

## PROFESSIONAL AND TECHNICAL AREA REPORTS

### 9. Business and management

**Performance Level:** Very Good

**Areas inspected: Further Education Provision in:**

- Full-time and part-time level 2 and level 3 business and related studies; and
- Part-time level 3 Institute of Leadership and Management (ILM) Diploma in Leadership and Management.

## CONTEXT

9.1 The college offers a broad range of business and management courses from level 1 through to level 7. Within this, there is an appropriate provision of level 2 and level 3 full-time and part-time courses. Overall, full-time enrolments at levels 2 and 3 have remained stable over the past three years. In contrast, over the same period, there has been a drop in part-time enrolments across all levels up to and including level 3.

**The quality of the leadership and management is very good.**

9.2 The head of school provides very good leadership and works very hard to develop and articulate a clear vision for the development of the business and management provision across the College. The curriculum managers and the appropriate course co-ordinators from across the four campuses offer very good support to the head of school, they work well together and analyse and interpret performance data well to review and evaluate the strengths and areas for improvement of the curriculum offer. The staff are well-qualified and engage well with the learners. The quality of

the business accommodation across the campuses is variable, but is generally good with mostly good access to ICT facilities. While the self-evaluation and quality improvement planning processes are well-developed across the campuses, there is a need to integrate the individual course reviews to focus more sharply on the quality of the learning experiences for all of the learners.

**The quality of the provision for learning is very good.**

9.3 The full-time provision at levels 2 and 3 provides good learning pathways for learners and includes a range of relevant, contemporary business units. The programmes are supplemented very well by an extensive range of appropriate industrial visits, visiting speakers, field trips and residential. The quality of teaching and learning in almost all of the lessons is good or better; approximately 45% are very good or better. In the best lessons, the lecturers plan very well and there is a good mix of skilful exposition, whole-class discussion and purposeful group work to consolidate and extend learning. The lessons are characterised by appropriate pace and challenge. There are, however, too few opportunities for the lecturers across all of the campuses to share and further develop the good teaching and learning practice, which clearly exists. The regular use of the VLE to enhance and support learning is a feature of most of the lessons. The lecturers provide very good support and guidance, are flexible in their approaches and are very aware of the learners' individual personal and learning needs. The marking of assignments is mostly effective; the written feedback is detailed, highlights appropriately any deficiencies in the learners' written communication and provides good guidance on how they might improve the quality of their work.

**Achievement and standards are good.**

9.4 Almost all of the learners are making good progress in their professional and technical units. They demonstrate good or better standards of work, including a sound understanding of the characteristics of internet marketing, the design and content of websites, business communications, how to conduct and manage business meetings, and consumer legislation. Most of the learners

display good written and verbal communication skills, and they demonstrate good ICT skills which they apply regularly and effectively in their classroom and assignment work. Over the past three years, the retention rate for the provision is very good (89%) and the achievement rate is satisfactory (74%). Over the past three years, for those learners who complete their full-time programmes, the progression rate to employment or other full-time education provision is very good at just over 80%.

**Table of Achievements (Over the last three years)**

Course Type	Completion Year 2010			Completion Year 2011			Completion Year 2012			Three Yr Average		
	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)
Part-Time Courses at Level 1	87	93	81	93	100	93	0	0	0	90	96	86
Full-Time Courses at Level 2	64	71	45	73	82	60	91	65	59	78	73	57
Part-Time Courses at Level 2	97	58	56	100	51	51	100	66	67	99	60	58
Full-Time Courses at Level 3	76	88	67	82	96	78	81	83	68	80	90	72
Part-Time Courses at Level 3	80	75	60	86	88	76	81	65	53	82	76	62
Overall	87	73	64	90	78	70	91	70	64	89	74	66