

**REPORT
FROM THE
INSPECTORATE**

Broxtowe College

September 1995

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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The Further Education Funding Council 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 every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses. The descriptors for the grades are:

- grade 1 – provision which has many strengths and very few weaknesses*
- grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- grade 3 – provision with a balance of strengths and weaknesses*
- grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- grade 5 – provision which has many weaknesses and very few strengths.*

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FEFC INSPECTION REPORT 102/95

BROXTOWE COLLEGE

EAST MIDLANDS REGION

Inspected September 1994 to April 1995

Summary

Broxtowe College has been successful in achieving its targets for growth in student numbers. The college offers courses which provide progression opportunities for a wide range of students. There is effective liaison with local schools, the Greater Nottingham Training and Enterprise Council and higher education institutions. Students benefit from caring support but poor attendance is a problem on some courses. The standard of teaching is high on most courses and many students achieve success. College staff have appropriate qualifications and experience. Staff-development procedures are effective. Recent improvements have been made to the information technology facilities and some aspects of the accommodation, although much remains to be done including addressing the backlog of site maintenance. Plans to clear the financial deficit over three years need to be firmly implemented. The college should develop its part-time day and evening provision; carry out a review of governance procedures; improve the arrangements to provide learning support for students; and implement fully its quality assurance system.

The grades awarded as a result of the inspection are given below.

Aspects of cross-college provision		Grade
Responsiveness and range of provision		1
Governance and management		3
Students' recruitment, guidance and support		2
Quality assurance		3
Resources:	staffing	2
	equipment/learning resources	3
	accommodation	4

Curriculum area	Grade	Curriculum area	Grade
Mathematics, Sciences and computing	2	Health and social care	2
Electronics and engineering	3	Access to higher education	2
		English and communications	2
		Humanities and social sciences	3
Business, management and secretarial studies	2	Students with learning difficulties and/or disabilities	3
		Adult basic education	1
Travel and tourism	2		

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INTRODUCTION

1 Fourteen registered inspectors visited Broxtowe College for 60 inspector days between September 1994 and April 1995. They observed 135 learning sessions involving approximately 1,500 students. Discussions were held with staff, students, college governors, representatives from industry, the local community and the Greater Nottingham Training and Enterprise Council (TEC). A range of written evidence was also examined including samples of students' work, the college's strategic plan and policy documents.

THE COLLEGE AND ITS AIMS

2 Broxtowe College is one of eight further education sector colleges in Nottingham. It is located in the south-west of the Nottingham conurbation in the borough of Broxtowe. There are five general further education colleges, a tertiary college and two sixth form colleges within five miles of Broxtowe College, in addition to school sixth forms and sixth form centres. It is an associate college of De Montfort University, Leicester and has strong links with Nottingham University. There are four main sites: the Chilwell centre, in Beeston, for business studies, academic studies, computing, electronics and engineering; the Manor centre, in Beeston, for secretarial studies; the Arthur Mee centre, in Stapleford, for health and social care and adult education; and the Church Hill centre, in Kimberley, for secretarial studies and adult education. In addition, the college's youth and adult training division, Prima Training Enterprises, operates from workshops located in Kimberley and the City of Nottingham. A centre called the Skills Shop has been opened recently in Eastwood's main shopping street to provide basic skills training and guidance to potential adult students.

3 The college recruits 80 per cent of its students from Nottingham and an additional 18 per cent from the adjoining southern Derbyshire area. The majority of students are from within an eight mile radius of the Chilwell site. There are some overseas students. At the time of the inspection there were 10,940 students enrolled at the college of whom 5,545 were following leisure and recreation programmes. Enrolments by age and level of study are shown in figures 1 and 2. Enrolments by mode of attendance and curriculum area are shown in figure 3.

4 Unemployment in the Greater Nottingham TEC area in September 1994 was 12.4 per cent compared with 16.9 per cent for the City of Nottingham and 10.6 per cent for the United Kingdom as a whole. Unemployment in the Broxtowe area in September 1994 was 7.6 per cent. Labour market changes within Nottingham reflect those of the country as a whole, featuring a continuing decline in manufacturing and an expansion in business and related services. The population of the college's catchment area is due to grow by 3 per cent by the year 2000 with a decline in young people and a marked increase in those over the age of 35.

5 The college is organised into seven teaching schools and eight business support areas such as the library, the student services and the finance section. Staff are organised into teams within these areas. The teams are led by programme managers in the teaching schools and by team leaders in the business support areas. There are 260 full-time equivalent staff employed at the college. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

6 The college's mission is: 'delivering high-quality education and training for all in the community'. It aims to achieve this mission by providing a wide range of courses, catering for varied modes of attendance in locations throughout Broxtowe. The college offers further education programmes, higher education courses in collaboration with local universities, youth and adult training programmes in collaboration with the Greater Nottingham TEC, tailor-made courses for local companies through its Highroad training and consultancy unit and specialist programmes for overseas students.

RESPONSIVENESS AND RANGE OF PROVISION

7 Full-time staff are generally aware of, and responsive to, the government's aims and policies for further education and the national targets for education and training. A staff bulletin is issued regularly which updates teachers on these matters. A training event is planned for July 1995 to improve staff knowledge. The college is contributing successfully to growth targets for the sector. In 1993-94, its growth target of 9 per cent was achieved. In 1995-96, the college is again likely to achieve its growth target.

8 The college offers a wide range of vocational and non-vocational courses. The range of full-time courses meets the needs of students of all abilities. A 'Saturday college' is proving attractive to adult students who wish to obtain education and training on a part-time basis. The part-time and evening provision should be further expanded. Apart from the specific work of the Highroad training and consultancy unit, there has been little development of programmes leading to National Vocational Qualifications (NVQs), for example, in health and social care areas. There are few courses to cater adequately for the leisure and recreational areas of the travel and tourism industry. General Certificate of Secondary Education (GCSE) and General Certificate of Education advanced level (GCE A level) programmes are timetabled in a way which makes part-time attendance difficult.

9 There are effective relationships with local schools. A schools liaison unit has been established. The unit's activities are supported by a team of staff representing the individual curriculum areas of the college. The unit co-ordinates visits to schools, attendance at schools' careers conventions and visits to the college for year 10 and 11 pupils. A liaison newsletter is sent to schools. There are many examples of partnership and collaborative ventures, particularly with 11-16 schools. College staff teach information technology on vocational courses in a school sixth form, a local sixth form

centre is being helped to develop and run General National Vocational Qualification (GNVQ) programmes and a college course is provided for pupils who have been excluded from school.

10 There are productive relationships with higher education institutions. Under the associate college arrangement with De Montfort University, Broxtowe College offers full-time degree level studies in engineering, sciences and combined studies, and higher national diplomas in business and finance, travel and tourism, and computing. Part-time higher national certificate programmes are also available in these areas. These higher education programmes allow local students to continue their studies close to their home and are especially useful for mature students. The University of Nottingham, De Montfort University and Nottingham Trent University accept students from the college's access to higher education programme for mature students. This programme prepares students who lack the normal qualifications for entry to degree level courses.

11 The college is improving its international links. This year, it enrolled 65 overseas students, mainly from the Far East. College staff are working with De Montfort University staff to develop a programme for overseas students who do not have the relevant qualifications for direct entry to a De Montfort University degree course. The college and the University of Nottingham have made joint visits to Malaysia to recruit overseas students. The college ran a successful course to prepare overseas students to embark on a degree in pharmacy at the University of Nottingham.

12 There is a designated member of staff whose role is to establish collaborative ventures in Europe. European funding has been used to support exchanges with Italian companies. Work placements have been found locally for European students. The college is a participant in the East Midlands Further Education Council project which has established links with the Alsace region of France. A senior member of staff acted as a consultant to this project and is a member of its steering group. There are strong links with Gutersloh in Germany, particularly in the areas of business studies and social care. Collaboration with a college in Prague has begun with the intention of developing an advanced GNVQ programme in business.

13 There are many examples of effective relationships and collaborative work with local employers. The college's Highroad training and consultancy unit works with a range of companies from the Nottingham and Derby areas. It has a large database of contacts but this information is not used by the rest of the college. The college is a major regional provider of training programmes for the Association of British Travel Agents (ABTA). A fully functioning travel office in the college is run, with ABTA approval, in conjunction with a local travel agent. The school of engineering has strong links with local employers who influence the design of the engineering curriculum to improve its relevance. The school provides the day-release training for all the engineering apprentices from Boots

Ltd, a major local employer. Such close and productive working relationships with local employers are not repeated in all the vocational areas. There is no college-wide system for eliciting the views of employers or measuring the level of employer satisfaction with college provision. There is overlap and duplication of contacts. An industrial liaison officer has been appointed to address this problem and a central database to store contact information is being designed.

14 There is a very strong working relationship with the Greater Nottingham TEC whose chief executive is a governor. The college has responded to suggestions from the local TEC about current and future trends in its provision. It was the first college in the area to set up a training division, Prima Training Enterprises. This provides training in caring, painting and decorating, construction and horticulture. There are 260 students on youth training schemes and 70 adult students following a training for work scheme. Prima Training Enterprises also accepts students with learning difficulties on to its programmes and has helped them to obtain vocational qualifications.

15 The college supports the local community by providing courses on sites located throughout Broxtowe. It has a contract from the local education authority for the provision of adult education in the area. Adult education takes place in community facilities such as schools and church halls. In addition to this work, there is a growing range of vocational and non-vocational programmes provided through open and distance learning. The college has set up a skills workshop in Eastwood high street in the north of the borough of Broxtowe. This provides advice and guidance for prospective students as well as a range of training programmes. The workshop has a welcoming and supportive atmosphere; it provides a good first step for adults wishing to upgrade or update their skills. The school of adult and continuing education is developing its marketing to attract enrolments from students who do not respond to the usual forms of publicity. There are two part-time development officers working with community organisations to identify and provide programmes for such students.

16 Since incorporation, the college has begun to offer programmes for students with learning difficulties and/or disabilities. There are strong links with outside agencies but there has been no analysis of the demand from the community. There are full-time programmes for 16-19 year old students and for adults, based mainly at the Arthur Mee centre. There are no part-time programmes. Although the college's documentation states that students with learning difficulties will be included in the college's main programmes for one day a week, this is not happening.

17 The college has an equal opportunities policy. This has not yet been formally adopted by the corporation and no monitoring report has been presented to the governors. There is an established equal opportunities committee which meets termly. It has a membership drawn from most areas of the college. The committee has five subcommittees for gender, race, additional needs support, staffing and the curriculum. The equal opportunities policy is being revised and expanded by these groups. Attendance at meetings is poor. The ethnic mix of the student population is recorded and monitored. The percentage figure for people from minority ethnic groups in the Greater Nottingham TEC area is 5.9 per cent, for Broxtowe borough it is 2.3 per cent and for the college it is 5.6 per cent.

GOVERNANCE AND MANAGEMENT

18 The college governing body has 10 members. This is at the lower limit set by the instrument of government. There are six independent members, one nominee from the Greater Nottingham TEC, two members co-opted from a local authority and higher education and the principal. There are no staff or student governors. The board has reviewed its composition since incorporation. It has decided to retain the current structure, although members recognise there is a lack of experience in property and community matters. Members have considerable senior management experience which is reflected in the contributions they make on financial and personnel matters. Their involvement in other areas of college activity is not extensive but is increasing. For example, three members attended a staff conference and two members have direct links with particular curriculum areas. Meetings of the governing body are held on average every two months and are well attended.

19 The assistant principal for planning and corporate services acts as clerk to the governing body. Members of the senior management team, in addition to the principal and the clerk, attend the board meetings on a regular basis. They present papers to the board and participate in items relating to their areas of responsibility. Papers for meetings of the governing body are clear and informative. Financial and statistical information is presented on a regular basis. The board has set up two committees with responsibility for audit and for remuneration. The remuneration committee consists of the chairman and vice-chairman. No terms of reference have been agreed by the board for this committee. Meetings are not formally convened and minutes of proceedings are not kept. Recommendations on employment issues and the remuneration of senior staff are reported to the corporation verbally and letters confirming salary decisions are sent to the college accountant. Appropriate terms of reference for the audit committee have been agreed. The audit committee carries out its specific functions in a very thorough manner.

20 The governors view their role as essentially one of making key decisions aimed at helping the college to understand how to manage a

business. The board has given less consideration to its role as the governing body of a publicly-funded corporation. The board's concentration on financial and employment matters has meant that a number of agenda items are designated as confidential at each meeting. There is no register of interests although it has been agreed that one should be established. The board has formally adopted the code of conduct suggested by the Further Education Funding Council (FEFC) in its *Guide for College Governors*. Apart from recording governors attendance at meetings there are no arrangements for the governing body to monitor its own performance. There has been no formal governor training since incorporation although the senior management team provides briefing papers on matters such as the funding methodology. Procedures for appointing new members have not been discussed.

21 The 1994-97 strategic plan includes a comprehensive set of strategic aims and objectives. The board discussed the draft strategic plan which was supported by a comprehensive briefing paper. Staff have become increasingly involved in the planning process. Individual schools and other units across the college develop their own academic or business plans and associated targets which contribute to the strategic plan for the college as a whole. The monitoring and review of the targets has proved a useful management tool in the planning cycle.

22 The principal encourages individual responses and initiative from staff at all levels. This has resulted in some innovative curriculum initiatives and entrepreneurial activity. Tighter management control is needed as there is variation in the implementation of policies and a consequent failure to achieve performance standards in some areas. Poor attendance at tutorial sessions, variations in personal guidance standards, non-observance of admissions procedures, missed deadlines for external publicity, non-completion of course evaluation documentation exemplify the areas where policy is not being implemented consistently.

23 The organisation, structure and management roles within the college have undergone a number of developmental changes since 1990. The senior management team consists of the principal, the four assistant principals and the college accountant. Each assistant principal has a major functional responsibility across the college. Middle management posts are heads of schools and business support managers. Programme managers and team leaders are junior management posts. There is a need for a clearer understanding of the interrelationship between roles at all levels but especially at the level of middle and junior managers. A further development of management skills is required for some managers to undertake their roles effectively. This is particularly important where the intention is to delegate greater responsibility for resource management to the programme team level. There are operational difficulties in implementing the academic management of GCE and GCSE courses across three schools.

24 Dissemination of information is generally effective across the college. The information newsletter system has improved internal communications and staff are being encouraged to use the electronic mail facilities. An academic staff consultative committee has been formed at the governors' instigation with the aim of improving communication between staff, the principal and the governing body. There is to be a similar group for business support staff. Regular meetings of staff take place at various levels within the organisation. The senior management team meets frequently and there are fortnightly meetings of the corporate management team which includes the senior management team, the heads of school and the operational managers. Teaching and support team meetings take place on a regular basis and are minuted but the effectiveness of these meetings and the quality of minuting varies. It has proved difficult to schedule meetings at times when all staff, including those who work part time, are able to attend.

25 Many elements of the college management information systems are in need of further refinement if they are to provide effective support for decision making and management control. There have been significant recent developments in the capability of the systems to provide information on finance, staffing and students. Information is collected on absence, retention rates and student destinations as part of the student record system. Financial accounting information for governors and senior managers is produced and used on a regular basis. Staff at school and programme level find it difficult to reconcile the data generated by the system with their own data. The centrally-collected information is often perceived to be inaccurate. Plans are now in place to overcome this problem. Delegated management of budgets has been hampered by the accuracy and currency of financial reports on budgets.

26 A lack of effective financial planning and control led to an accumulated deficit of £231,968 at the end of the accounting period in July 1994. This included an inherited deficit of £79,000 at the time of incorporation. The principal has now established a plan to eliminate the deficit over a three-year period. Sixty per cent of funding comes from the FEFC and 40 per cent from other sources. The college's income and expenditure for the 16 months to July 1994 are shown in figures 5 and 6. The average level of funding for 1994-95 is £15.88 per unit. The median for general further education and tertiary colleges is £18.17 per unit. Senior managers receive comprehensive financial information on a monthly basis, there is a weekly report on cash flow to the principal and governors receive a quarterly statement. The format of management accounts is being examined but there is no analysis by cost centre other than for Prima Training Enterprises and the Highroad training and consultancy unit.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

27 College publicity, marketing and promotional materials provide clear and comprehensive general information. A series of detailed leaflets

provide information about specific courses. A schools' liaison co-ordinator arranges joint activities with local schools, including taster days, open evenings and school visits. These activities provide school pupils with details of the options available to them in the college and help them to make informed choices about their futures. A designated member of the college teaching staff takes responsibility for liaison with each individual school.

28 Students' recruitment, guidance and support is administered and managed by the central student services unit. Policies to support the work of the unit are in draft form. A staff-development programme will enable staff to implement the suggested procedures for the 1995-96 recruitment cycle. The unit is the first point of contact for prospective students and enquiries about courses are handled quickly and effectively. An initial interview with a guidance counsellor is offered, followed by a more specific interview with subject staff. Details of the guidance interviews are recorded. Arrangements for the accreditation of prior learning are developing. The demand for these services is small; currently, 35 students are registered.

29 Enrolment days are welcoming and well organised. All full-time and some part-time students undertake an induction programme. The students' experience of induction is generally good. During induction, students sign a formal learning agreement and produce an initial plan of action. Systems are in place to ease transfer between courses and between September 1994 and November 1994, 57 students completed transfers. These were recorded but are not analysed to identify the implications for initial guidance and counselling.

30 At Chilwell there is a learning-support centre with facilities to develop literacy and numeracy skills. There are no staff able to support numeracy at the Arthur Mee or the Manor learning centres. In 1994, all full-time and some part-time students were tested to identify their levels of literacy and numeracy. The results indicated that many students needed additional support. They were offered support through the learning centres but attendance was voluntary and the level of take-up was disappointing. On some courses, where several students required support in communication skills, tutors provided help and support as part of the vocational coursework. This was more successful partly because it appeared more relevant to students. After the initial screening there was no further assessment of students. Very few students have asked for support on their own initiative. Overall, the college-wide provision of learning support requires further development and a more consistent approach. The college has recognised this and has recently appointed a programme manager to improve its services in this area.

31 There is an effective tutorial system which, at its best, works well. Much informal support and guidance is given in addition to that received through the formal system. The effectiveness and quality of the tutorial

support depend on the commitment of individual staff. This results in variable support for students. In future, fewer staff will take on the role of tutor and they will be volunteers to ensure a commitment to the process. All full-time students are allocated to a personal tutor after they have enrolled for a course. A handbook for tutors is available with additional guidance notes for the conduct of tutorials. A news sheet is produced weekly and tutors use it as a basis for giving out information in group tutorial sessions. Students have weekly group tutorials and a termly individual tutorial. On non-vocational programmes, the group tutorials are timetabled for 08.45 and the attendance of students has been poor. During tutorials, action plans are monitored and updated, records of achievement are completed and the student's performance is reviewed.

32 The youth award scheme is used to accredit a compulsory programme aimed at personal and skill development for GCE A level students. The intention was that students should achieve the highest level of award at the end of two years. Not all students have been convinced of the value of the programme. It is timetabled for the mid-day period each day and in the first year, students must attend for three sessions. Some students, particularly those on science courses, have lessons which overlap this period and this makes attendance difficult. In the second year, all students have to take a language option. There is much resistance to this and attendance of second-year students has been erratic. Poor attendance overall has resulted in the decision to abandon the highest award. Further work needs to be done before students can be convinced of the relevance of the award and before the programme can be effectively delivered.

33 During their course, students have access to high-quality personal counselling, guidance and welfare services. The four full-time and volunteer counselling staff have full case loads. The highest number of students using the counselling service are those on GCE A level and access courses. Family difficulties, low self-esteem, relationship difficulties and examination anxiety are the main reasons for seeking counselling.

34 There is an effective careers guidance service. The college employs its own careers adviser and receives support from the Nottinghamshire careers service. Support for students on work experience is organised at course level. In 1993-94, 722 work experience placements were organised. There are some well-established links between college tutors and local employers. Students on vocational courses speak well of the support they receive on work experience from tutors and from workplace managers. On some placements students comment on and evaluate their own progress.

35 Students on full-time vocational programmes generally meet the attendance requirements of the examining bodies, usually set at 80 per cent. A college standard has been set that students should attend for at least 85 per cent of their agreed course and tutorial programme. A large number of students on GCE A level, GCSE and part-time vocational courses do not meet this minimum standard. Figures presented by the college,

and confirmed by inspection evidence, show that average attendance figures range from 71 per cent to 87 per cent in the different schools with a college average of 78 per cent.

36 There are two playgroups which can take a total of 36 children aged from two-and-a-half to five years. One at the Manor centre is within walking distance of the Chilwell site and the other is at the Arthur Mee centre. Both playgroups are approved by the social services. There is poor access to the outside play area at the Arthur Mee centre and the playroom is cluttered and untidy.

37 There is a students' association which is affiliated to the National Union of Students. The association organises parties and football matches, and raises money. The sabbatical president represents students on a number of college committees and working groups, including the academic board. The president has a good knowledge of the complaints procedure and is able to advise students on sources for further information or help.

TEACHING AND THE PROMOTION OF LEARNING

38 Strengths outweighed weaknesses in 70 per cent of the classes inspected. Weaknesses were predominant in only 4 per cent of the sessions. The following table shows the grades for the sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		9	13	8	2	0	32
GCSE		5	2	5	1	0	13
GNVQ		5	10	7	1	0	23
NVQ		4	5	3	0	0	12
Other vocational		6	13	7	0	1	27
Access provision		0	7	1	0	0	8
Other		8	7	4	1	0	20
Total		37	57	35	5	1	135

39 A wide range of courses is offered in mathematics and computing. There are many good examples of course planning documents and teaching schemes. Books containing course and assessment information are given to students. There are well-developed assessment procedures. A variety of assessment methods are used which are generally fair and consistent but some of the assignments on GCSE and GCE courses are too theoretical. A suitable range of science courses is offered. Schemes of work are up to date, have target dates for individual lessons and are available to students. In some lessons too much time is spent giving information rather than promoting understanding of scientific principles. Handouts are of good quality and are appropriate to the subject material. Students are formally tested on a regular basis.

40 There is an appropriate range of mechanical and electronic/communications engineering courses at craft and technician levels. Teaching approaches lack variety and the range of learning strategies promoted is narrow. In most courses there are good examples of learning and assessment material and an appropriate emphasis on practical work. The better learning materials allow students to progress at their own pace with the teacher providing support when necessary. In some instances, student learning is hindered by unsatisfactory accommodation. Assessments are of an appropriate standard. The better assessments develop research and practical skills. The marking of some assessments is thorough; errors are corrected and helpful comments made. Others are graded with little written comment to help students improve their performance. The assessment grades awarded are appropriate.

41 The expanding range of courses in secretarial studies is well suited to a variety of students. Learning programmes are thoroughly planned and well organised. Many teachers are able to adapt their teaching to accommodate students of differing experience and ability. The development of students' practical and information technology skills is constrained by the lack of modern office equipment. Students receive comprehensive and helpful feedback on their achievements, although there is sometimes an over-emphasis on oral feedback at the expense of written comment. The structure of the programmes allows students to enter additional examinations at a level appropriate to their abilities. For example, a variety of external skills examinations are available in addition to the NVQ qualification. There are exceptionally good relationships between staff and students. Business and management programmes are supported by schemes of work and lesson plans. Often students are able to work at their own pace with the teacher offering appropriate support. There are examples of teaching material which is linked to everyday life and the students' own experience, but links to employment are less apparent. The teaching environment is largely unstimulating and anonymous; there is little attempt to create a commercial atmosphere in business studies rooms. Students' work is evaluated thoroughly with relevant comments and advice. Staff show a sound knowledge of their subjects and, in general, a high level of ability to impart their knowledge to the students.

42 Courses in travel and tourism are offered in full-time, part-time and evening-only mode. They attract school leavers, mature students and overseas students. Courses are generally well taught by a group of enthusiastic teachers who work well as a team. Schemes of work are available, but they vary considerably in standard. Students benefit from some well-structured, well-resourced and effective lessons. They gain realistic work experience in the college travel agency which is run in conjunction with a local firm. GNVQ courses have an effective system for tracking students' progress but poor planning of the assignment schedule creates large variations in the students' workload.

43 There is a good range of full-time courses in health and social care but there are some very small classes. There are schemes of work which are well matched to the needs of students. Teaching is supported by good-quality handouts and overhead transparencies and a variety of teaching and learning methods are used including some very effective group activities. Evaluation and planning by GNVQ students is of a high standard and there is good tutor support. The quality of the notes taken by students is sometimes poor and should be checked by teachers. All full-time courses provide students with an opportunity to undertake work experience. Assignments and associated assessment criteria are fully documented. There is effective marking of most assignments, including some double marking to ensure consistency of standards.

44 Students on access to higher education courses receive advice and guidance and are assessed at the start of their programme. All students have learning goals and, for many, this is their first experience of a planned approach to learning. There are coherent learning schemes and, in some sessions, teachers have written learning objectives although these are not always shared with students. There is a lack of variety in the teaching methods which sometimes do not take sufficient account of the different abilities, skills, experiences and interests of students. The learning materials used are generally of high quality. A checklist of assessment criteria is attached to all assignments which are marked to a common format. Comprehensive records are kept of students' progress.

45 In English and communications there are schemes of work based on examination syllabus requirements. Not all schemes of work are given to the students, although students are given a summary of the syllabus in each subject. Teachers use a wide range of well-structured teaching methods and the aims and content of lessons are clearly explained. The level of work is challenging and maintains students' interest. However, the small numbers in some lessons inhibit groupwork and discussion. Base rooms allow students' work to be displayed on the walls and adjacent resource cupboards allow easy storage and access to teaching materials. There is a lack of equipment to support the GCE A level and GCSE communications courses. The age and condition of some English texts and the paucity of others is also a limiting factor. Written work is carefully marked and contains helpful comments. The GCE A level assessment cover sheet indicates when work is submitted for marking, ensures uniformity of feedback to students from the marker and provides space for students' comments. There are excellent relationships between staff and students that promote learning.

46 There is a broad range of full-time courses in humanities and social sciences including some provision for the Saturday college. Schemes of work are shared with students. There are some particularly good case studies and study packs in law. Some classes include effective group activities, good questioning techniques, clear key points, checks on students' progress, effective board work and some informative overhead

transparencies and handouts. In contrast, in other classes there is an overuse of dictated notes and copying of notes from the blackboard; discussions do not always have clear outcomes and this often reflects a lack of thorough preparation. Some classes are very small in size making group discussion difficult to sustain. There is effective marking of most assignments using a standardised mark sheet.

47 Students with learning difficulties follow individual learning programmes. Learning activities are appropriate for the different needs of each student and many of the sessions are well planned and organised. There is a restricted range of learning opportunities on the workskills and the learning for living courses. Students' individual progress and achievements are generally recorded in detail. They can achieve national accreditation for some parts of their course, but have few opportunities to progress on to mainstream courses.

48 Adult basic education provision is growing rapidly. It is provided at various centres, for example, in public libraries, church halls and in the Skills Shop in Eastwood. The provision is approved by the Adult Literacy and Basic Skills Unit as achieving its quality standard. The learning centre at the Chilwell site supports a wide range of students who are recommended to attend by tutors or choose to do so themselves. All students have an individual interview which provides tutors with a profile that acts as a basis for setting objectives at their first session. Every student who attends the Eastwood skills shop has a work review that enables them to identify their current strengths and formulate a plan of action, but subsequent progress is not recorded in a systematic manner. All the staff involved show great commitment to their work and enthusiasm.

STUDENTS' ACHIEVEMENTS

49 Students on many courses appear to enjoy their studies and have positive attitudes towards their work.

50 Students aged 16-18 who entered for GCE AS/A level examinations in 1993-94 scored, on average, 4.1 points per entry. This places the college in the middle third of all colleges in the further education sector on this performance measure, based on the data in the 1994 performance tables published by the Department for Education. In 1994, the overall pass rate in GCE examinations was 73 per cent compared with the provisional national average for general further education colleges (excluding sixth form colleges) of 68 per cent. Forty-seven per cent of the passes were at grades A-C compared with the average for general further education colleges of 36 per cent. Subjects with above average GCE A level results were English, mathematics, human biology, biology, communication studies, computer studies, art and crafts, sociology, psychology, law, and government and politics. In 1994, the overall percentage of GCSE passes at grades A-C was 48 per cent compared with the average for general

further education colleges of 49.5 per cent. Subjects with above average A-C pass rates were English, mathematics, human biology, communication studies, and accounting.

51 Eighty-one per cent of 16-18 year old students in their final year of study on the vocational courses included in the Department for Education's 1994 performance tables were successful. This places the college in the middle third of colleges in the further education sector on this performance measure. In 1994, the overall pass rate on first diploma courses was 64 per cent, on national diploma courses was 82 per cent and on national certificate courses was 86 per cent. Sixty per cent of students studying GNVQ at intermediate level were successful.

52 The college collects data on student destinations which are summarised in the following table.

Level	Destinations as a percentage of students leaving the college in 1994			
	employment	further education	higher education	other/unknown
Foundation	20	70	0	10
GCSE and other intermediate	30	60	0	10
GCE and other advanced	10	30	60	0
NVQ 2	39	46	0	15
NVQ 3	45	45	0	10

53 The data are not complete but the number of students whose destinations are unknown is relatively small. Fifty-two per cent of the students on the access to higher education courses obtained places in higher education.

54 The retention rate for full-time students in 1993-94, determined by comparing student enrolments on census dates in the autumn and summer terms was 93 per cent. This is slightly better than the East Midlands average for sector colleges of 90 per cent and the national average of 90 per cent. Despite this there are some high drop-out rates. Between 12 September 1994 and 1 November 1994, 71 students left the college. A further 87 students left between 1 November 1994 and 3 April 1995. No investigation into the causes for these withdrawals has been undertaken.

55 In mathematics and computing, some courses such as the national diploma have good pass rates and good attendance. On GCSE and GCE A level courses, there are a significant number of low grades and there are also high levels of absenteeism. In science, many students' level of basic scientific knowledge is low. Students' class notes are complete and well

organised but some students' practical laboratory books are incomplete. Almost half of students' written work contains examples of inappropriate use of unscientific language. Students work well in groups and carry out practical work competently and safely. Some students have poor oral skills. There is little use of information technology within the laboratories for GCSE and GCE A level science courses. The pass rates in science subjects at GCSE and GCE A level vary from zero to 83 per cent. Biology pass rates are good.

56 In engineering, appropriate levels of knowledge, understanding and practical skills are being developed and there is some development of mathematical skills. Practical work is carried out competently and safely. Because of the way the results of assessment are recorded on modular programmes, it is difficult to determine the achievement of individual students, but overall, standards of work are satisfactory.

57 Students' achievements in secretarial studies are of a high standard both in terms of their core qualifications and their performance in the external examinations. Their study and information technology skills are of a high order. Groupwork is a key feature of many programmes and is used to allow students to share previous achievements and to build confidence. In business and management, students work effectively in groups and individually. Student responses to assessments are at an appropriate standard. There are wide variations in the students' levels of ability and in their willingness to participate in discussions.

58 In travel and tourism, students are developing a range of travel industry-related skills through their structured work experience, study visits, time spent in the college travel office and their use of information technology learning packages. The full-time courses provide a clear progression route into travel-related employment although a significant proportion of students go into other occupational areas. Pass rates are variable and are better on the BTEC national diploma than the intermediate GNVQ course. There is poor retention on the intermediate GNVQ course and a high rate of absence from full-time classes.

59 In health and social care there are good retention rates between the autumn and summer census dates on full-time courses especially at GNVQ intermediate level. There is good attendance and punctuality in full-time classes. Examination results, calculated from student examination entry numbers, are good but they are significantly worse when compared with the number of students first registered on a course. Students in part-time day classes have poor rates of attendance and retention.

60 Students on access to higher education courses are highly motivated. They enjoy their studies. They show high levels of achievement in terms of set assignments and of personal goals. Students evaluate their performance on every assignment. Those who complete the course develop levels of knowledge and understanding suitable for entry to higher

education. In 1993-94, 67 per cent of the students obtained an access certificate. Students who leave the course early do not receive any certification of their efforts.

61 There are better than average examination results for GCSE English and communications, and GCE A level English, English literature, and communications. The quality of the work is high. Students display a thorough understanding of set texts in GCE A level English literature. There are high drop-out rates in GCSE communications, GCSE English and one-year GCE A level classes.

62 In humanities and social sciences, examination results in psychology and sociology and at GCE A level in law are above national averages but there are poor results in GCE A level economics, government and politics, and history. In general, students have good attitudes to work but some are poorly motivated and some classes are poorly attended.

63 Some students with learning difficulties gain externally-validated qualifications in literacy and numeracy, but there is limited opportunity for them to gain vocational qualifications or to progress on to mainstream programmes. There are high retention rates.

64 Accreditation and progression data are not available for all adult basic education students. The data that are available show that students are generally successful. They obtain City and Guilds of London Institute (C&G) wordpower and numberpower qualifications, begin GCSE courses, obtain employment and/or become volunteers to help others.

QUALITY ASSURANCE

65 The college charter describes the college's commitments to its students and incorporates comments from interested parties from within and outside the college. The charter standards are well known amongst the teaching staff but are less familiar to the support staff. The complaints procedure is documented clearly. The quality unit monitors complaints and reports on them annually to the college management team.

66 A self-assessment report was completed for the first time in preparation for the inspection and the intention is that a similar report will become part of the annual planning cycle. The report uses the headings of the Council Circular 93/28, Assessing Achievement. It is comprehensive in scope, used the same sources of evidence as the inspection team and identified points for future action. A plan to address the issues raised is not included. The strengths and weaknesses identified are broadly in line with the judgements of the inspectors although the emphasis given to particular points is different. The inspection generally placed greater emphasis on teaching and learning than is apparent in the self-assessment report.

67 A policy on quality assurance has been approved by the governors but it is not clear how the governors exercise their responsibility with

respect to quality because they do not receive quality monitoring information. The quality assurance system operates through the academic board, a quality unit, annual course review process and a detailed quality procedures manual. The system draws on established practice. Much has been done to raise the general awareness of quality assurance issues amongst staff but the system is evolving slowly.

68 Nine performance indicators have been set to measure the academic performance of the college. These include absence, course completion, examination pass rates and employer or sponsor satisfaction. Common standards are set for each of the indicators, such as a completion rate of 90 per cent and an attendance rate of 85 per cent. These college-wide performance standards are useful at an aggregate level to monitor trends over time but they are not appropriate targets for every individual course because they are too modest or are too ambitious to be realistic improvement targets. The first quality monitoring report on the academic performance of the college, based on most full-time courses, was completed for the 1993-94 academic year. The report was submitted to the academic board who raised a number of serious issues for action by the senior management team. The need for more accurate management information to support evaluation was one of the key conclusions. The academic board did not take the opportunity to commend good performance. The business support units are currently devising indicators and standards so that they will be included in the quality assurance system. This task has generally been tackled with enthusiasm, although understanding of the use of the performance indicators needs to be improved.

69 The academic board clarified its role in relation to quality assurance in 1993. The intention was that the board should validate new courses, revalidate existing ones, receive reports from the quality unit and review the quality assurance system. A record is kept of courses presented for validation and the progress made but there are no minutes of the board's deliberations in other areas. Because of a heavy work load, the board decided that it could not complete the revalidation programme envisaged and discontinued routine revalidations in October 1993. The validation process for new courses consists of a written submission to an agreed format and an oral presentation to the board. The academic board appoints a representative to work with the curriculum manager to address the recommendations made by the board and prepare a written response to them. It is not always clear at which point in the process approval is given to run a course or the precise status of the board's recommendations. The board needs to give further consideration to the efficiency of the procedures it employs.

70 The quality unit audits systems, raises quality issues and develops and administers the quality assurance system. The unit is managed by the student services and quality manager. She is well supported by an administrator who carries out the detailed arrangements associated with

the administration of the quality control system and the running of the unit. Representatives from all areas in the college carry out the work of the unit and they are trained as auditors. Much of the benefit of the unit comes from the forum provided for academic and support staff to debate issues and gain a college-wide view of the service being provided. The intention was to audit all areas of the college on a rolling programme, but given the limited time that is available, this is unlikely to be achieved in practice. Audits are carried out at the request of the academic board, external assessors or college managers. Students' views are gathered by means of an annual student questionnaire. The questionnaire is administered by the quality unit and the resulting data are analysed using the management information system. Heads of school are required to respond to the issues raised. Students are not generally aware of actions taken as a result of the survey. Audit is now gaining acceptance across the college as a helpful exercise which examines conformity with systems and procedures.

71 Full-time courses are subject to an annual course review. Some part-time courses are also reviewed. Reports from external assessors and verifiers are generally considered in the course review process and are discussed at team meetings. Heads of school are insufficiently involved in the course review process. Student involvement in the process through questionnaires is widespread but there is some repetition in course questionnaires of the questions used in the college-wide quality unit survey. In some areas, students are involved directly in the evaluation process. For example, through a student consultative group at the Manor centre. Access course students have set up their own committee which sets an agenda of issues for discussion and invites relevant staff to attend. The systematic collection of the views of employers or higher education institutions is not widespread. The better course reviews include plans for improvement in a form which enables them to be monitored. The annual course review format in 1993-94 had no clear link to the college performance indicators. Inconsistency in carrying out course reviews, late return of documents and non-return of information all need to be urgently addressed if the college quality assurance system is to function effectively. The Highroad unit evaluates its work using a comprehensive and effective system. Prima Training Enterprises has met the quality standard required by the Greater Nottingham TEC.

72 All staff are involved in either the staff-development, training and appraisal scheme or the more recently-introduced performance management scheme. Training events to introduce the schemes have been provided. The college has registered for the Investor in People award and hopes to obtain it in the near future. The staff-development, training and appraisal procedure contains elements of self-appraisal, the collection of evidence on an agreed basis and the production of a confidential record agreed by the appraiser and the appraisee. Part-time staff carry out a

self-appraisal which is followed by a personal or telephone interview. Any staff-development needs which are identified are recorded. The process is well established and generally valued. It does not routinely include observation of teaching although this can be included at the appraisees' request. The performance management scheme has been extended gradually from the senior managers to include programme managers. There are currently 35 staff in the scheme. Outcomes in selected work-related areas and the competencies displayed by staff may result in a performance bonus. This scheme is being improved over time by, for example, making the link to staff development more explicit.

73 Staff development is one of the areas of responsibility of the assistant principal (staffing). A staff-development policy has been approved. The aims and objectives for staff development appropriately emphasise developing adaptability and flexibility. The factors which influence the annual staff-development plan are linked to the needs identified by the college's strategic plan, course teams, individuals and the quality unit. Priority support is given for initial teacher training and NVQ level 4 or equivalent courses. There are clear guidelines for the support given to individuals attending long training courses. Individuals are required to state how the outcomes of their training are to be evaluated. A staff-development handbook contains a planning calendar with target dates, flow charts of procedures and copies of the relevant forms. It identifies the people who have particular responsibilities for development procedures. In 1993-94 approximately 1.3 per cent of staffing expenditure was spent on staff development. Budget constraints caused a reduction from the target figure of 1.75 per cent. The cutback fell disproportionately on team budgets which were inadequate to support all the development needs during the year. Individual staff-development records are kept by the personnel unit on a computerised system and all teams complete a monitoring return to the assistant principal. An annual college summary report is prepared for the senior management team.

74 There is a college-wide induction programme for all new full-time staff which begins in September. The programme contains optional elements so that it can be adjusted to meet individual needs. A mentor is assigned to each new member of staff for their first three months in the college. Part-time staff receive a copy of the staff handbook and their induction is managed by senior school staff. The small number of staff who join the college after the start of the academic year receive the staff handbook and the general support of their team.

RESOURCES

Staffing

75 There is a comprehensive staffing strategy with appropriate aims which include increasing staff flexibility and ensuring the effective use of staff through development and training. The staffing establishment and

associated budget is the responsibility of the assistant principal (staffing). The personnel officer has recently left and will not be replaced. The current staffing objectives are to achieve Investors in People status, to control staffing expenditure, to introduce a new pay policy, and to develop performance management at programme manager level. Staff costs are 72 per cent of the college's total expenditure.

76 Teaching staff are appropriately qualified and have suitable experience. However, in some areas of the college, for example science and tourism, few staff have recent industrial experience. Part-time staff cover 32 per cent of the teaching hours and the percentage is increasing. The college is committed to take positive action to encourage a greater proportion of women into senior management posts; whilst the current senior management team is predominantly male, there is a majority of women in middle management posts. Teaching staff are generally used efficiently, although there are a number of classes with low student numbers. The annual monitoring survey recorded a student-to-staff ratio in 1991-92 of 13:1, in 1992-93 of 15.2:1 and 1993-94 of 14:1. The support teams include management information, student services and personnel and secretarial staff, technicians, library staff and caretakers. The libraries are adequately staffed for the current provision. The maintenance team has three staff and undertakes the majority of maintenance activities. It is a small team for the size of the college and little use is made of outside contractors.

Equipment/learning resources

77 The three-year strategic overview plan includes a major section on information technology equipment. There is no equipment replacement plan other than for information technology equipment. The college has a computer-based asset register which includes only information technology equipment. An equipment survey carried out in 1992 established the replacement cost of the college's existing equipment at £2.73 million. Thirty-five per cent was over 11 years old. In 1993-94 the college spent £402,000 over a 16-month period. Although substantial, this sum has to be set against a significant backlog of meagre resourcing. In 1994-95, £230,389 has been committed for equipment purchase. Bids to purchase equipment are made by academic and business support managers to the capital programme appraisal group which has staff from a cross-section of college activities. Bids are evaluated against set criteria. There is a three-year information technology strategy and plan devised by a users' group and the information systems manager. Considerable resources have been allocated to improving information technology facilities. In 1993-94, £250,000 out of the £402,000 was spent on enhancing information technology equipment. A further £139,600 out of the £230,389 is committed in 1994-95 for information technology equipment. Of the 339 computers in use about 60 per cent are modern industrial standard machines. The majority of computers have been networked and have access to modern commercial software packages.

78 In science there are some good-quality physics and electronics equipment. However, there are old-fashioned microscopes in biology and there is insufficient equipment to run microbiological practical sessions. The school of engineering and electronics is not generally well equipped. The modern computer-aided design facility and electronic test workstations contrast with 20-year-old machine tools and dated testing, microprocessing, television and video equipment. Computing and typing facilities at the Manor centre are generally out of date. The model office at the Manor centre is not equipped to commercial standards. The Church Hill site has a new suite of modern computers. There is a high level of modern information technology equipment in the school of business, management and tourism and the travel agency has recently been upgraded. More appropriate furniture is required for teaching students with learning difficulties and/or disabilities. Provision for adult basic education at Chilwell and at Eastwood is well furnished and resourced with a wide range of materials. The security of the accommodation at Long Eaton does not allow for the storage of materials or equipment.

79 The college's main library is at Chilwell with a much smaller provision at the Manor site. There is a collection of books at Church Hill to support the small amount of vocational work at the centre. The Arthur Mee centre has a public library next door. The college purchases books which are stored in the public library and their borrowing is administered by the public library staff. The college books are available to the public but can be reserved or put on short-term loan when required by college students. The college's total bookstock is 26,557 books with 23,459 at Chilwell, 1,603 at the Arthur Mee centre, 1,233 at Manor, and 262 at Church Hill. There is an appropriate range of periodicals, compact disk read-only memory (CD-ROM) database disks, videotapes and audiotapes. The catalogue is card based. A modern computer-based system is being investigated. The general environment in the main library is satisfactory and it is adequate in size. The library at the Manor site is small. The total consumable budget allocated to the library in 1994-95 is £33,000 which is £3,000 less than last year. Funding in future years is projected to remain static. Priority allocation is given to new course developments and to improving particular subject areas. The two librarians liaise directly with the schools about book purchase.

Accommodation

80 The three-year strategic overview identifies an aim 'to provide additional and more appropriate accommodation'. The accommodation strategy aims to provide 'sufficient suitable accommodation and facilities at all times'. In the short term these aims will be difficult to achieve. The college inherited a poor stock of buildings which needed general maintenance repairs and refurbishment. Most buildings require substantial redecoration. There are significant problems with heating systems in many buildings, although these are gradually being overcome.

The repair of leaking roofs and installation of new electrical wiring have required considerable financial commitments. Some work, identified in the Hunter survey as necessary for health and safety, is awaiting completion. The college has identified priorities for its planned maintenance programme. Over the three years from 1994-95 to 1996-97 it plans to spend £260,248 on this programme. This is the minimum necessary to comply with health and safety requirements and to keep the college sites operational and watertight.

81 The Chilwell centre has been developed over the last 40 years with little apparent planning. Six mobile classrooms have been added as the student numbers increased. There is no distinction between roads for vehicles and pedestrian routes. The Manor centre consists of three brick-built blocks, which were constructed between 1890 and 1910 for use as a school, and two mobile classrooms. The Arthur Mee centre consists of three separate single-storey brick-built buildings, constructed in 1890 as a school, and four mobile classrooms which have been added. The Church Hill centre is a single-storey brick-built building constructed in 1890 as a Church of England school. The Prima workshops in Kimberley consist of four single-storey industrial starter units built in the late 1980s. The Prima workshop in Nottingham is located in part of the old Trent Bridge Secondary School built in 1890. Ownership of this site is disputed. There are few opportunities to develop the existing sites other than through demolition and rebuilding. Two of the sites are in conservation areas. The freehold value of assets is low. The gross floor area of the college had a shortage of 3,638 square metres based on the enrolments in 1993-94. Enrolment predictions for the year 2000 suggest a requirement for 22,545 square metres compared with the existing 11,730 square metres. The college plans to implement a programme of acquisitions, disposals and refurbishment which would provide an additional 7,450 square metres by 2000. This strategy has run into difficulties for a number of reasons including a severe shortage of sites in South Broxtowe. The college is adopting a pragmatic approach to meeting its short-term needs although it is still pursuing its longer-term objectives. A review of the accommodation strategy is urgently needed if the college is to meet its strategic objectives.

82 Monitoring of space utilisation has been limited. A college target for next year is to become more efficient in its use of accommodation. There is a general air of dilapidation in many rooms contrasting with the new areas in catering, the students' common room and a new lecture room. Of the four science laboratories one is good, two are adequate and one is inadequate. Most engineering workshops are drab and provide an unsatisfactory learning environment. Rooms in business, management and tourism are very plain, uninspiring and poorly decorated. Accommodation identified for the special use of students with learning difficulties is of poor quality. Staffroom accommodation suffers from a lack of privacy, overcrowding and poor internal decoration. Access for students with restricted mobility varies. Most buildings were not purpose

built to provide access for wheelchair users. Some improvements have been made but many areas remain difficult to access because of stairways. There are no lifts in the college, although a chairlift has been provided on the Chilwell site.

CONCLUSIONS AND ISSUES

83 The college has the following strengths:

- success in meeting growth targets
- effective relationships with local schools, Greater Nottingham TEC and higher education institutions
- high standards of teaching on many courses
- a good range of courses which provide opportunities for progression
- an extensive work experience programme
- good examination results on some courses including GCE A levels
- appropriately-qualified and experienced staff
- effective staff-development procedures
- good information technology facilities.

84 The college should address the following:

- the budget deficit
- part-time day and evening provision
- governance procedures
- the arrangements for providing learning support
- measures to improve students' attendance
- full implementation of the quality assurance system
- improvement of equipment to support learning
- improve the accommodation and address the backlog of maintenance repairs.

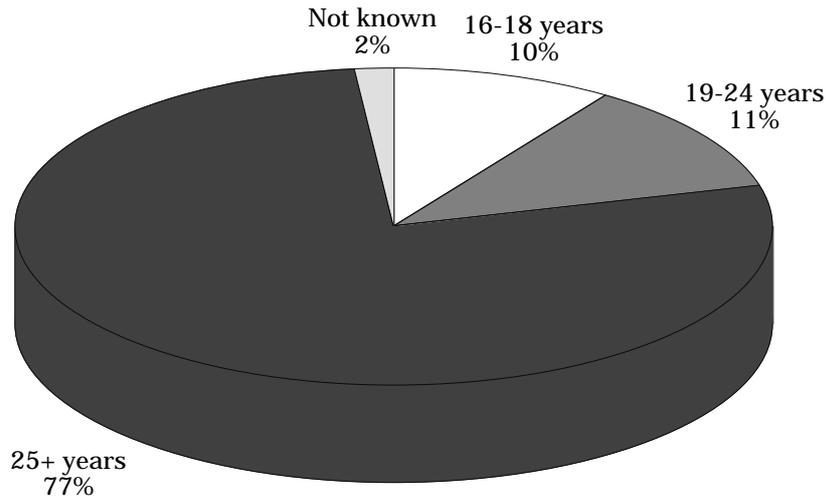
FIGURES

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|---|---|
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Note: the information contained in the figures was provided by the college to the inspection team.

Figure 1

Broxtowe College: percentage enrolments by age (as at April 1995)

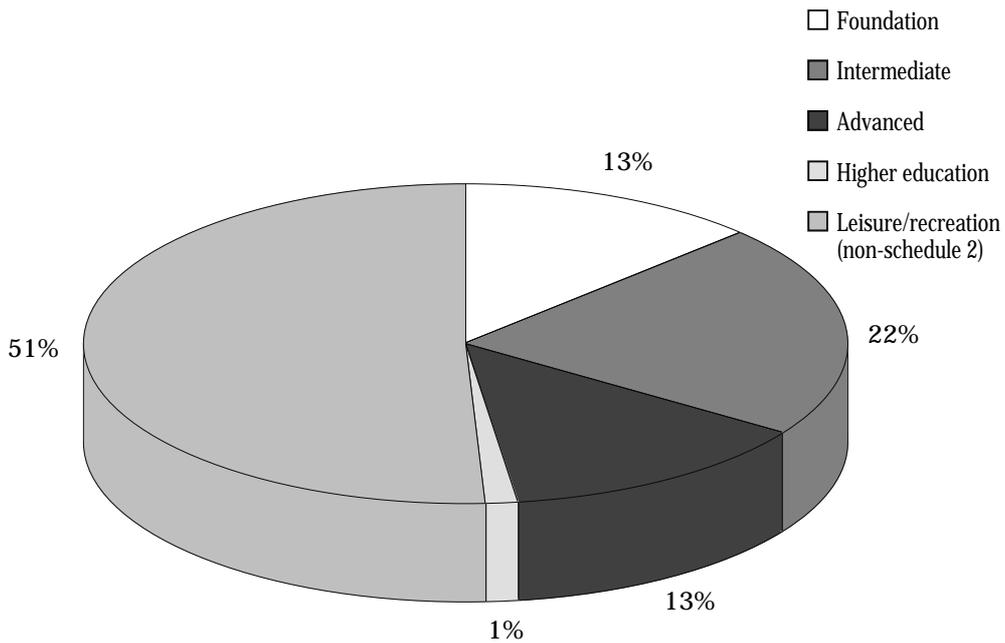


Enrolments: 10,840

Note: this chart excludes nine enrolments under the age of 16.

Figure 2

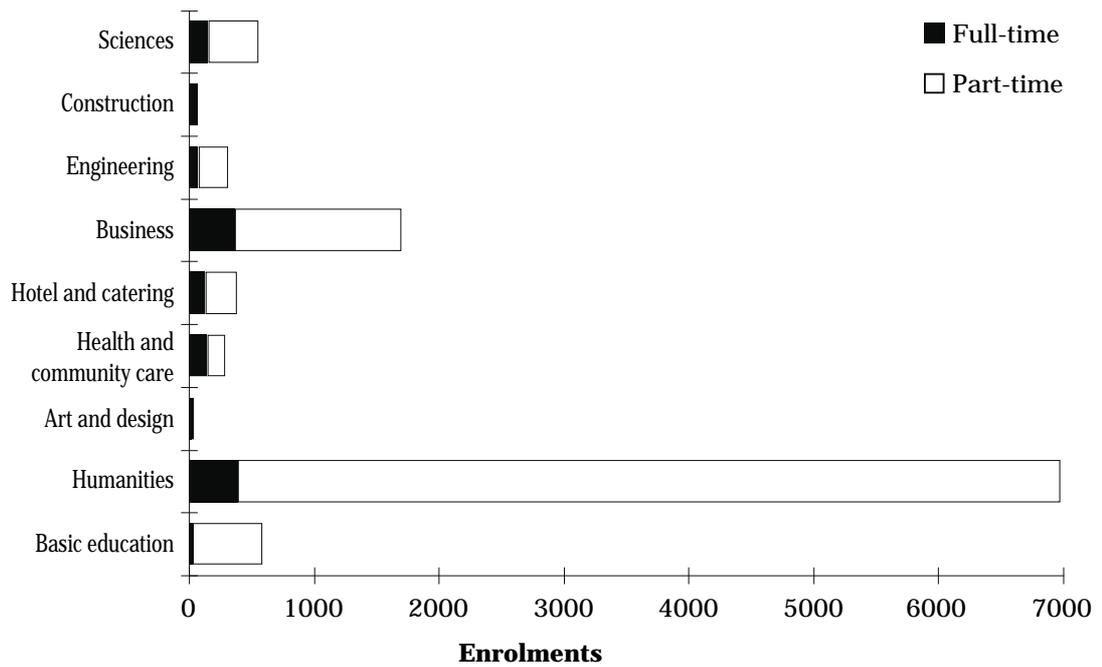
Broxtowe College: percentage enrolments by level of study (as at April 1995)



Enrolments: 10,940

Figure 3

Broxtowe College: enrolments by mode of attendance and curriculum area (as at April 1995)

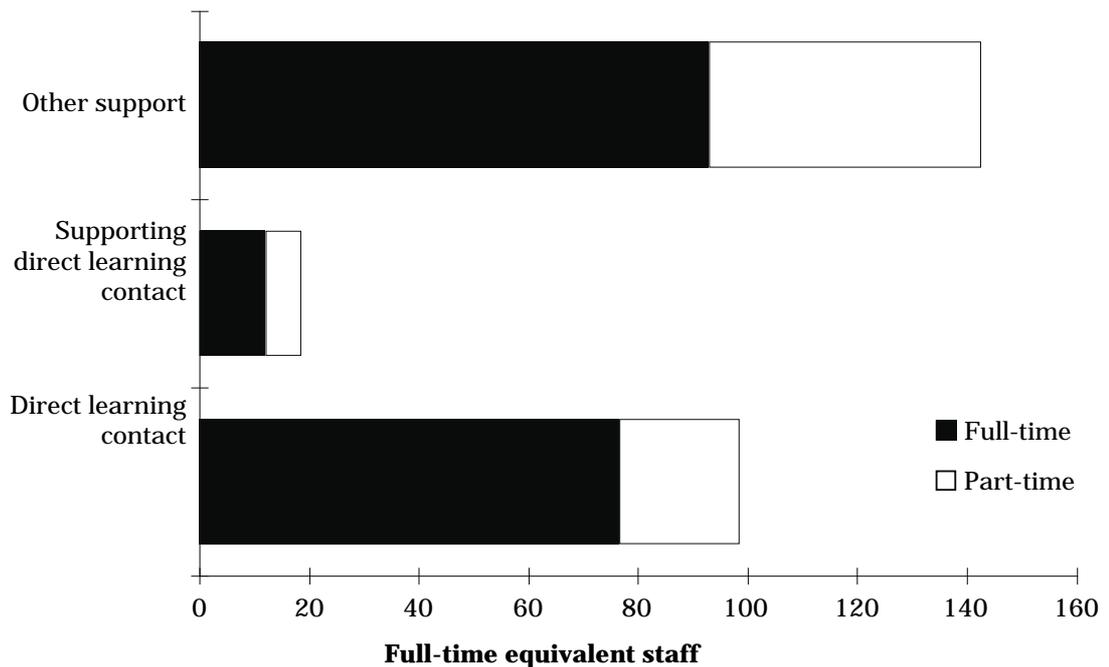


Enrolments: 10,940

Note: this chart excludes 18 full-time agriculture enrolments.

Figure 4

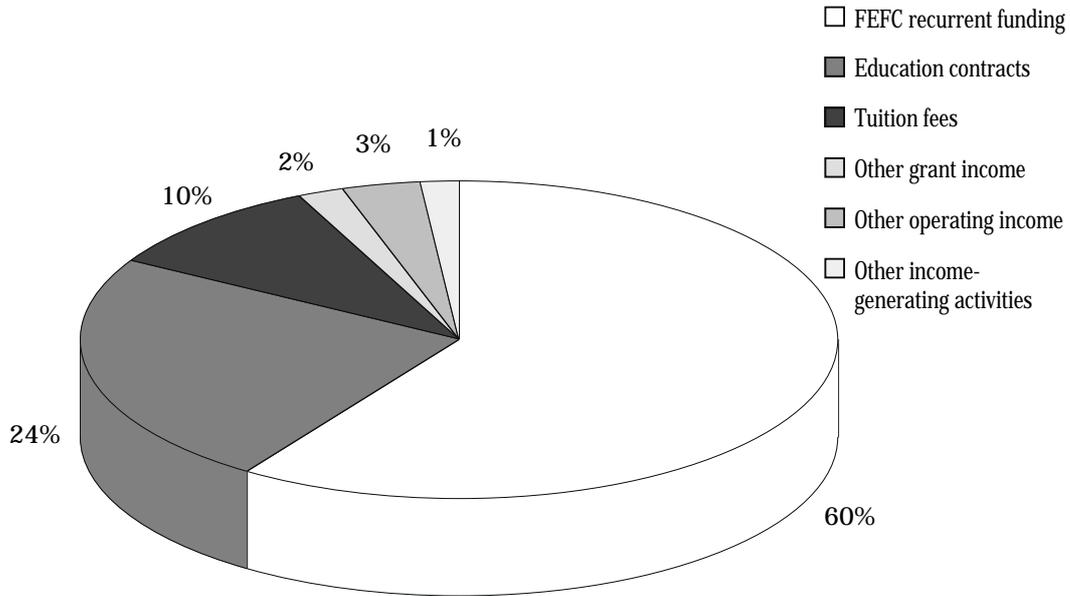
Broxtowe College: staff profile – staff expressed as full-time equivalents (as at March 1995)



Full-time equivalent staff: 260

Figure 5

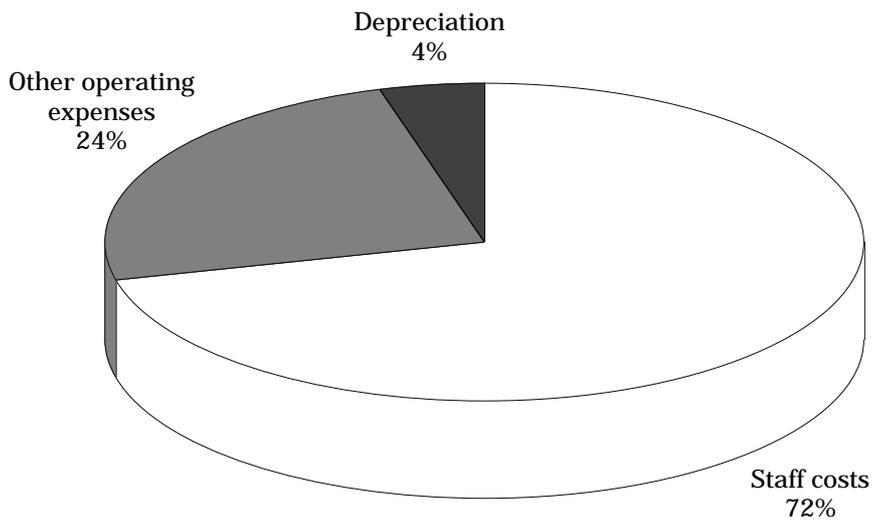
Broxtowe College: income (for 16 months to July 1994)



Income: £7,476,493

Figure 6

Broxtowe College: expenditure (for 16 months to July 1994)



Expenditure: £7,996,618

Note: this chart excludes £32,307 interest payable.

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