	5	4	16
Motor vehicle engineering	2	2	1	4	9
Music	0	0	1	1	2
Nautical studies	0	0	1	0	1
Office administration, technology and systems	3	4	4	3	14
Science	2	3	3	3	11
Social subjects	0	1	0	2	3
Sport and leisure	2	4	1	4	11
Total	56	85	80	85	306

Figure 1: Range of subject areas covered during subject review 2000/01 to 2003/04

Year of review	Distribution of grades for all subject review elements				Overall
	2000/01	2001/02	2002/03	2003/04	
Very good	18%	20%	24%	35%	25%
Good	65%	63%	61%	56%	61%
Fair	16%	16%	15%	9%	14%
Unsatisfactory	1%	1%	0%	0%	0%

Figure 2: The overall distribution of grades for all subject review elements during the four year review cycle

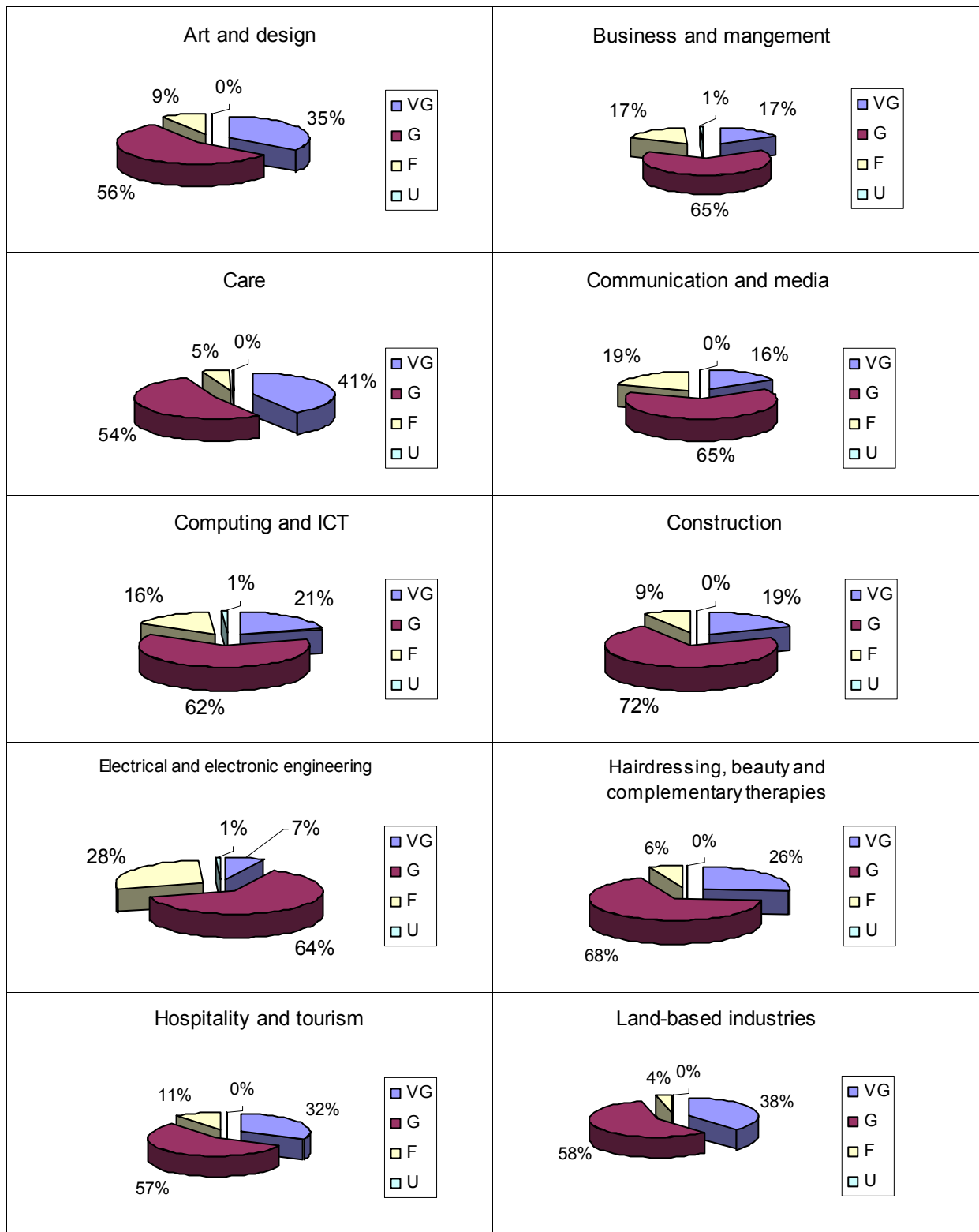
Year of review	Percentage of grades that were good or very good				
	2000/01	2001/02	2002/03	2003/04	Overall
Programme Design	95%	86%	92%	89%	90%
Accommodation for learning	78%	75%	65%	90%	78%
Equipment and materials	84%	87%	90%	96%	90%
Staff	95%	95%	97%	100%	97%
Teaching and learning process	96%	100%	100%	99%	99%
Assessment	87%	80%	81%	89%	85%
Student achievement	63%	69%	71%	74%	64%
Guidance and learner support	87%	95%	96%	100%	95%
Quality assurance and improvement	50%	55%	65%	81%	64%

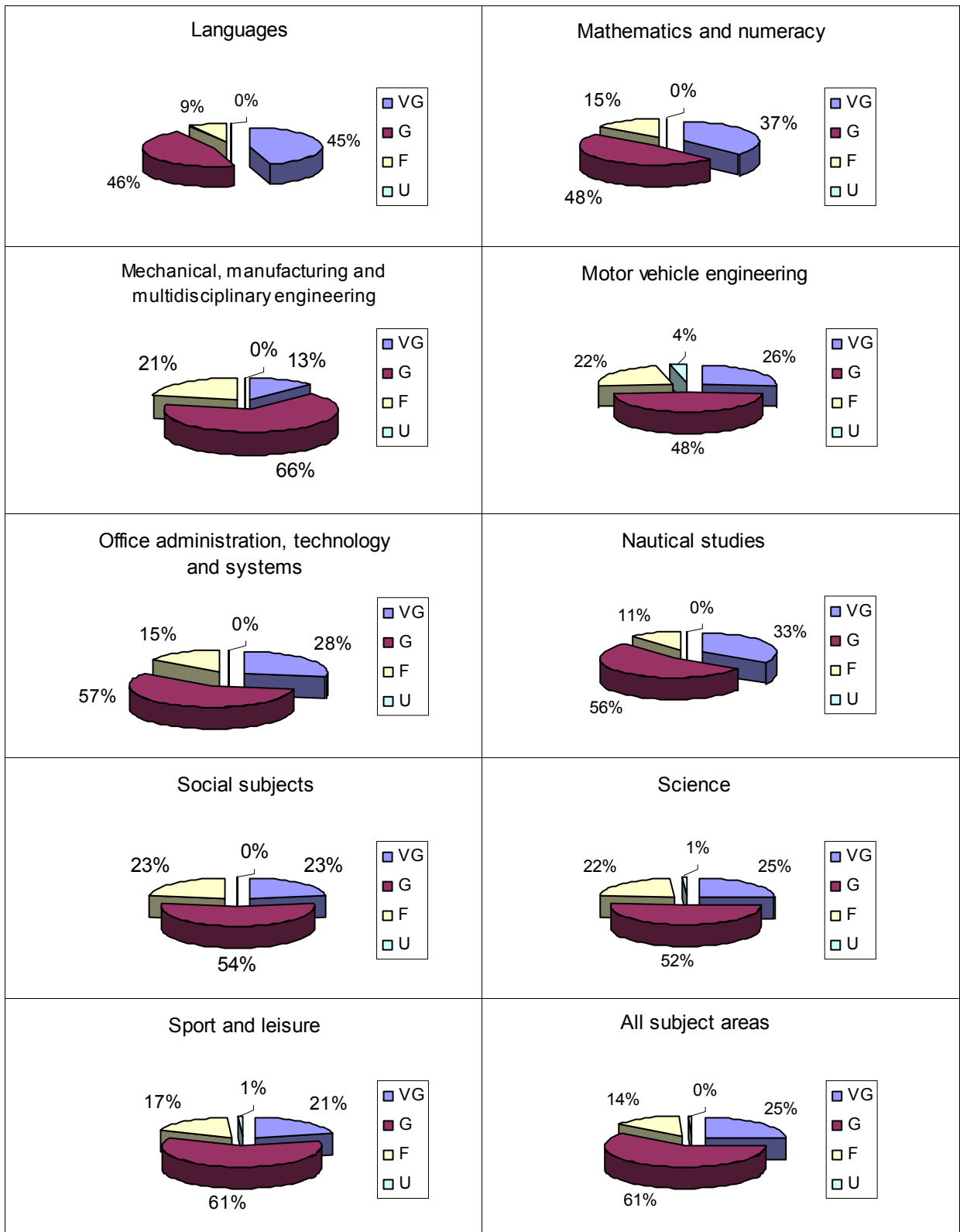
Figure 3: Distribution of *good* and *very good* grades by elements at subject review 2000/01 to 2003/04

Subject area	Very good	Good	Fair	Unsatisfactory
Art and design (16 reviews)	35%	56%	9%	0%
Business and management (30)	17%	65%	17%	1%
Care (33)	41%	54%	5%	0%
Communication and media (25)	16%	65%	19%	0%
Computing and ICT (37)	21%	62%	16%	1%
Construction (21)	19%	72%	9%	0%
Electrical and electronic engineering (14)	7%	64%	28%	1%
Hairdressing, beauty and complementary therapies (23)	26%	68%	6%	0%
Hospitality and tourism (16)	32%	57%	11%	0%
Land-based industries (15)	38%	58%	4%	0%
Languages (6)	45%	46%	9%	0%
Mathematics and numeracy (4)	37%	48%	15%	0%
Mechanical, manufacturing and multidisciplinary engineering (16)	13%	66%	21%	0%
Motor vehicle engineering (9)	26%	48%	22%	4%
Music (2)	11%	61%	28%	0%
Nautical studies (1)	33%	56%	11%	0%
Office administration, technology and systems (14)	28%	57%	15%	0%
Science (11)	25%	52%	22%	1%
Social subjects (3)	23%	54%	23%	0%
Sport and leisure (11)	21%	61%	17%	1%

Figure 4: Overall proportion of *good* and *very good* grades by subject 2000/01 to 2003/04

## Distribution of grades by subject area





**Figure 5: Pie charts showing distribution of grades by subject area**

	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>	<b>Overall</b>
Very good	26%	29%	33%	40%	32%
Good	60%	62%	55%	53%	58%
Fair	13%	8%	11%	6%	10%
Unsatisfactory	1%	0%	0%	1%	0%
Total lessons observed	804	1012	979	933	3728

Figure 6: Distribution of lesson observation grades by year 2000/01 and 2003/04

<b>Year of review</b>	<b>Percentage of grades that were good or very good</b>				
	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>	<b>Overall</b>
Educational leadership and direction	86%	69%	82%	100%	87%
Access and inclusion	57%	77%	82%	100%	87%
Guidance and support	57%	85%	85%	100%	85%
Resources and services to support the learner	86%	69%	85%	85%	85%
Staff	86%	92%	96%	100%	96%
Quality assurance	71%	77%	82%	92%	85%
Quality improvement	100%	62%	76%	92%	80%
Arrangements for students with learning difficulties and disabilities	100%	100%	100%	100%	100%

Figure 7: College review quality elements and the proportion of *good* and *very good* grades between 2000/01 – 2003/04

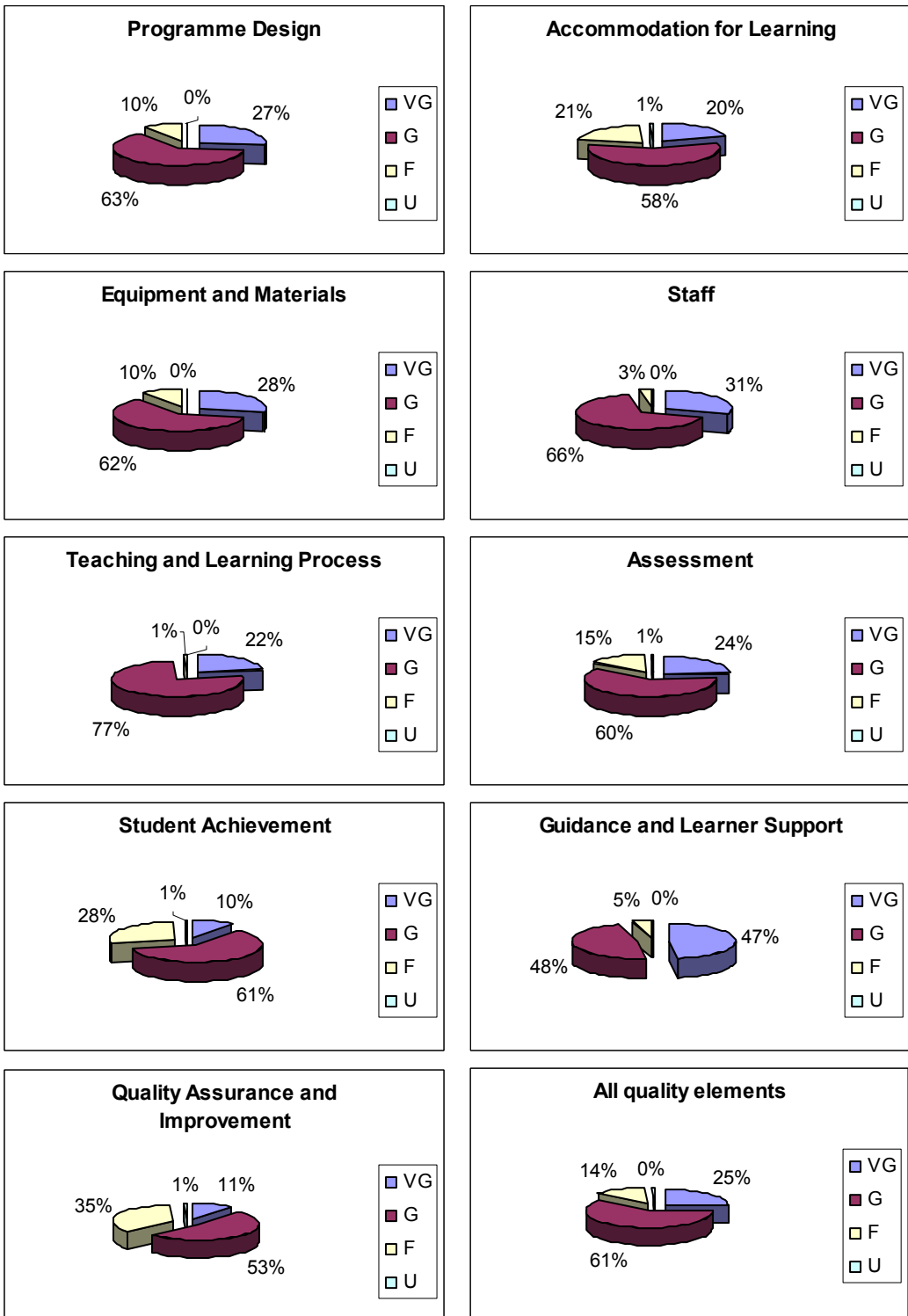


Figure 8: Pie charts showing the distribution of grades by quality element from subject reviews 2000/01-2003/04