

OFSTED say we are...

**'OUTSTANDING'
again!**

*OFSTED Report
May 2010*

RACC

Richmond Adult Community College

**Annual Report
2009/10**



Message from the Chair of Governors and the Principal

“Governance is Exemplary.” **OFSTED 2010**

2009/10 was a successful year for the College despite facing many challenges such as high government targets set on national agendas, a decline in grant funding, a new qualification based curriculum, the needs of new learner groups and an OFSTED inspection.

RACC's focus on local needs and its place in Richmond and the surrounding areas enabled it to meet these challenges, keep true to its mission and despite the turbulent policy and funding environment to end the academic year in a position of continued financial success and with our status as an 'Outstanding' provider of education and training confirmed by OFSTED in the May 2010 inspection.

OFSTED stated that RACC has outstanding capacity to make and sustain improvement. This is evidenced by consistently high standards of performance through a period of change, expansion and movement into new markets. RACC has had the ability and resources necessary to take swift action at all levels of the organisation when problems have arisen. Within the framework of a small General Further Education College, the Senior Management Team not only provide effective direction to staff but have the resources and hands-on skills to take timely action. The mission of the College has provided an important set of beliefs and commitments for the whole staff team in serving the needs of learners.

Staff are positive about change and flexible and responsive to 'going the extra mile'. There is a strong sense of belonging to the whole College community. This positive culture has been a contributory factor to RACC's ability to make sustained improvements. Success and retention rates have been consistently outstanding through a period of change that has seen the College move away from non accredited leisure provision towards FE priorities. This process of change has been clearly detailed within the 2009-12 Strategic Plan and Curriculum Strategy.

(www.racc.ac.uk/college-reports-and-policies)

Despite the challenges, the College maintained outstanding financial management controls and very good levels of resource efficiency. The College sustained strong financial reserves. This continues to provide RACC with a strong platform from which to plan and implement future developments and the process of continuous improvement.

During 2009/10, the College reviewed priorities and resources and undertook capacity building projects such as a new IT investment strategy and capital investment in the Clifden site which will reach completion in Spring Term 2011 with the refurbishment of the site and the redevelopment of the Community Health and Exercise Centre. These projects will help the College to continue to meet the needs of the

local community by helping Richmond residents gain up to date vocational skills, achieve positive, balanced lifestyles and be included in the community.

In 2010/11 RACC will continue to develop and consolidate its resource base in order to ensure that it maintains its status as an effective and outstanding provider over the next three years. However, we recognise that the pace of change will accelerate as we respond to a new policy direction under the Coalition Government away from highly regulated Government funding towards more market generated fees only provision. 2010/11 will set us new challenges and opportunities but our strength is in our people who consistently deliver amazing results for the community that we serve.



Geoff Varrall
Chair of Governors



Christina Conroy OBE
Principal & Chief Executive

“ Throughout this Annual Report, we have included learner voices. ”

“ *The institution (RACC) itself is genuinely fantastic: it glows with altruistic feeling and as a consequence immensely kind staff.* ”

“ *I love this college like crazy. The courses offered are really top of the range. I did Final Cut Pro and my tutor was really superb, very caring and knew his stuff. I have got a life time career which can take me places in this competitive era. I highly recommend anyone who means business to join this college.* ”

The College

The heart of adult learning in Richmond

RACC has been in existence since 1838 and is an incorporated further education college with a primary target group of adults. RACC's focus is on the provision of education and training within the local community to enhance professional or personal development. This is primarily achieved through accredited further education programmes and training programmes for those in employment. The College's strategic focus for 2009-2012 is to redefine client groups and better target learning to fit client group needs. The curriculum was realigned during 2009/10 to meet changing needs, government training and education priorities and funding. The revised curriculum provided better opportunities for adults who value learning, are at risk of redundancy and who have a disability or learning difficulty. In addition, it provided skills and qualifications for those who work, young people and adults who need literacy and numeracy skills.

“

The staff at RACC are very good...they are very friendly and helpful.

”

The range of accredited and non-accredited programmes for adults offered by the College is rich and diverse. The new curriculum strategy widened the College's provision significantly, allowing RACC to better cater for younger learners and those from more disadvantaged backgrounds. Short intensive programmes offered at weekends and evenings have responded effectively to the needs of employed or self-employed people who want to enhance their skills and career prospects. The College also has programmes aimed at those who have been adversely affected by the economic downturn. Furthermore, taster courses are offered twice per year to attract new learners and encourage current learners to try something new. The College works effectively with local partners and has strong links with LBRUT. The College is a key player in the borough's initiative to engage hard to reach learners and to improve the quality of learners' experience of education. RACC has achieved greater operational efficiencies and effectiveness within a smaller corporate infrastructure through its improved collaboration with local strategic partners and management of key functional areas within a tighter corporate framework.

The College Strategy and Strategic Aims

“Enabling adults to unlock their talent and fulfil their potential through learning, skills and enterprise”

This mission articulates the College's vision for learning:

“We believe that learning changes lives and life chances. We, therefore, seek to create a diverse learning community that has no barriers to entry and that supports learners to progress to employment, active citizenship and greater independence and self fulfilment. Through skilled facilitation and teaching and innovative learning programmes, we seek to inspire and motivate our learners by giving them the opportunity to achieve their potential. We will use volunteering and enterprise opportunities, learning networks and the creative college community to enable people of all ages, backgrounds and abilities to gain the skills and confidence to progress to independence, enter the world of work and become active members of their economic and social communities”

The strategy for 2009-2012 is to build on the successes of the 2007-2010 strategy and focus attention on RACC's unique and sustainable competitive advantage which is its learning vision for excellence and inclusion for individuals in adult environments; heritage of responding to community needs; tradition of adult learning; supporting small businesses and individuals and the knowledge of Richmond economy and people. The 2009/12 strategy also builds on the changes taking place in the post-recession economy around enterprise, sustainability and a new localism. The Strategic Plan is set against a backdrop of operating in a turbulent policy and resource allocation environment as a result of the changes in the machinery of government, the long-term impact of the recession, the effect of public borrowing debt requirement and the change in overall political control. The major cuts in public sector funding will increase the importance of providing value for money, public services and increasingly the strategic development of place. A shift towards greater responsiveness to the locality and the likely addition of a strong local commissioning role, imply changes to the way in which policy priorities are set and monitored and to how accountability arrangements operate. A key feature of this next phase of development will be the increasing pressure on public resources and the need to use these to achieve greatest possible impact.

The College

Strategic Objectives

The Strategic Plan 2009-2012 sets out 8 main themes:

1 > TEACHING & LEARNING EXCELLENCE

To maintain Grade 1 status and provide an outstanding quality of provision to inspire and motivate our learners to enable them to fulfil their potential.

2 > LEARNER CLIENT GROUPS

To develop the curriculum offer to meet the needs of the identified learner groups that the College serves.

3 > DIGITAL SOLUTIONS & DELIVERY

To improve accessibility and flexibility of learning by employing effective information technology and digital solutions.

4 > COLLABORATING WITH PARTNERS

To work as an effective strategic partner to help to shape, determine and deliver a civic vision for the locality and explore the potential of local collaboration with other stakeholder partners to improve local services.

5 > FINANCIAL SUCCESS

To be financially successful in the delivery of an outstanding adult service for Richmond-upon-Thames.

6 > HIGH QUALITY LEARNING ENVIRONMENTS

To operate from high quality sustainable environments which are safe and secure.

7 > EQUALITY & DIVERSITY

To be a leading proponent and advocate of equality and diversity to underpin our vision that learning changes lives and life chances.

8 > ORGANISATIONAL DEVELOPMENT

To build organisational capability and infrastructure to deliver new and innovative and cost-effective adult learning.

OFSTED Inspection May 2010

In June 2010, RACC was inspected by OFSTED and achieved an overall 'Outstanding' grading. This was a remarkable achievement as out of the 54 General Further Education and Tertiary Colleges inspected in 2009/10, RACC was one of only two who achieved this accolade (3.7%). It is the only General Further Education College in the country to achieve successive OFSTED 'Outstanding' ratings in 2001/2, 2005/2006 and 2009/2010.

The College invited a range of stakeholders to an OFSTED celebration party on Wednesday 7th July 2010 to celebrate this achievement.

OFSTED stated that "Richmond Adult Community College is outstanding. Managers and governors demonstrate exceptional capacity to secure improvements for learners and to the quality of the provision. Learners' achievements are excellent and have improved over the past

year. College managers and staff are working hard to improve further the progress made by some learners from minority ethnic backgrounds. Teaching and learning are good and learners gain in confidence and employability. Standards of learners' work are high and assessment is good... The College promotes equality and diversity successfully and robust safeguarding procedures are in place. The range of provision is wide and meets local needs well. Partnership working is well developed and the College plays a key role in responding to the changing needs of individuals, businesses and other employers in the locality".

View the report:

www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2009-10/Outstanding-Providers-2009-10

Common Inspection Framework

Overall Effectiveness	OUTSTANDING	1
Capacity to Improve	OUTSTANDING	1
Outcomes for Learners	OUTSTANDING	1
Quality of Provision	GOOD	2
Leadership and Management	OUTSTANDING	1

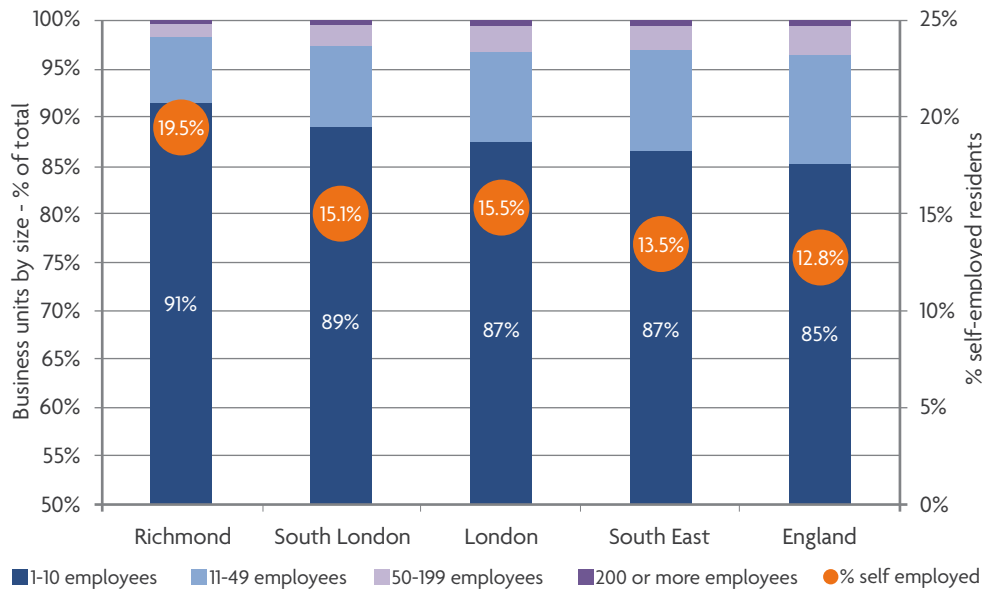


"Senior managers and governors have worked tirelessly to maintain the high quality of provision reported at the previous inspection." OFSTED 2010

Moving Forward on the Enterprise Agenda

For those considering beating the recession by working for themselves, the College staged a number of events in 2009/10 as it sought to develop its position as a leading enterprise training provider. Richmond-upon-Thames is a national 'hot spot' for self-employment, business start-up and small and micro-businesses.

Small Business Dominate



The College has measured the impact of its courses since 2005 using a destination survey from a stratified sample of 20% of learners. The area that has seen the greatest change between 2005-2010 was the area of enterprise outcomes. In 2005 23% felt enabled to be self-employed or start a business as a result of undertaking learning at RACC. By 2010 this had risen to 31%. Respondents replied positively that they had either started a new business, had been given the opportunity to charge for their work, had started to work professionally in this area, had become self-employed or had set up their own enterprise.

Enterprise Events

A Careers & Enterprise Day on 19th November 2009, offering free, expert, advice to anyone thinking about setting up their own business, planning a career change or looking to return to work was successfully staged. It also provided practical advice on starting a business, developing existing skills and acquiring new ones to help people progress their existing careers or improve their chances of finding employment.

Visitors to the event had the opportunity to discuss career options, receive advice on further study and skills, get help with preparing CVs and were able to talk with exhibitors and speakers and attend free seminars and workshops covering a wide range of business topics.

The Careers & Enterprise Day, which coincided with Global Entrepreneurship Week, marked another phase of RACC's on-going programme designed to help people cope with the effects of the recession.

“

I have learned new skills and techniques and improved my practice. Through doing courses at RACC, I have managed to secure employment at a local gallery.

”

“Quality assurance procedures are rigorous and effective. Self-assessment involves all staff and leads to accurate and self-critical judgments. The well-established senior management team have a good record for sustaining high standards and evidence suggests that this is likely to continue.” **OFSTED 2010**

RACC hosts British Council Visit

RACC was invited to be part of the Enterprise and Employer Engagement conference in Central London on Monday 22nd March 2010. The conference, organised by the British Council and Enterprise UK invited Anna Labedzka, Executive Officer at RACC, to be the keynote speaker on the College's enterprise work.

73 delegates from over 24 countries attended with the aim of sharing best practice and innovation in enterprise and skills and to provide a platform for UK engagement as part of the British Council Skills for Employability programme. Delegates were able to share knowledge with senior stakeholders and Ministry staff to support the development of their own national strategies in these areas. 75% of delegates reported that the event far exceeded their expectations in supporting them to do this.

“ *We have been taking classes at RACC for many years. The ceramics and glass exhibitions have given us so much pleasure... we thought it was time to let you and your students know how good we think they are. There is obviously a great deal of talent among the students.* ”

During her keynote speech, Anna Labedzka shared RACC's experience of providing enterprise training and working in local partnership to tackle the recession. Anna received a positive international response and a high level of interest in visiting RACC.

As a result of the delegate interest, the British Council asked RACC to host a follow-up visit at its Business School two days later. 27 ministry officials from 15 different countries from as far afield as Syria, Afghanistan, Iran and China spent the morning at the College speaking with managers, staff, students and employers.

Moving Forward on the Employability Agenda

Part of Richmond Borough's response to recession was the development of the Professional and Executive Seminar Programme. This was supported by the Local Strategic Partnership members, to which RACC belongs. The first programme of three seminars took place in September 2009 and was designed for senior professionals whose jobs were affected by the recession.

The executive seminars included advice from the Financial Services Authority, head-hunters, business start-up consultants and careers advisors. They showed participants how to analyse where they are now, where they want to be, and how to get there. Participants were provided with advice on writing CVs, interview preparation and maximising networking skills.

During 2009/10 the RACC Volunteer Programme was also set-up. The three month scheme was designed to enable adults over 19 to gain a nationally recognised qualification (NVQ Level 2) in Business Administration, IT or Customer Service as well as work experience skills. The work experience through volunteering took place at the College and provided the skills, experience and work reference to enable the Volunteer to progress to paid employment or further study.

The College paid the Volunteers bus/train fares to come to College as well as providing a lunch allowance of £2.50 per day so as to avoid any financial barriers to the scheme.

Training consisted of three weeks intensive training for two days per week in small groups of 6-12, on the underpinning knowledge and skills for the NVQ 2. The following three weeks involved induction into a variety of work environments at RACC and being supported in the workplace by a workplace mentor. In the final six weeks the Volunteer worked intensively at RACC or in one of the College's partner organisations to achieve competency in the workplace and gain the full accreditation at NVQ Level 2.

At the end of the three month period, the Volunteers were fully trained with a nationally recognised qualification, had completed an up-to-date CV highlighting their workplace experience and were supplied with a workplace reference.

Our Students

During the academic year 2009/10, RACC served the needs of 9,959 learners compared with 11,680 in the previous year. Enrolments fell by 15% from 18,051 in 2008/09 to 13,453 in 2009/10 as a result of major cuts in funding for the College. The College attracted students on a range of programmes including funded Further Education (FE), Adult Safeguarded Learning (ASL), Higher Education (HE), training for employers and for the unemployed. Funding body FE student numbers were 4,707 (compared to 6,279 in 2008/09). However, the number of LSC/SFA FE funded full-time equivalents (FTEs) reduced far less; from 1,433 in 2008/09 to 1,332, evidencing a learner preference for more substantive courses in 2009/10.

“

Tutor of Excel Word Course. Very enthusiastic and helpful and willing to explain things if not understood first time.

”

“

Really enjoyed the course and found it very helpful, the teacher was very clear with the points he put across and I've made some useful notes to go on with. Would definitely be interested in going on to doing the next level.

”

The College continued to hold a direct contract with the LSC/SFA for the delivery of Adult Safeguarded Learning. The College delivered 6,453 ASL enrolments (6,375 in 2008/09) in a range of locations across the borough.

In 2009/10, 68% of learners came from local towns. The top recruitment locations for learners were; Twickenham (12%), Whitton (10%) and Richmond (10%). 69% of those recruited were female with the average age being 35. 49% of all learners were white British and 46% from black and minority ethnic groups (see LSC definition). The most popular subject areas studied were Preparation for Life and Work (44%), Arts, Media and Publishing (16%) and Languages, Literature and Culture (13%).

Statistics: Please note that data used in these statistical tables are derived from different snapshots taken throughout the year depending on the Government Information Returns rules. Consequently there are minor differences on total numbers by types of provision.

Enrolment and Learner Count by all RACC Provision Types, 08/09 and 09/10

Overall Learner and enrolment counts for the year - includes all ages, funded and non-funded.

	RACC Provision Type								Overall Total
	Learner Responsive		Adult Safeguarded Learning		Franchised =	Employer Responsive Train to Gain		Schools Prog.	
Year	Learner Responsive	First Steps Learner Responsive	PCDL* 19+	Under 19 excluded from ILR		HE	RACC	Partner	14-16yr learners
09/10 Enrolments	5145	793	6407	46	47	427	454	134	13453
09/10 Learners	4057	650	4217	47	47	374	448	119	9959
08/09 Enrolments	8824	1444	6284	91	50	221	1016	121	18051
08/09 Learners	5286	993	3979	82	50	219	979	92	11680

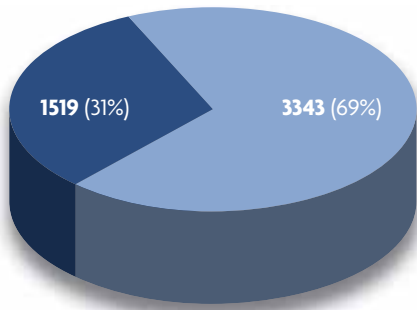
*PCDL Personal and Community Development

Our Students

2009/10 Enrolments by Gender and Ethnicity

Expected End Year - Learner Responsive enrolments, LSC Rules.

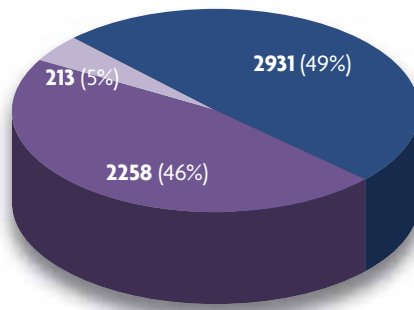
2009/10 Learner Responsive enrolments by Gender



Total: 4862

- Female
- Male

2009/10 Learner Responsive enrolments by Ethnicity



Total: 4862

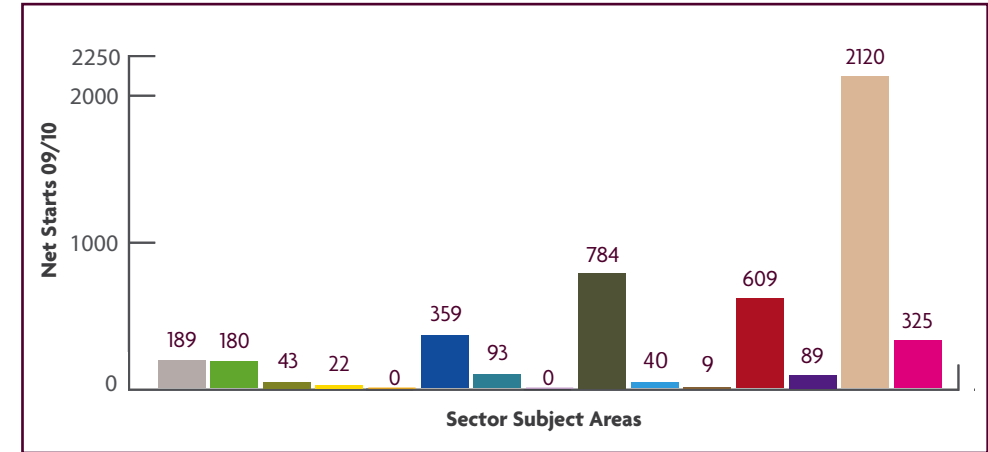
- White British
- Black & Minority Ethnic Group
- Not Known/Not Provided

“ I have been doing this course with ALS support - I would like to draw attention to a member of staff in the Learning Centre for his helpfulness, politeness, punctuality, technical excellence, patience. He is a star. ”

Learner Responsive Enrolments by Subject Sector Area

Expected End Year.

Total Enrolments 09/10: 4862
Total Enrolments 08/09: 8418

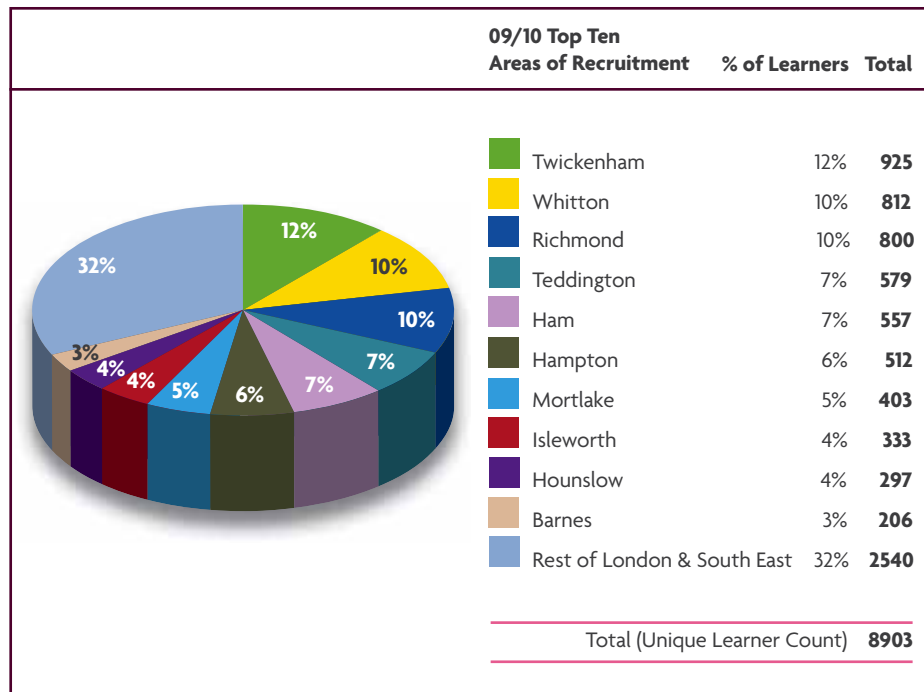


Sector Subject Area	08/09 Starts	% of Starts	09/10 Starts	% of Starts
Health, Public, Service & Care	362	(4.3%)	189	(3.9%)
Science & Mathematics	251	(3%)	180	(3.7%)
Agriculture, Horticulture & Animal Care	52	(0.6%)	43	(0.9%)
Engineering & Manufacturing Technologies	43	(0.5%)	22	(0.5%)
Construction & Planning	0	(0%)	0	(0%)
Information & Communication Technology	957	(11.4%)	359	(7.4%)
Retail and Commercial Enterprise	64	(0.8%)	93	(1.9%)
Leisure, Travel & Tourism	0	(0%)	0	(0%)
Arts, Media & Publishing	1783	(21.2%)	784	(16.1%)
History, Philosophy & Theology	45	(0.5%)	40	(0.8%)
Social Sciences	6	(0.1%)	9	(0.2%)
Languages, Literature and Culture	1446	(17.2%)	609	(12.5%)
Education & Training	204	(2.4%)	89	(1.8%)
Preparation for Life & Work	2701	(32.1%)	2120	(43.6%)
Business, Administration & Law	504	(6%)	325	(6.7%)
Total:	8418	(100%)	4862	(100%)

Our Students

Learner Numbers by Area of Recruitment

LR & ASL & HE only



Learner Enrolment Count and Success Rate by Provision Type and Expected End Year

Provision Type	Year	Starts	Success	Retention	Achievement
Learner Responsive	07/08	8670	82%	91%	89%
Learner Responsive LSC Rules	08/09	8418	84%	92%	91%
Learner Responsive + First Steps + Employer Responsive	09/10	6068	81%	91%	89%
Employer Responsive RACC	08/09	233	58%	86%	68%
Employer Responsive Partner	08/09	1058	49%	59%	83%
Employer Responsive RACC	09/10	355	94%	98%	96%
Employer Responsive Partner	09/10	313	75%	76%	98%
Adult Safeguarded Learning	07/08	6986	97%	97%	100%
Adult Safeguarded Learning	08/09	6258	97%	97%	100%
Adult Safeguarded Learning	09/10	6428	96%	96%	100%

“

Very much enjoying beginners ballroom sessions - instructor is patient, funny, approachable and teaches at a pace everyone can keep up with. Many thanks for making available this wonderful and challenging course. Actually looking forward to bronze medal exam!

”

“

My tutor is always adapting to student needs providing a good platform for progress.

”

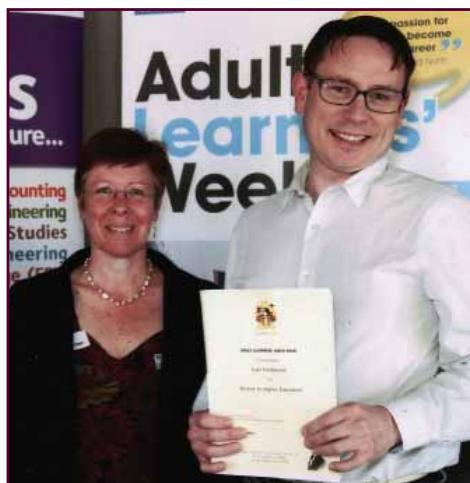
Our Students

Masters in Arts

During the OFSTED visit in June 2010, the Visual Arts department was commended for the progression of students into HE and in particular for disadvantaged learners. Engagement in 'Widening Participation' schemes in partnership with the University of the Arts resulted in four disadvantaged and first generation degree learners gaining places at top universities. RACC achieved the highest number of 'Widening Participation' scheme students gaining places from any other participating provider.

RACC on-hand for FREE Massage at the May Fair

Despite heavy weather at the Richmond Fair on Saturday 8th May 2010, the RACC tent was a buzz of activity for adults who queued up to get a free neck and hand massage provided by therapies students. Staff and students also manned stalls at the Kew, Twickenham and Ham Fairs in June and July 2010 and demonstrated sculpture, floristry and water colour painting.



Carl Treddenick with Tutor Margaret Paul.

From rough sleeper to University student

Five years ago Carl Treddenick was homeless and an addict. Having received help from various organisations, he then enrolled on a complementary therapy course at RACC. Over a period of three years at RACC, Carl passed three Level 3 Qualification Diplomas. These qualifications have enabled him to gain a place on a BSc Midwifery course at university starting in October 2010.

In March 2010 Carl was nominated by his tutor, Margaret Paul (pictured) for the Adult Learners' Week award from the National Institute of Adult and Continuing Education (NIACE), winning the Birkbeck College Access to HE award.



Lucas Maayeh receiving his award.

Film award for Lucas

Lucas Maayeh, aged 14 and a student on the BTEC Media course won 3rd prize in the film category of an Anti-Bullying Week competition. The competition run by the LBRUT as part of the national Anti-Bullying Week Campaign, was designed to help fight against cyber-bullying through short films, songs and stories. Winners of the competition received their prizes at a ceremony at Orleans House Gallery on 22nd March 2010.



Tayler Donnelly with his award.

One of the best in South London

Tayler Donnelly won a prize for being one of South London Colleges' Best Learners. The annual award ceremony celebrating the achievements of learners was hosted by Lord Tope at the House of Lords on 20th May 2010. Tayler joined the NEETS (Not in Education, Employment and Training) Foundation Learning Programme: Level 1 Certificate in Multimedia in January 2010 aged 17, following a difficult time at secondary school where his dyslexia hindered his progress. Tayler flourished on this course and has demonstrated excellent time management skills. Both his commitment and talent deserve recognition, and he aims to move forward to the Level 2 course, eventually pursuing a successful and rewarding career in visual design.

Our Students

Sixties Silver Success

This floral art model was constructed by students studying National Diplomas in Floristry at Levels 2 and 3 under tutor Anita McKinlay, and was created for Hampton Court Flower Show where it won a silver medal. The title of the exhibit was "The Sixties" and the life-size model wore a dress created entirely out of flowers with boots made out of leaves.

It was a last minute decision by the students to enter the competition this year but they are keen to do it again next year.



Construction of the floral art model and the finished display.

“ I have thoroughly enjoyed my course. It has really inspired me to get writing at last. My only complaint is that it is not long enough.

”

Donation helps College shop help disadvantaged students

The work of those helping people with learning difficulties at RACC received a major boost from a charitable trust.

The Portcullis Trust, an independent charity which raises funds for the disabled and disadvantaged and works closely with RACC, donated £2,400 to further the work of the College shop run by the Learners with Learning Difficulties and Disabilities.

The shop was set-up to develop learners' practical skills such as customer service, display and dealing with money and banking that will help them gain paid employment locally. It sells a wide range of products, many made in the College, including craftwork and jewellery, garden and house plants, greetings cards, books and DVDs.

Of the Portcullis Trust's donation, £2,000 was spent on new furniture and fittings and £400 on buying Fair Trade products for re-sale.



LLDD students with The Portcullis Trust donation.

Our Staff

The total number of employees (working more than 15 hours) at the College was 504 in 2009-10. 73 (14.5%) of these worked in Business Support and 431 (85.5%) worked as academic staff. Of the academic staff 39 (9%) were full-time and 392 (91%) worked part-time.

In 2009-10 staff with teaching qualifications numbered 311 out of a total of 360 teaching staff. This represents 86% of the teaching workforce.

The College's recruitment policies continue to have a positive impact on the black and minority ethnic (BME) profile of College staffing. The proportion of BME staff employed by the College has increased year on year from 8.5% in 2003 to 26% (against a benchmark of 12%) in 2009-10. 27 members of staff (5% against a benchmark of 2.74%) have declared disabilities.

2009/10 Staff Qualification Rates

Year	2007-08	2008-09	2009-10
Staff Qualification Rate F/T (Teaching/Assessing Qualification)	94%	100%	100%
Staff Qualification Rate P/T (Teaching/Assessing Qualification)	65%	89%	85%

Parliamentary Award for jazz tutor

Gareth Lochrane, a part-time tutor at the Saturday Jazz School at RACC, was recognised at the Parliamentary Jazz Awards at the Houses of Parliament recently. Gareth received the award for Jazz Album of the Year for the CD 'No Messin'' by the Gareth Lockrane Septet. John Fordham writing for The Guardian commented "...the formidable Lockrane. A stunning display of sharp-accented runs, earthy whoops and constantly refreshed melodic ideas". The Parliamentary Jazz Awards were attended by Minister for Culture, Communications and Creative Industries, Ed Vaizey and were held at the Houses of Parliament on 19th May 2010.

Fresh approach wins design award

Adopting a totally new approach to the design of the 2009/10 course guide won a prestigious award for the RACC Marketing department. The Marketing department was Highly Commended in the Part-Time/Adult Prospectus category in the Further Education Awards run by The College Marketing Network.



RACC Marketing team receiving their award.

The Governors



The College Governors reviewed the College mission and strategy for 2009/12. In particular, the accommodation strategy was revised, following the collapse of the Learning & Skills Council's capital funding plans. The Governing Body decided to implement an affordable and low-risk development plan for the Clifden site, and to discontinue the use of expensive project managers as previously mandated by the LSC.

A new Committee of the Governing Body, the Employment & Organisational Development Committee, was formed to be responsible for the governance of employment matters, as well as Health & Safety and Equality & Diversity. The Committee approved new and improved employment policies, and the development of H&S monitoring (including risk analyses) and a Single Equality Action Plan for the whole College. The Governors continued to monitor the financial management and health of the College, as well as exercising responsible stewardship of the College's assets.

The dedication and commitment of the Governors was demonstrated by an average attendance of 84% at board and committee meetings (previous year 82%).

During the year, OFSTED at its full College inspection assessed the governance of the College as exemplary, and is basing a good practice guidance note on the College's governance. OFSTED said:

"Senior managers and governors provide outstanding leadership. Outstanding collaborative work with a broad range of partners has ensured that the College acts as a valuable resource for the local community. Governance of the College is exemplary... The governing body exercise their role of scrutiny, support and challenge exceptionally well. Board members have a broad range of skills and experience and attend meetings regularly. They are supported very ably by highly effective clerking. Many governors have close links with the College, visiting lessons, exhibitions and other learners' events."

"The Governing Body provide exceptional challenge and support." OFSTED 2010

Governing Body between
1st August 2009 - 31st July 2010

Geoff Varrall

Chair

Sally Field

Vice Chair

Dr. Tim Woolmer

Vice Chair

Siân Bates MBE

Independent Member

Rohini Bhattacharya

Non-Academic Staff Member

Cllr Sally Cole

Independent Member

Christina Conroy OBE

Principal and CEO

Kevin Finnigan

Independent Member

Louise Fluker

Independent Member

Robin Jowit OBE

Independent Member
(Resigned 16th April 2010)

T C Lim

Independent Member
(Resigned 30th June 2010)

Manoj Nanda

Academic Staff Member

Sylvester Olutayo

Independent Member
(Resigned 31st July 2010)

Cindy Rampersaud

Independent Member
(Appointed 1st August 2009)

Sebastian Scotney

Independent Member

Dr. Mike Sevitt

Student Member

David Sidonio

Independent Member
(Appointed 23rd September 2009)

Helen Szyra

Student Member
(Appointed 13th November 2009)

Chris Williams

Independent Member

Paul Coveney

Clerk To The Governing Body and
College Secretary

Our Accommodation

Clifden upgrade in progress

The College is in the process of refurbishing its Clifden (Twickenham) site within strict criteria as set by the Governing Body: the enhancements should contribute to lower site running costs, should decrease carbon emissions where possible, should generate future income, and should address any potential safety issues, as well as improve the learner experience.

In 2009/10 the project was started with the roof of the main Edwardian building at Clifden being re-tiled and insulated, and the large sash windows refurbished.

Into 2010/11 the oil-fired boilers are to be replaced with gas consumption boilers, the car park resurfaced and remarked ready for the introduction of Pay and Display parking for students, the perimeter of the site improved with refurbished wall and replaced railings, and the Sports Hall (disused since 2008) restored and brought back into use. All work will be completed by early 2011 with the exception of the sports hall which will be completed by the end of the 2010/11 academic year.

This project has been self-funded except for a £225,000 renewal grant from the Skills Funding Agency received in September 2010.



“

Excellent communication and ‘drawing out’ of student knowledge to demonstrate learning is taking place.

”

Our Policies and Commitments

Green initiatives

RACC continues to work on reducing its carbon footprint. The Clifden site building works, detailed earlier will become a large contributing factor to the reduction of our carbon footprint; the results however, will only become obvious in the following academic year. In fact, due to severe winter weather conditions in January/February 2010 and high energy usage during the refurbishment (electrical machinery usage plus loss of heat during roof works), the 2009/10 carbon emissions went up from 95 tonnes at Clifden and 98 tonnes at Parkshot to 107 and 109 tonnes respectively. For this reason the Governors asked for a 6-monthly energy usage report to be provided.

Travel Plan

The College has been working with staff and learners to prepare a Travel Plan that will incorporate sustainable travel initiatives. This began with a survey of how learners and staff travelled to and from the College. From the results of the survey, the College worked with Smarter Travel Richmond to prepare a travel plan that would incorporate alternative and more environmentally friendly modes of transport, and hopefully reduce the number of car journeys to get to and from RACC. Staff and students alike will be encouraged to leave their cars at home and cycle or use public transport.

In June 2010, with the help of Smarter Travel Richmond, RACC organised a cycling event at the Parkshot site. The event provided information on alternative travel arrangements and also provided free bike safety checks and promotional materials through Dr Bike. The event was repeated at the end of the summer at the Clifden site.

New covered bike stands and funding for additional lighting have also been promised by Smarter Travel Richmond.



Our Policies and Commitments

Equality and Diversity

RACC is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.

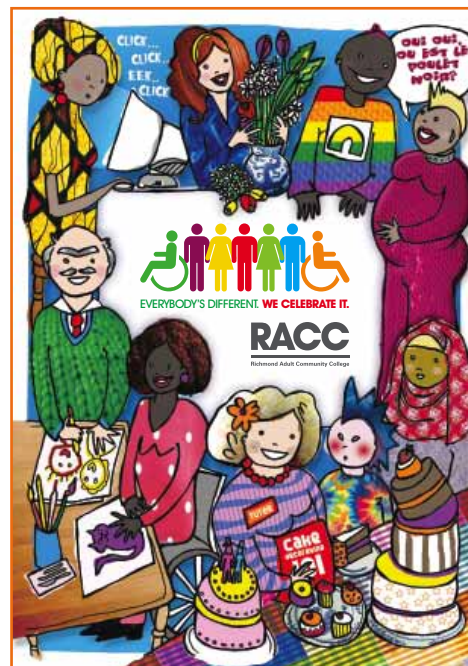
In 2009-10 the College, in response to changes in legislation, adopted a Single Equality Scheme with an action plan that is published each year and monitored by managers and Governors (Employment and Organisational Development Committee).

The College and Governors regularly review the performance of learners by ethnicity and gender to help monitor progress against equality and diversity targets. In 2009-10 BME participation rates both with the workforce and the student body were strong – BME employment rates rose from 24% in 2008-09 to 26% in 2009-10; BME enrolments in Learner Responsive, First Steps and Employer Responsive provision totalled 46% in 2009-10. In 2008-09 The number of College BME Governors numbered five and again in 2009-10 (26%) out of a governing body of 19 serving during the year.



As part of its proactive approach to equality and diversity matters, RACC ran the 'Everybody's Different, We Celebrate It' campaign. This brought about the publishing of the College Equality and Diversity booklet and display of posters across all three sites. An Equality & Diversity Art Competition was run across the College and was won by learner Fiona McIntosh. Her design was subsequently used in the canvasses printed and displayed around the College and further Equality & Diversity College communications.

Fiona McIntosh's winning competition entry.



Safeguarding

RACC is committed to promoting positive lifestyles and fostering the wellbeing and safety of all learners by protecting and stimulating young people and vulnerable adults in an adult environment. RACC has strong systems in place to safeguard learners (Adult Safeguarding and Child Protection Policies 2009) and builds on the nurturing and supportive environment provided by the College community with a programme of curriculum enrichment activities that enables learners to make informed choices about their lifestyles that will have a positive impact on their health and well being.

The College has four safeguarding officers with a dedicated mobile phone number and e-mail address. The Safeguarding Record of Concern Form was created this year and can be found in all reception areas as well as online. A film dealing with all manner of safeguarding issues was made by staff in July and can now be viewed on Moodle. HR has also been active in organising topical training sessions for staff. Safeguarding leaflets and posters were designed in-house and displayed at all sites.

“ I feel I have been very fortunate to find such a useful course (Lip Reading) Deafness is an isolating problem and it is a help to be part of a group with similar problems. Ollie is the tutor and is not only able to give us very interesting sessions but has an understanding insight. ”

Health and Safety

RACC implemented a College wide Health and Safety Policy which was approved by the Governing Body on 17/12/09. Better Health and Safety reporting was introduced, as was the development of and assignment of responsibilities and performance measures to ensure all staff and students work in safe, healthy and secure environments. The existing Business Continuity Plan was reviewed and revised and is regularly up-dated. This work is co-ordinated by the College's Health & Safety Committee. Regular monitoring reports are prepared on Health & Safety performance indicators and are submitted to the Governor's Employment and Organisational Development Committee.

In March 2010 RACC received a Health & Safety inspection from the LSC and was rated 'good', recognising that the process was still being implemented and by May 2010 OFSTED rated it 'Outstanding'.

Financial

2009/10 was a demanding year for the College largely due to the continued cuts in adult funding and the lack of funded project opportunities.

With the onset of Government funding cuts since 2005 for adult learning the College's turnover has reduced year on year (£10.88 million in 2005/2006, £10.62 million in 2006/2007, £10.55 million in 2007/8 and £9.3 million in 2008/2009 and £8 million in 2009-10). A distinctive feature of the period 2005-2010 has been to rationalise provision, restructure staffing and achieve efficiency gains to maintain provision and scale. Whilst the proportion of funding from the Government via the LSC/SFA remains one of the lowest in the sector (71%) with the proportion of income from fees and other charges being one of the highest in the sector. This still represents a very high dependency in business terms.

The College's total income was made up of grant income from the LSC and its successor organisations 71% (2008/9 72.9%), student fees and charges 24.7% (2008/9 21.6%) and other income 5.3% (2008/9 5.5%). The College has accumulated reserves of £11,473,000 (2008/9 £10,867,000) and cash balances of £4,848,000 (2008/9 £5,519,000) and has no long term loans.

In 2009-10 the College collected £1.8m (2008-09 £1.9m) in private fees and other charges an average fee yield per learner of £202 (£173 in 2008/9), sustaining it as one of the best performing colleges in the sector.

2009-10 was the third year of operation of the College's Student Bursary Scheme introduced as part of the College's Fee Policy. The College governors considered the College's position carefully and restricted fee concessions for the year to £700k (£700k in 2008-09) in the form of Student Bursaries in order to enable more funds to be used for priority programme provision.

The College continued to hold a direct contract with the LSC/SFA for the delivery of Adult Safeguarded Learning. RACC was also in receipt of Higher Education Council (HEFCE) funding in 2009-10 with HE courses in Teacher Education and IT for e-business.

The College generated an operating surplus of £174,000 (2.3%) before restructuring costs of £128,000, and a surplus of £46,000 after restructuring costs (2008/9 surplus of £110,000).

In 2009/10, RACC achieved significant savings; total expenditure was reduced from £8.845 million (2008/09) to £7.928 million. These savings in expenditure enabled the College to achieve a surplus of £46k. The balance sheet remained robust with net assets of £11.45 million. Continued capital improvements of 450k at the Clifden site accounted for the increase in assets. Pension liabilities reduced as the result of the change from RPI to CPI. This is an overall increase of assets of £0.58m.

Income and Expenditure Account

	06/07	07/08	08/09	09/10
	£000's	£000's	£000's	£000's
Income				
Funding Body Income	7,713	7,653	6,845	5,637
Tuition Fees	2,407	2,058	1,881	1,838
Education Contracts	61	40	147	171
Other Income	681	782	515	328
Total Income	10,862	10,533	9,388	7,974
Expenditure				
Academic Staff	3,646	3,247	3,696	2,930
Non-Academic Staff	2,650	2,287	2,205	2,502
Total Pay	6,296	5,534	5,901	5,432
Premises	684	649	576	566
Central Services	981	1,046	876	578
Catering	21	24	17	42
Other Costs	1,794	2,457	1,475	1,182
Exceptional restructuring costs	-	-	-	128
Total Non-Pay	3,480	4,176	2,944	2,496
Total Expenditure	9,776	9,710	8,845	7,928
Property Strategy costs net of grant	-	-	433	-
Surplus on continuing operations before depreciation of assets at valuation and before tax	1,086	823	110	46
Loss on Disposal of assets	-	-	(15)	-
Surplus on continuing operations after depreciation of assets at valuation and before tax	1,086	823	95	46

Note: * In 2007/08 the Adult and Community Learning grant was contracted directly with the LSC.

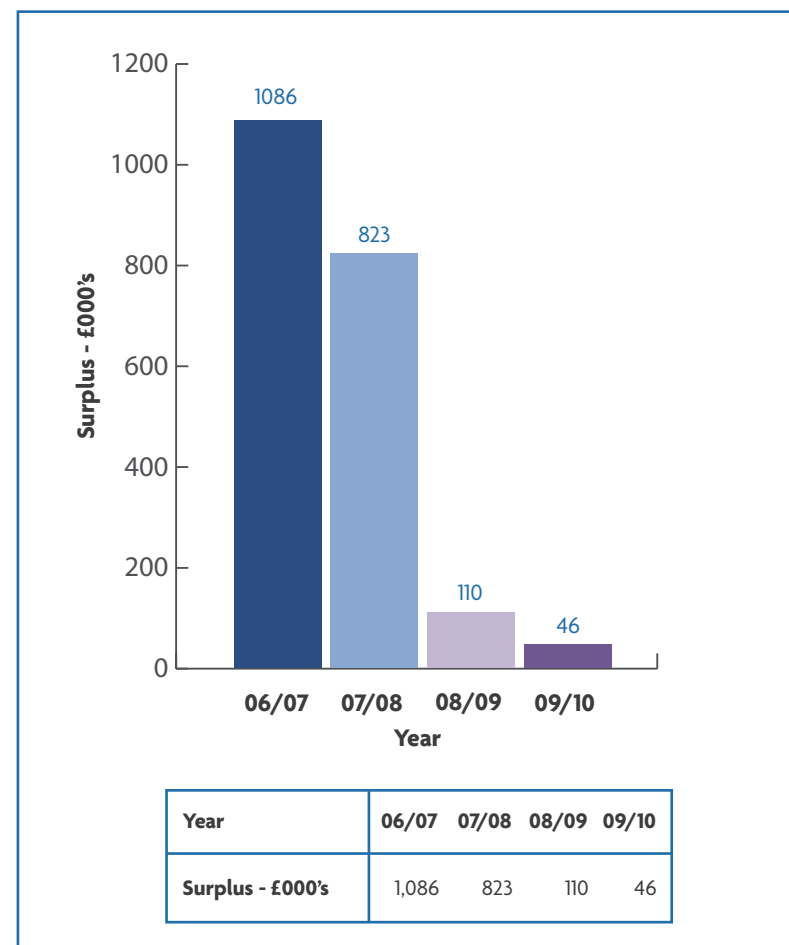
Financial

Balance Sheet

	06/07	07/08	08/09	09/10
	£m's	£m's	£m's	£m's
Fixed Assets	8.90	8.60	8.69	8.83
Current Assets				
Stock	0.01	0.00	0.00	0.00
Debtors	0.67	0.77	0.33	0.62
Cash	6.10	6.85	5.52	4.85
Creditors due within one year	2.80	2.92	1.41	0.99
Net Current Assets	4.00	4.70	4.44	4.48
Total Assets less Current Liabilities	12.91	13.32	13.13	13.31
Creditors due in more than one year	0.47	0.00	0.00	0.00
Net Assets excluding Pension Liability	12.44	13.32	13.13	13.13
Net Pension Liability	(0.34)	(1.19)	(2.26)	(1.86)
Net Assets including Pension Liability	12.10	12.13	10.87	11.45
Deferred Capital Grants	1.18	0.99	0.77	0.89
Revaluation Reserve	4.60	4.55	4.52	4.49
Designated Reserve	1.72	2.08	2.08	1.77
Income and Expenditure Account	4.60	4.51	3.50	4.30
	12.10	12.13	10.87	11.45

"Learners' outcomes remain very high and resources continue to be managed very well, ensuring the College has excellent financial health." **OFSTED 2010**

Surplus Before Property Disposal



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"An ethos of high expectations is prevalent throughout the college."
OFSTED 2010



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