

REPORT
FROM THE
INSPECTORATE

Cannock Chase Technical College

April 1994

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

**THE FURTHER EDUCATION
FUNDING COUNCIL**

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. 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 21/94

**CANNOCK CHASE TECHNICAL COLLEGE, STAFFORDSHIRE
WEST MIDLANDS REGION**

Inspected November 1993 – January 1994

Summary

Cannock Chase Technical College is a well-managed college. It has good links with industry and the local community and its curriculum is well matched to local education and training needs. Co-operation with neighbouring colleges over resources has helped to sustain some curriculum areas. The college has a commitment to students with learning difficulties and/or disabilities. Students experience effective teaching and receive strong support and guidance from tutors. They achieve good results in vocational examinations. The governors' close interest in the college should be extended to embrace evaluation of the college's strategic development. There is some effective quality assurance at departmental level but the college has to move ahead with more consistent institution-wide procedures. Management information systems require further development if they are to lend effective support to decision making. Other issues to be addressed are: the devolution to middle managers of a greater say in the financial planning which affects their departments; the development of more centrally-focused marketing and market research; outdated equipment; deficiencies in library provision, and weaknesses in aspects of the accommodation.

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

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

Curriculum area	Grade	Curriculum area	Grade
Business & administration	2	Caring & personal	2
Engineering & technology	2	Students with learning difficulties	3
Humanities	2		

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INTRODUCTION

1 Cannock Chase Technical College, Staffordshire, was inspected between November 1993 and January 1994. Fourteen inspector days were used for the inspection of specialist subject areas in November 1993 and January 1994. Aspects of cross-college provision were subsequently inspected by a team of five inspectors who spent 20 inspector days in the college from 17-20 January 1994. Inspectors visited 53 classes, scrutinised representative samples of students' work and held discussions with governors, staff, students, parents, local employers, a head teacher, careers service staff and representatives of the community.

2 The inspection was carried out according to the framework and guidelines described in Council Circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspections and the subsequent published report. As the inspection of the college occurred early in the cycle, the opportunity for such a response has not been available.

THE COLLEGE AND ITS AIMS

3 The college was established in 1891, in partnership with the coal-mining industry, as a centre for vocational education and training. It is situated on two sites, one in the centre of Cannock, the other about one mile away. It also uses various other local centres for recreational and non-vocational activities.

4 At the time of the inspection the college had 4,248 students on roll. There were 1,487 full-time equivalent students, of whom 1,039 were full-time, and 448 were part-time day and evening students. Percentage enrolments by age group and by level of course are shown respectively in figures 1 and 2. There were 111 full-time equivalent teaching staff and 65 full-time equivalent support staff (figure 3).

5 Cannock district has a population of about 88,000, of whom 64,000 live in Cannock. Local industry, once heavily dependent upon coal mining and related activities, has changed and developed over the years to include light industry, commerce, public and personal services. There is a sizeable rural area to the north of the town. In October 1993, the unemployment rate for the district was 9.7 per cent. The closure of the last coal mine in the area will have a further adverse effect on local employment.

6 The college's unit of resource for 1992-93, as recorded in the FEFC report, *Funding Allocations 1993-94*, is £1,737 per weighted full-time equivalent student which is low in comparison with neighbouring colleges, and eighth from lowest nationally. The median for general further education and tertiary colleges is £2,436. The college has concentrated mainly on vocational provision, leaving the schools to offer General Certificate of Education advance level (GCE A level) courses. Recently, five local schools have begun to offer vocational courses, under franchising

arrangements with the two neighbouring colleges in Stafford and Tamworth. These courses, the provision at the two colleges, and the courses at Cannock Chase College offer students a choice of where to undertake their studies post-16.

7 The college's mission is to serve the vocational, educational and training needs and aspirations of the community, to promote learning as a lifelong process and to educate people for life. The college seeks to balance the spirit of enterprise with service to people, to respond to the needs of local industry and to help develop the county and the national economy within Europe.

RESPONSIVENESS AND RANGE OF PROVISION

8 The strategic plan reflects an awareness of government policy, the national targets for education and training, and funding council requirements and takes account of the college's own analysis of local needs. The curriculum offered by the college matches the pattern of local industry and commerce and there is a strong emphasis on encouraging mature students, including women wishing to return to employment, to retrain. The college's commitment to expanding opportunity is important in an area where historically the proportion of those receiving education and training beyond the compulsory school leaving age has been low.

9 The college offers a broad range of full-time, part-time day, part-time evening and day-release courses. These include business and leisure studies, catering, engineering, caring, hairdressing and beauty therapy, sports therapy, teacher training and courses for students with learning difficulties and/or disabilities. The vocational emphasis is well tailored to those seeking retraining and self-employment. The college also offers some non-vocational work, mostly part-time. The successful accreditation of modern foreign languages courses has been a productive development. The GCE A level and General Certificate of Secondary Education (GCSE) programme is small and addressed primarily to improving students' achievements in GCSE mathematics and English and enabling some mature students to take GCE A level courses. There are no access courses although there are some opportunities for mature students to take courses which can lead to entry to higher education. The college should consider expanding the provision of GCE A levels, particularly for mature students wishing to progress to higher education. The numbers of full-time equivalent students in each of the curriculum areas are shown in figure 4.

10 There is helpful information on the possibilities for open learning. Although opportunities exist for students to achieve qualifications through the open learning route, in practice very few students have taken advantage of them. The college encourages flexible patterns of study, where these are appropriate. Students can join courses which have already started and attend courses at times best suited to their personal circumstances.

11 The college has taken a deliberate decision to sustain courses in engineering which in the present recession have had difficulties in

recruiting part-time students. In order to meet the training needs of local industry, the college is developing collaborative arrangements with other colleges to help preserve this area of work.

12 Members of the community and the college governors commented favourably upon the strong support given to students with moderate and severe learning difficulties. The college has good provision and effective links with local special schools and support agencies.

13 The level of consultancy work is limited. Some departments offer assistance to local industry, for example, on quality assurance, translation of business letters into foreign languages and the use of specialist equipment.

14 There are no central marketing or admissions procedures. Movement towards a more co-ordinated approach has been restricted by staffing difficulties. The prospectus is to be issued in a new and more attractive form. A common format for course leaflets is being developed and advertising of courses in the press is now planned on an annual basis. Departments engage in their own promotional events. Employers who were spoken to during the inspection commented favourably on the quality of some of these. In the summer term, the college produces a helpful newspaper which provides information on the college and its courses and draws attention to students' achievements.

15 Departments themselves conduct market research but without a central record of enquiries the college is not able easily to identify potential markets. Two useful initiatives have been a recruitment survey, carried out in the autumn of 1993, which yielded useful information on the ways in which students obtain information about courses, and an analysis by postcodes of the home addresses of existing students which has enabled the college to identify new areas to target.

16 There is good liaison with Staffordshire University as a result of the franchised provision in electrical engineering and business studies. The training and enterprise council (TEC) provides support for college activities as various as the GNVQ pilot scheme and the provision of a respraying booth for motor vehicles. The principal's role as the representative of Staffordshire colleges on the TEC helps to ensure a close relationship with the TEC. The college offers some experience of further education on a full cost basis for pupils from nearby schools in their final year of compulsory education. A helpful guide has been produced for schools who send pupils to the college for full-cost vocational short courses. The college is also associated with four schools in the Walsall Compact which provides links between schools, colleges of further education and local universities

17 There are strong links with employers and the local community. The college uses local industry and commerce for work experience. Employers commented favourably on the information and support given to employees sponsored on college courses.

GOVERNANCE AND MANAGEMENT

18 There are regular well-attended meetings of the governing body. Governors represent a broad cross-section of industry and commerce, the TEC, and the local community. They take a close interest in the college and have been able to contribute specialist expertise in financial and personnel matters. Several of the governors serve on the college's industrial advisory committees and this has been helpful in developing their awareness of curricular issues. In a time of rapid change for further education, the governing body should plan a more active role in strategic planning and the evaluation of central priorities in the allocation of the budget.

19 The college has four curriculum departments: business, caring and management studies; technology; general education and creative and leisure studies. A fifth department runs the cross-college learner support services. The principal gives strong leadership. He is responsible for relations with the governing body, finance and external relation and the vice-principal takes responsibility for all other internal college matters. Curriculum matters are discussed by the academic board which reports to the governors. There is a heads of department committee chaired by the vice-principal. The structure places a heavy burden on the vice-principal for ensuring effective cross-college links. A large amount of college business is transacted informally and many management decisions are the outcome of discussions between individual heads of department and the principal. Support staff have full job descriptions but those for teaching staff are incomplete.

20 Summaries of the college's estimated income and expenditure are shown in figures 5 and 6 respectively. The budget is tightly controlled centrally, not devolved to the departments. There is extensive information on departmental unit costs. However, it is not generally available to heads of department and this limits the role which the heads, as middle managers, can play in planning.

21 The strategic plan contains a clear statement of the college's mission, targets for course development and operating plans. It is the outcome of discussion within departments and with the senior management and has been approved by the governing body. Departmental plans, linked to the strategic plan, are in place. The arrangements for regular review of the strategic plan and the evident willingness to modify it in the light of experience are positive features. At a recent two-day residential conference for senior managers, aspects of the plan were updated and new targets set.

22 The college has clear procedures for health and safety. A health and safety committee, comprising representatives of all departments, is chaired by the vice-principal. It meets regularly and will shortly discuss a revised health and safety policy before submitting it to the governors for approval.

23 Equal opportunities policies are reviewed by the vice-principal and the personnel officer. As part of these policies, enrolments are monitored by gender and ethnicity. Equal opportunities statements are to be included in course handbooks. The college has made some effort to promote greater equality of opportunity within the curriculum: for example, the development of courses for women into technology. Major efforts have been made to help students who use wheelchairs: ramps and lifts have been installed at both the college sites.

24 There are wide variations in staff-student ratios between departments and in the relative proportions of full-time and part-time staff within departments. The college has entered into co-operative arrangements with neighbouring colleges to make the best use of staff and to widen opportunities to strengthen existing curriculum areas within the college.

25 The college uses the further education management information system to record data on modes of attendance, enrolments, student numbers, employers, staff teaching hours and the use of accommodation. The system is used among other things to calculate the proportion of teaching undertaken by servicing departments in order to plan part-time teaching needs. It requires further development if it is to give effective support to decision making and to enable more staff to make use of the data available.

26 The college failed by 18 per cent to meet its recruitment target for 1993. The reasons include the reduction of demand for part-time courses, the impact of training credits, changes in local authorities' policy on discretionary awards and travel grants, and generally intensified competition from neighbouring institutions. Some employers reported that they had moved students to other colleges which were able to offer training at a lower cost than Cannock. Losses of students were also due to the re-interpretation of the 21 hours rule by the local office of the Department for Social Security, following the FEFC's definition of what constitutes a full-time course in terms of hours. Enrolments on full-time courses are generally buoyant. In some areas, for example computer-assisted design courses for mature students, demand outstrips supply, and this has enabled the college partially to offset the overall decline in part-time student numbers.

27 Course completion rates are good. Departments keep their own records, which include, wherever possible, the reasons for withdrawals. The monitoring of retention rates and the action taken by heads of department form part of the annual review conducted by the principal and vice-principal. The college also has detailed information on students' destinations which is collected manually.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

28 In 1993, several courses assessed all their full-time students, on entering the college, for literacy and numeracy competencies. The practice will be extended to all courses for the next academic year. Students with

levels of achievement below a satisfactory level were counselled, and some were recommended to attend the GCSE English or numeracy support workshops. The college has also run a pilot project on assessing literacy and numeracy as part of the overall review of learning support for low achievers. A learning support team, which includes a member of staff with experience of support for students with learning difficulties and/or disabilities, has been established and is working on a structure for the delivery of learning support and associated staff development.

29 The college has documented policies on the services it aims to provide to students. There are statements on access, impartial information and advice, the admissions system, induction and action-planning, and careers advice.

30 Recruitment and admissions procedures are the responsibility of individual departments, supported by the college marketing assistant and reception staff. Numerous promotional activities are mounted to provide information and guidance on college courses. Enquiries are dealt with promptly and effectively. Most students are placed on appropriate courses. Some mature students would benefit from more explicit guidance on the workload and demands of courses. There has been some discussion of the accreditation of prior learning but accreditation schemes have yet to be developed. Students with learning difficulties and/or disabilities and their parents are not always clear about the nature of their course and the routes for progression.

31 Full-time students take part in induction programmes. Part-time students receive useful but less formal advice. All students receive an informative college handbook and most courses provide a helpful guide to course requirements and assessment criteria.

32 Where students decide to change their course in the early weeks, there are straightforward procedures to assist them, usually handled by the head of department. Students can also change course at later stages although they may be advised to complete the year on their current course before transferring to another.

33 There is an effective tutorial system. All students are assigned a personal tutor and full-time students are allocated time-tabled tutorial time. Students value the system and most see their tutor as the first point of contact for help and guidance. Individual counselling is available for those who need additional personal support. This is provided either by college staff or by one of the outside agencies with which the college has established links. Departments are responsible for guidance on careers and opportunities for higher education. The college has no written policy on support and guidance, but there is a clear understanding of the tutor's role and a useful pack has been produced for tutors and some support staff.

34 The college creche offers 20 places. As a result of financial constraints, its facilities are not available during the lunch period. The

college should review the extent of such provision in the light of its expressed aim to increase the numbers of mature women returning to study.

35 The college has established a support group for parents of students with learning difficulties and/or disabilities. It requires stronger input from teaching staff if it is to be successful. More communication between teachers and parents or carers about the progress being made towards the targets set for students, would help parents and carers to provide more effective support.

36 All students are provided with a record of experience, a formative document which includes notes of discussion with tutors and action points for the future. The records are conscientiously maintained but more could be done to ensure that students use them effectively.

37 Attendance is carefully monitored at course and departmental level. Class registers are generally up-to-date. Cases of unexplained absence are promptly followed up. Students are made aware of the importance of regular attendance.

38 Students are well informed about their responsibilities but they are less clear about their rights. Staff and students are trying to revive the students' association which has been poorly supported by students until recently. A senior member of staff has recently been given responsibility for day-to-day liaison with the association. There are few organised social events or recreational facilities.

TEACHING AND THE PROMOTION OF LEARNING

39 Of the 53 teaching sessions inspected, 66 per cent had strengths which clearly outweighed weaknesses. There were no sessions in which weaknesses were predominant. The teaching in some aspects of humanities and engineering was of a high standard. Humanities staff were particularly knowledgeable and authoritative about their subject. In all of the curriculum areas, there was a good rapport between lecturers and students. The following table summarises the grades given to the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
A/AS level		1	3	0	0	–	4
GCSE		1	2	0	0	–	3
BTEC		4	7	7	0	–	18
GNVQ		0	3	3	0	–	6
NVQ		1	7	5	0	–	13
Other		2	4	3	0	–	9
Total		9	26	18	0	–	53

40 Programmes of study were carefully devised to meet the needs of the students. They had clearly defined aims and objectives which were conveyed to the students in comprehensive documentation during the first few weeks of the course. Most courses maintained detailed records of students' progress. Records of the achievements and experience of NVQ hairdressing students were of a particularly high quality.

41 Many of the lessons had a clear structure, the pace of work was appropriate and the tasks which were set challenged and extended the knowledge of students. Lecturers employed a broad range of teaching techniques, including whole class teaching, group work, individual work and workshop sessions, which engaged and sustained the interest of the students. In mathematics and computer-aided design, good use was made of computer-based, self-teaching material and exceptionally effective teaching materials linked to programming tasks were used in software engineering courses. Active, research-based learning was encouraged in courses on caring, although this activity was somewhat limited by the resources available. The recently-introduced GNVQ business courses were particularly strong in developing students' number skills. Well-structured and well-managed workshop sessions in engineering placed a strong emphasis on safe working practices.

42 A distinctive feature of office studies was the use of a simulated office environment for secretarial students who, with minimal supervision from teachers, undertook the administration and processing of real work for college staff and fellow students. These students also learned to operate the college switchboard and trained each other to use the equipment.

43 Good use was made of the experience and prior learning of students with learning difficulties and/or disabilities. Staff expected high quality work from these students, in order to prepare them for NVQ training, and they responded well. In a few sessions, the undifferentiated nature of the work meant that activities were conducted at too slow a pace for many of the students.

44 Students were set regular and appropriate assignments. Marking was generally supportive and work was returned promptly. Many course teams indicate at the outset of the course the number and type of assignments which are to be completed. In a minority of cases, more guidance on how to tackle assignments is required, especially for the weaker students. Staff applied rigorous deadlines for the submission of assignment work and imposed strict penalties for late submission. Assignment workloads were spread evenly over the year although few course teams provided assignment timetables for students.

45 Students, generally, do not have sufficient access to information technology (IT) equipment. Business students are sufficiently provided for in timetabled classes but there is limited access to IT in other curriculum areas. Although departments have IT policies there is no overall IT entitlement for students attending the college and many subjects fail to give enough attention to the use of IT.

STUDENTS' ACHIEVEMENTS

46 Students spoke highly of their courses and demonstrated positive attitudes to study. Students' achievements are highest in beauty therapy, engineering and aspects of humanities. In particular, students undertaking the hair and beauty courses showed a high level of professionalism. They have gained national recognition for their skills. Some computer-assisted design work was of a higher standard than required by the level of course being undertaken. However, in technology, the quality of students' assignments was often undermined by weak grammar and syntax. Many of these students need additional support to develop their writing skills. Practical work was carried out competently and safely.

47 Employers reported favourably upon students' preparation for work experience, the quality of communication by the college and the generally high quality of achievement in the workplace. Hairdressing and beauty students are involved in make-up and costume in regional and national theatres and these students, and others in catering and business studies, undertake some work experience in France. The European dimension links well with the college's commitment to strengthening links with Europe. Students are given good written guidance on work experience and employers are required to assess students' progress. Some, but not all departments, provide employers with written statements of students' expectations during placement.

48 Students' performance in vocational examinations is good. In 1993, 90 per cent of the 144 16-18 year old students in their final year of study for Business Technology Education Council (BTEC) or City and Guilds of London Institute (CGLI) national diplomas achieved their qualifications. This places the college well within the top third of colleges in the sector. Vocational courses offered by the engineering department achieved a success rate for all students of 70 per cent or higher. In the creative and leisure studies department there was a 100 per cent pass rate in hairdressing and beauty and over 75 per cent in all but two of the other courses offered. In the business studies department, some courses achieved good success rates but there were also some unsatisfactory results.

49 Although few students study GCSE, the examination success of students undertaking GCSE English were well above the national average. Many of these students took their examination mainly as a result of self-study workshop sessions, with some additional tutorial support. The pass rate in GCSE mathematics was near to the national average for resit students in further education. Examination results for students undertaking GCE A level were generally below the national average but the college offers only one-year A level courses and only then to a small numbers of students. The students entered for A level mathematics achieved a good pass rate of 75 per cent at grades A and B.

QUALITY ASSURANCE

50 The senior management is aware of the commitments in the Charter for Further Education. The publication of the charter was too recent for it to be reflected in the college's strategic plan and operational statement. Consultation with the students' association on the terms of the charter was taking place at the time of the inspection.

51 The strategic plan commits the college to a programme of quality improvement. Course review teams are established. It is proposed that they adopt new roles as quality improvement teams. As yet, little attention has been given to the criteria for ensuring effective review of courses.

52 There is a college-wide process of departmental review which leads to the submission of written and verbal reports to senior management every October. This is an important element of the college's quality assurance which the senior management wants to see improved and extended. In the first review year, the college has allowed a variety of reporting formats to be used and standardisation is now required to ensure consistent and effective practice.

53 Departments collect statistics on students' progress and achievements and some collect their students' perceptions of their courses by means of questionnaires. There is no common system for recording this data, a matter which the college should address if there is to be effective evaluation of performance across the institution.

54 Most departments have termly meetings of advisory committees representing local industrial and business concerns. The committees are involved in the planning and content of courses and also assists in arranging students' work placements.

55 The strategy for quality development makes no specific proposals for setting up quality improvement teams in support services in order to develop uniform procedures for dealing with the administrative needs of staff and students.

56 The college's commitment to achieving the Investors in People designation involves continuous development and evaluation of policies and practices for staff development and appraisal. There is a detailed staff appraisal document and almost 40 per cent of the staff have been appraised since September 1993. As part of the induction process for new staff, full-time and part-time lecturers receive a briefing on the activities of the college and the relevant department, but the college does not have an up-to-date staff handbook.

57 There is an effective policy for staff development. Requests from staff are approved by heads of department and the assistant staff development officers using criteria based on individual, departmental and college priorities. Following attendance at training courses, staff are required to submit an evaluation and may be required to disseminate information to colleagues. There has been a concerted effort to train all staff who are

involved with NVQ courses. Considerable in-house training has taken place within the college but the cost of this and of staff appraisal training is not taken into account within the staff development budget. The allocation of £15,000 for staff development in the current 16-month accounting period understates the real expenditure of the college on staff development.

RESOURCES

Staffing

58 Staff are appropriately qualified and experienced for the courses they teach. They have substantial commercial and industrial experience. Many have taught in other colleges of further education and some in schools. The college has developed comprehensive staff profiles. Computerised records are held by an external agency. The current staff student ratio is approximately 1:15. The strategic plan contains a long term commitment to increase the ratio of support staff to teaching staff so as to relieve teaching staff of some of their existing administrative responsibilities. The level of support staff for the library and learning resources is satisfactory.

Accommodation

59 The college has significant accommodation problems associated with the split site and the number of temporary mobiles in use. The ratio of teaching space to general accommodation is relatively low, particularly at the Progress Centre site where the buildings were originally built for commercial purposes rather than educational use. The location of provision for students with special learning difficulties and/or disabilities at the back of the Progress Centre site does not convey a positive message about the integration of these students within the college. Accommodation has been identified as a key issue in the strategic plan and the college intends, if resources permit, to concentrate on one major site at The Green.

60 Buildings are clean and well maintained. Standards of decor and the quality of furnishings are generally satisfactory. In many cases, teaching rooms would benefit from wall displays of information related to the teaching and learning.

61 Students' social accommodation is inadequate. This is particularly the case at The Green, despite the recent opening of a new eating facility, staffed by students. Refectory facilities at the main site are uninviting. At lunch-time, when the creche is closed, small children run about in the refectory because there is no other area which they and their parents can occupy.

Equipment

62 Although curriculum areas have the minimum level of equipment and other learning resources to deliver courses, there are clear weaknesses in provision. Many of the teaching and learning aids are dated. The engineering provision is well matched to current needs but would have

difficulty in supporting any expansion. Increased access to information technology is required for those students for whom it is not a course requirement.

63 The budget for reprographics is demand led and this leads to big disparities between departments. The centralised allocation of funding for equipment is perceived as unfair by a significant number of staff spoken to during the inspection. There is a clear case for senior managers to share discussion of budget planning and allocations with heads of departments.

CONCLUSIONS AND ISSUES

64 The college is achieving its mission of providing vocational education and training of high quality to meet the employment needs of the area and the aspirations of students, particularly those seeking to return to learn. The strengths of the college are:

- a curriculum which is well addressed to local needs
- the high quality of teaching
- high standards of student achievement
- the strong links with industry and the local community
- the quality of tutorial support for students
- the commitment to providing courses for students with special learning difficulties and/or disabilities.

65 If the college is to strengthen existing provision and to raise standards further it should address the following issues:

- the greater involvement of the governing body in evaluating the college's strategic development
- the devolution to middle managers of a greater say in planning and decision-making
- the strengthening of the existing management information system
- the development of centrally-focused marketing and market research
- outdated equipment and deficiencies in library provision
- weaknesses in the quality of some teaching accommodation and of social accommodation for students
- the development of consistent arrangements for quality assurance.

FIGURES

-
- 1 Percentage enrolments by age (1993-94)

 - 2 Percentage enrolments by level of course (1993-94)

 - 3 Staff profile – staff expressed as full-time equivalents (1993-94)

 - 4 Students expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)

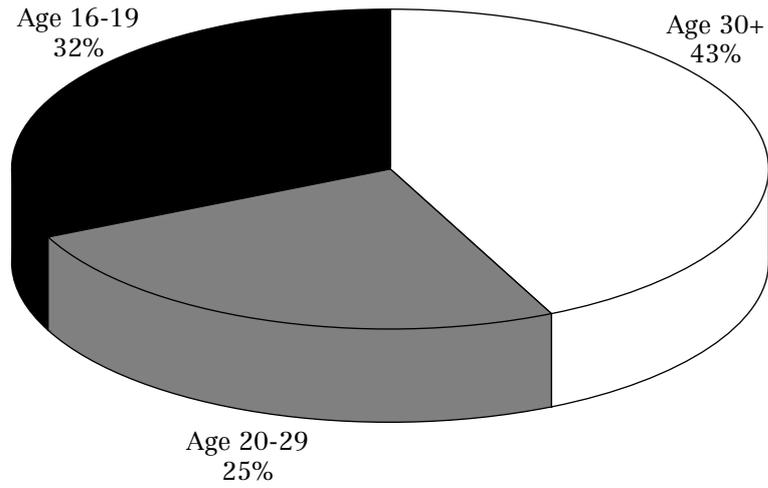
 - 5 Estimated income (1993-94)

 - 6 Estimated expenditure (1993-94)

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

Figure 1

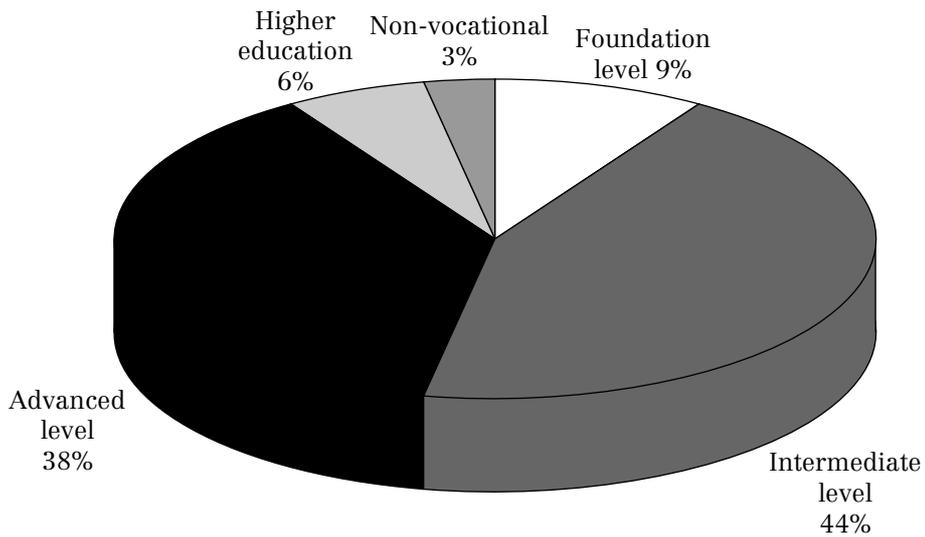
Cannock Chase Technical College: percentage enrolments by age (1993-94)



Enrolments: 4,248

Figure 2

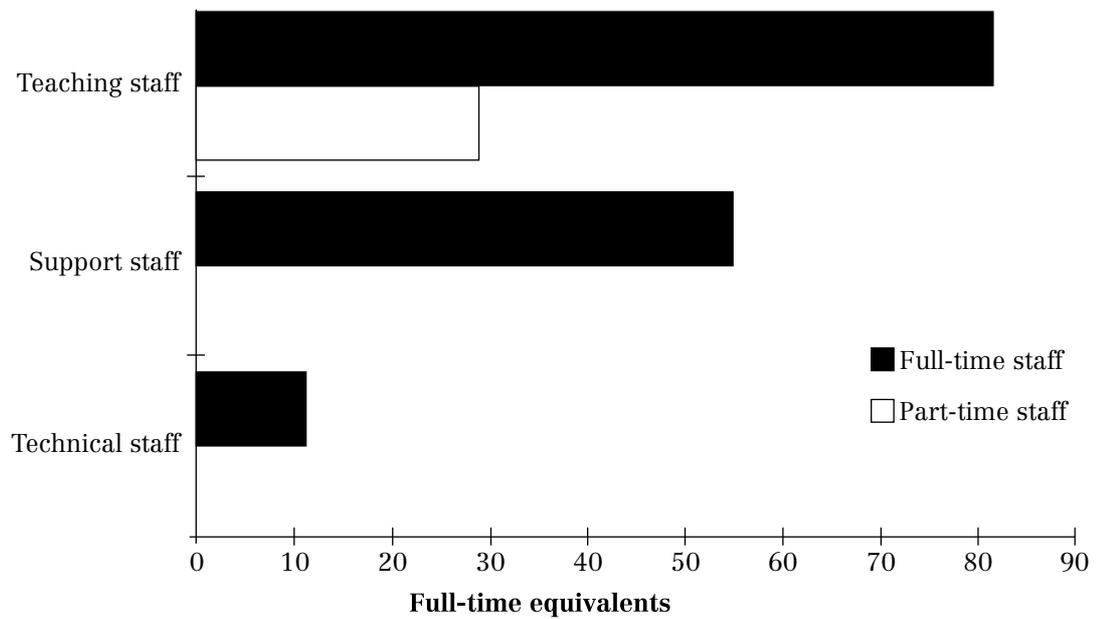
Cannock Chase Technical College: percentage enrolments by level of course (1993-94)



Enrolments: 4,248

Figure 3

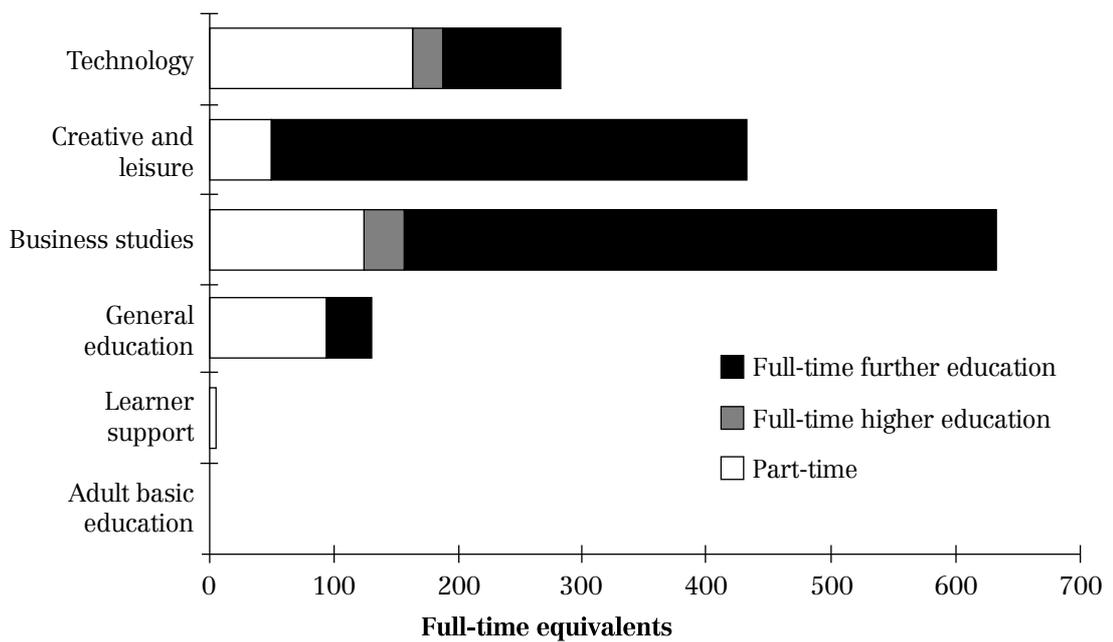
Cannock Chase Technical College: staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 176

Figure 4

Cannock Chase Technical College: students expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)



Full-time equivalent students: 1,487

Figure 5

Cannock Chase Technical College: estimated income (1993-94)

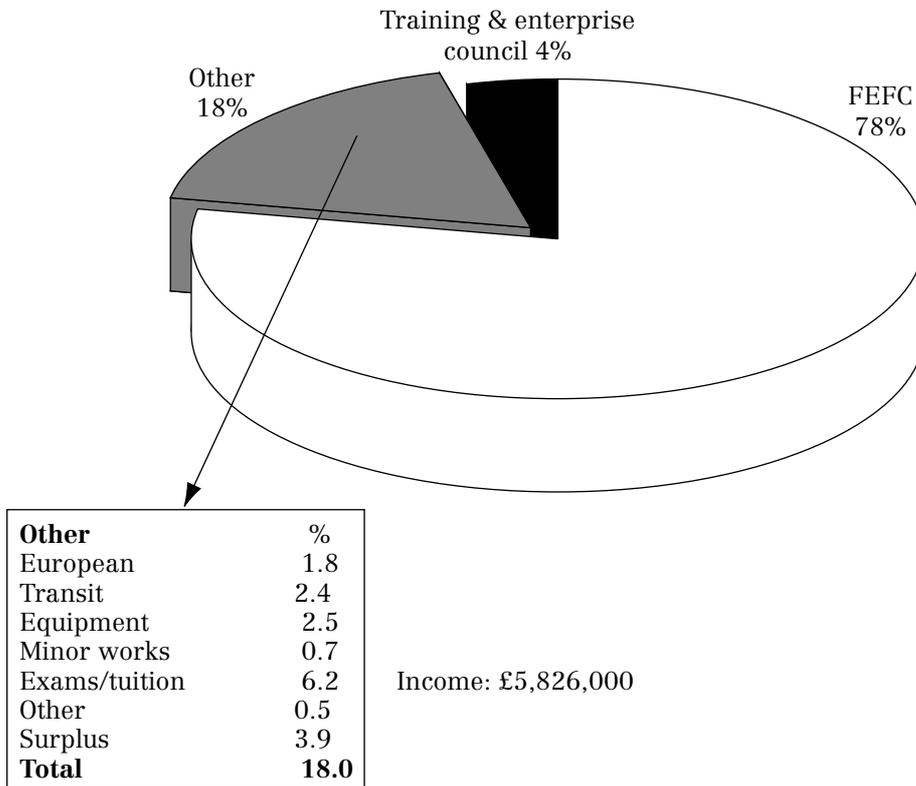
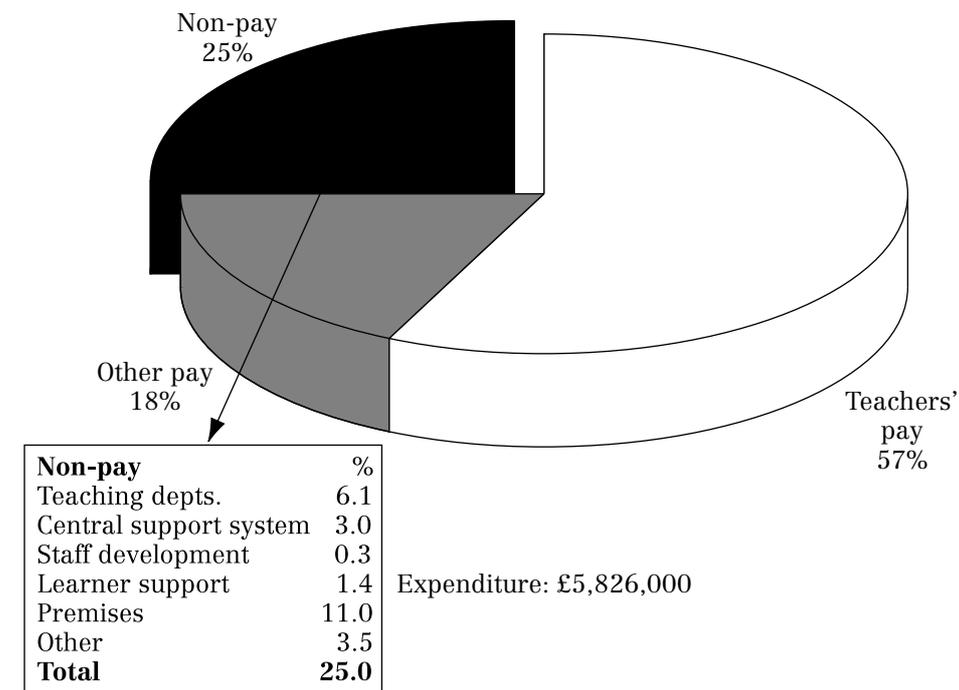


Figure 6

Cannock Chase Technical College: estimated expenditure (1993-94)



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