

East Yorkshire College of Further Education

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
FURTHER
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FUNDING
COUNCIL**

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FUNDING COUNCIL**

The Further Education Funding Council (FEFC) 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 according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1997-98, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	60	29	2	-
Cross-college provision	18	54	24	4	-

Source: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*
Sample size: 108 college inspections

Student Achievements

Where data on student achievements appear in tables, levels of achievement are shown in three ways:

- as expected completions, which is the number of initial enrolments on qualifications where the student expected to complete the qualification in a given year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which the students have completed as expected (or are continuing with the prospect of late completion). For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not shown.

Summary

East Yorkshire College of Further Education

Yorkshire and Humberside Region

Inspected October 1998

East Yorkshire College of Further Education is a general further education college based on three sites in Bridlington, Driffield and Carnaby. All staff were involved in the production of the self-assessment report. Inspectors found the college's self-assessment report useful for planning and carrying out the inspection. It did not, however, prove a reliable guide to the quality of either the curriculum or cross-college provision. Some strengths were overestimated and the significance of many weaknesses was not recognised. Data on students' achievements used by the college to support judgements were often inaccurate. Grades awarded in lesson observations undertaken by the college and used as part of the self-assessment were much better than those awarded by inspectors.

The college offers courses in all 10 of the FEFC's programme areas. Work amounting to over 50% of the college's provision was inspected. There are effective links with schools and other agencies. Prospective students receive impartial advice and guidance. The college has invested substantially in IT at Bridlington. It has reduced the number of sites from five to three since the last inspection. Good-quality learning resource centres have been established on all three sites.

The well-equipped day nurseries are valued by students. Governors have shown strong commitment to the college during a period of significant change. Staff find communications with managers good and appreciate the open style of management. Since 1996, managers have been preoccupied with improving the college's weak financial position. The grades awarded to lessons observed were below those seen in similar colleges. Students' achievements in most areas are below national averages. The college has been slow to take action to improve many of the weaknesses identified in the previous inspection report. It should address: the inadequate co-ordination of support for students; poor access to IT at Carnaby and Driffield; the ineffective use of performance indicators; the lack of quality standards for support services; the ineffective operation of the audit committee; governors' inadequate involvement in strategic planning and insufficient consideration of curriculum matters; weaknesses in financial reporting and internal controls; the accuracy of management information; and the poor co-ordination of some cross-college and curriculum aspects.

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

Curriculum area	Grade	Cross-college provision	Grade
Technology	4	Support for students	3
Business	3	General resources	3
Health and care, including hair and beauty	2	Quality assurance	4
Provision for students with learning difficulties and/or disabilities	4	Governance	4
		Management	3

Context

The College and its Mission

1 East Yorkshire College of Further Education was established in 1980 as a result of the merger of the Bridlington and Driffield Technical Institutes. The college owns three sites, at Bridlington, Driffield and Carnaby. Bridlington and Driffield are 12 miles apart. Two other sites were closed in 1997. The college's catchment area spans the rural and seaside communities of the East Riding of Yorkshire and parts of the county of North Yorkshire. Travel to Hull, York and Scarborough is difficult owing to restricted public transport links. The college's isolated catchment is recognised by the Humberside Training and Enterprise Council (TEC) as an individual travel-to-work area. The population of the catchment area is about 100,000. Projected population changes to the year 2005 indicate growth in the number of 16 to 19 year olds and a significant growth in the 40 to 59 year old age group. There is also a growing proportion of retired people.

2 The East Riding of Yorkshire region has a significant agricultural sector and a sizeable tourist industry. Other employment opportunities include light engineering, building, clothing manufacture, food processing and motor vehicle distribution. The unemployment rate for the college's catchment area is 6%. However, the rate in the area varies on a seasonal basis due to the local economy's dependence on the seaside trade. Bridlington has assisted area status and receives monies from the European Social Fund. The college is in partnership with the community and the East Riding of Yorkshire Council in a project to develop and regenerate Bridlington.

3 The college provides courses in all 10 of the Further Education Funding Council's (FEFC's) programme areas through a variety of modes of attendance. It works closely with the three local 11 to 18 schools, all of which offer general national vocational qualification (GNVQ)

courses. The nearest further education colleges are in Scarborough 17 miles away, Beverley 25 miles, and Hull 30 miles. Attainment at the end of compulsory schooling in the area is just below the national average. According to the Department for Education and Employment statistics, 44.3% of year 11 pupils in the East Riding of Yorkshire gained five or more general certificate of secondary education (GCSE) subjects at grades C or above in 1997, compared with 45.1% for England as a whole.

4 In 1997-98, 763 full-time and 4,591 part-time students were enrolled; 84% of whom were aged 19 years or over. The college employs 65 full-time equivalent staff who teach, or directly support learning, and 89 full-time equivalent administrative staff. Following the appointment of a new principal in August 1996, and the recognition of the college's weak financial position, there was a major restructuring of the college which led to a reduction in the number of senior managers and teaching staff. The executive comprises the principal, deputy principal and executive director. There are five teaching schools led by managers with teaching commitments. The remainder of the management group comprises the heads of administration, finance and human resources, the European and external projects manager and senior tutors.

5 The college's mission is 'to advance innovation and achievement in learning' and its vision is 'to become the best further education college in Yorkshire and Humberside'. The mission is underpinned by key performance objectives which include: stabilising the college financial position, improving academic performance, upgrading college facilities, and meeting the diverse needs of its trapped and fragmented community.

Context

The Inspection

6 The college was inspected during the week beginning 5 October 1998. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other divisions of the FEFC. For the two years 1996 and 1997, data included in the FEFC individualised student record (ISR) were used. The college submitted data on students' achievements for 1998. Data were checked by the inspectorate against primary sources such as class registers and pass lists issued by examining bodies. These data were inaccurate and some information required by the inspectors could not be provided. The college was notified in July 1998 of the sample of provision to be inspected. The inspection was

carried out by nine inspectors and an auditor working for a total of 39 days. It covered aspects of work in five of the FEFC's programme areas. Inspectors observed 48 lessons, and examined students' work and college documents. There were meetings with college governors, managers, staff and students.

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons inspected, 41% were rated good or outstanding. This is lower than the average of 65% for all colleges inspected in 1997-98. The figure of 19% for lessons rated less than satisfactory or poor is much higher than the average 6%, shown in the same report.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GNVQ	2	3	1	1	0	7
NVQ	0	5	10	3	0	18
Higher education	1	0	2	0	0	3
Other vocational*	0	6	4	0	0	10
Other**	0	3	2	4	1	10
Total (No.)	3	17	19	8	1	48
Total (%)	6	35	40	17	2	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*

*includes national and first diplomas

**includes provision for students with learning difficulties and/or disabilities

Context

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98. The highest recorded attendance was 89% in provision for students with learning difficulties and/or disabilities and the lowest, 67%, was in technology.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
East Yorkshire College of Further Education	10.3	75
National average, all inspected colleges 1997-98	10.4	77

Source for national average: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*

Curriculum Areas

Technology

Grade 4

9 The inspection covered construction, furniture and motor vehicle crafts and technician studies in electronics and music technology. Inspectors observed 11 lessons. They agreed with some of the strengths and weaknesses in the self-assessment report. However, they concluded that the college overstated some strengths and placed insufficient emphasis on weaknesses.

Key strengths

- effective systems for monitoring the progress of construction students
- the range of equipment to support motor cycle and power products courses

Weaknesses

- poor management of some courses
- insufficient technical support staff
- some weak teaching
- poor retention and pass rates, particularly on level 2 programmes
- inadequate access to information technology (IT) at Carnaby

10 The college offers a range of full-time and part-time craft courses from foundation to advanced level. Students are able to enrol at any time of the year. Advanced level technician courses in electronics and music technology and higher national courses in furniture production and design are also provided. A few courses, for example, motor cycle repair, meet a national demand. Pupils from a number of local schools use the construction resources to study aspects of the national curriculum. The self-assessment report recognised these strengths. Teachers meet regularly to discuss course provision. However, the poor management of some courses has contributed to low students' achievements.

For example, confusion amongst managers concerning possible alternative motor cycle provision at levels 1 and 2 led, in 1997, to students not being properly prepared for their examinations. Several courses are taught predominantly by one teacher. This limits the possibilities for the sharing of good practice. The self-assessment report overlooked these weaknesses.

11 Most teaching is satisfactory. Some teachers, for example, in electronics, use a wide range of high-quality learning materials and set stimulating assignments. Many classes include students studying at different levels and many teachers use methods which take account of this. In construction, teachers have produced a range of writing tasks so that students can work individually with the minimum of supervision. Teachers effectively monitor students' progress. In a minority of lessons, teachers do not direct questions to students effectively, and fail to check that students are learning. Subjects are not always taught at an appropriate level. Because of inadequate technician support in workshops teachers sometimes prepare materials and equipment during the lesson instead of supporting students' learning. The self-assessment report did not include weaknesses in teaching.

12 Students are well motivated. For example, in practical work in construction, they work well and in a mature fashion, even when not closely supervised. The self-assessment report noted this strength. Retention rates vary between individual courses but are generally poor. Pass rates on some level 2 craft courses have been particularly poor; in 1997-98 motor vehicle, motor cycle and brickwork courses had pass rates below 15%. The school has responded by developing a new course and extending the time allowed to complete an existing course. Pass rates are good on level 3 courses, such as electronics and motor cycle engineering. A high proportion of motor cycle students find work in the motor cycle industry. The self-assessment

Curriculum Areas

report did not place sufficient emphasis on the weaknesses in students' achievements.

13 Equipment is adequate to meet the current range of courses. The provision benefits significantly from the donation by manufacturers, of motor cycles, power products and related equipment. Some equipment is old and there is little new equipment in areas such as electronics. Some teachers supply students with learning materials to help them study on their own. The new learning centre at Carnaby is too small to accommodate all students. The funding for books and periodicals has been significantly increased in the current year. The library stock is adequate to meet the demands of technology students. Teachers are appropriately qualified. There are insufficient support staff to maintain the wide range of workshops. Tools and equipment are not always readily available. As noted in the self-assessment report, students have poor access to IT at the Carnaby site. However, there are plans to increase the range of hardware and software available.

A summary of achievement and retention rates in technology, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Engineering crafts and technician studies	2	Expected completions	50	31	63
		Retention (%)	92	71	73
		Achievement (%)	17	41	15
Construction crafts	2	Expected completions	*	36	80
		Retention (%)	*	81	61
		Achievement (%)	*	13	47
Engineering crafts and technician studies	3	Expected completions	112	108	109
		Retention (%)	76	80	67
		Achievement (%)	31	44	61
Construction crafts	3	Expected completions	51	35	+
		Retention (%)	80	83	+
		Achievement (%)	46	41	+

Source: ISR (1996 and 1997), college (1998)

*data not available

+less than 10 expected completions

Curriculum Areas

Business

Grade 3

14 Inspectors observed 15 lessons covering business studies, administration, accounting and business IT. They agreed with many of the judgements contained in the self-assessment report but considered that some of the weaknesses in students' achievements had been understated.

Key strengths

- good current pass rates on GNVQ intermediate and public services programmes
- realistic work opportunities in the college business centre at Bridlington
- good-quality resources in the information and learning technology centre
- effective teaching methods for classes with students of different abilities

Weaknesses

- poor pass rates on national vocational qualification (NVQ) retailing and customer care programmes
- poor retention, particularly on the GNVQ advanced and higher national programmes
- teaching constrained by unsatisfactory timetabling arrangements
- outdated resources in specialist teaching rooms

15 The college offers a broad range of business courses including NVQs in accounting, administration, retailing and customer service as well as diplomas for medical and legal secretaries, GNVQ, and higher national programmes. Significant numbers of students progress through the different levels to reach higher education. However, there is little opportunity on full-time programmes for

students to take additional studies. Inspectors agreed with the college that regular school and programme team meetings support sound course planning.

16 The quality of much teaching and learning is constrained by either timetabling difficulties or the small numbers of students enrolling for particular courses, a weakness not identified in the self-assessment report. Employees on the NVQ retailing programme, for example, find difficulty attending the scheduled day classes at the college because of work commitments. Due to low recruitment, the GNVQ intermediate course is combined with the GNVQ advanced year 1 programme; students' attendance is poor. Students on the GNVQ advanced year 2 programme only attend college for two days a week. Students on NVQ administration programmes at levels 1, 2 and 3 based at Bridlington, are in a single group owing to small numbers. In spite of these difficulties, teachers cope well in dealing with the different levels of ability of students in the same group. However, in GNVQ and NVQ classes, whole-class teaching is often difficult because of the diverse nature of the student groups. Teaching is particularly effective in the IT workshops where college-produced workbooks are used effectively to support the software packages and where students can work at their own pace to develop their skills.

17 The quality of students' assignment work is good. In a GNVQ advanced class for example, students had produced some excellent storyboards illustrating the construction of a television advertisement. Written work demonstrated appropriate evidence of primary research. The quality of marking is thorough, and teachers provide constructive feedback. Inspectors could not rely on the students' achievements data submitted as part of the ISR. The GNVQ intermediate and the first diploma in public services show a much improved pass rate for 1998. For example, all of the GNVQ students were successful. There are good

Curriculum Areas

results in computerised accounting and single-subject secretarial awards. Retention on the second year of the newly established BTEC higher national programme is only 57% of starters, although Saturday classes have been organised to provide additional support. NVQ administration achievements at level 1 and level 2 show pass rates close to 80% over the last three years. For the other NVQs offered, results are poor. For example, in NVQ level 2 retailing, pass rates over the last three years have been, on average, below 20%; for the NVQ customer service level 3 programme, the pass rate was only 10% in 1997. These weaknesses were not identified in the self-assessment report.

18 Teachers possess relevant vocational or academic qualifications. Most have appropriate assessor awards and a small number are qualified internal verifiers. The self-assessment report recognises that some staff need to update their industrial and commercial experience. There is a good range of up-to-date business and accounting books and periodicals in the library and multiple copies of key texts. Computer resources in the information and learning technology centre provide business students with the latest standards of hardware

and software and good access to internet and college intranet facilities. The college business centre, with modern reprographics and other printing equipment, provides a stimulating working environment for students. Other resources in the specialist business classrooms such as the wordprocessing equipment, are outdated.

A summary of achievement and retention rates in business, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate business and BTEC first diploma public services	2	Expected completions	40	47	33
		Retention (%)	85	74	76
		Achievement (%)	76	51	96
GNVQ advanced business	3	Expected completions	13	17	14
		Retention (%)	77	65	36
		Achievement (%)	80	64	75
NVQ customer service	3	Expected completions	**	72	*
		Retention (%)	**	99	*
		Achievement (%)	**	10	*

Source: ISR (1996 and 1997), college (1998)

*data could not be validated during the inspection

**course not running

Curriculum Areas

Health and Care, Including Hair and Beauty

Grade 2

19 Inspectors observed 12 lessons covering health and care, and hair and beauty courses. They agreed with most of the judgements in the self-assessment report. Although some weaknesses had been addressed by the time of the inspection, inspectors identified further weaknesses in the provision.

Key strengths

- effective use of work placements
- good retention and achievement rates on GNVQ foundation and intermediate courses in care
- well-focused and vocationally related induction period
- accommodation of commercial standard
- extensive range of vocational journals and texts

Weaknesses

- failure of teachers to identify, in some lesson plans for mixed ability groups, the individual learning needs of students
- poor retention rates on some two-year care courses
- failure to integrate IT with the curriculum

20 The college provides a wide range of full-time, part-time and short courses in care which includes GNVQ at all levels, NVQ at levels 2 and 3 and BTEC national and higher national qualifications. Hair and beauty courses lead to NVQs at levels 1 to 3 and students may attend at times which are convenient for their specific needs. The self-assessment report noted that good links have been developed with external care agencies, and hairdressing and beauty therapy employers. Students can extend their studies through additional certification, such as

first aid at work, salon hygiene and basic health and safety. Course teams meet regularly and record detailed statistics on enrolments, retention and achievements. However, teachers do not always take full account of these statistics when producing action plans.

21 Most teaching is good. Inspectors agreed with the college that teachers effectively integrate students' work experiences with assignments and class work. A six-week induction period is carefully planned to include relevant vocational work. Students benefit from, and enjoy, a variety of activities which includes role-play, teamwork, learning in small groups, group presentations and talks from visiting practitioners. In one successful lesson, the teacher took a group of GNVQ intermediate health and social care students stage by stage through the production and interpretation of graphs, including examples on the ages of a group of children and temperatures for a hospitalised patient. However, the use of IT is not yet fully integrated with all courses, a weakness identified by inspectors and confirmed by students, but not included in the self-assessment report. Teachers do not always identify, in their lesson plans for mixed ability classes, appropriate activities which take account of the differing abilities of students. A minority of teachers do not provide enough opportunities for students to share the experiences of other students through discussions or group work.

22 Students on care courses are sensitive to the needs of their clients. In hair and beauty, students attain professional standards. There are high retention rates on foundation and intermediate level care courses and the BTEC higher national certificate in early childhood studies. Retention rates for most part-time courses are satisfactory. A minority of two-year full-time courses have retention rates of less than 80%. Students' written work is of a good standard. Students present their work well. Pass rates for 1996-97 showed significant improvements on the previous year, rising from

Curriculum Areas

35% to 79% in NVQ level 2 hairdressing and beauty therapy, from 9% to 77% at level 3, and from 56% to 100% in GNVQ advanced health and social care. In health and care, the pass rates on GNVQ foundation and intermediate courses are consistently above the national average. At the time of the inspection, several results for 1997-98 were pending but early indications suggest poorer pass rates for level 3 care courses than the rates achieved in 1996-97. The self-assessment report failed to identify weaknesses in students' achievements. Students regularly take part in local fashion shows for charity and fund-raising. In a recent event, students planned a theme of hair from around the world, co-ordinating hair styles, make-up and costume from a number of countries. Display work by some students indicated good organisational and research skills.

23 Refurbished hairdressing and beauty salons provide accommodation of commercial standard. There is a specialist care facility at Driffield which is used for some practical care activities and good use is made of the college's nurseries as learning environments. Students make effective use of the wide range of textbooks and relevant professional journals which are available. Hair and beauty teachers are appropriately qualified and have recent commercial experience and the vast majority of care teachers have a teaching qualification. Recent staff development activities have concentrated on staff acquiring appropriate assessor and verifier awards. There is adequate technician support in the salons. However, a salon teacher must also supervise students who are undertaking stock control and reception duties in adjoining areas.

A summary of achievement and retention rates in health and care, including hair and beauty, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation/intermediate health and social care	1/2	Expected completions	22	29	+
		Retention (%)	91	86	+
		Achievement (%)	65	72	+
NVQ care (part time)	2	Expected completions	30	32	88
		Retention (%)	100	94	63
		Achievement (%)	20	52	*
NVQ hair and beauty	2	Expected completions	37	37	15
		Retention (%)	70	76	93
		Achievement (%)	35	79	*
GNVQ advanced health and social care and BTEC national diploma childhood studies	3	Expected completions	40	40	37
		Retention (%)	76	50	70
		Achievement (%)	42	82	*
NVQ hair and beauty	3	Expected completions	18	18	25
		Retention (%)	61	72	60
		Achievement (%)	9	77	*

Source: ISR (1996 and 1997), college (1998)

+less than 10 expected completions

*results not confirmed by awarding body

Curriculum Areas

Provision for Students with Learning Difficulties and/or Disabilities

Grade 4

24 Inspectors observed 10 lessons across the range of provision for students with learning difficulties and/or disabilities. They identified more weaknesses than were included in the self-assessment report.

Key strengths

- commitment to a wide range of students in the community

Weaknesses

- an overemphasis on external accreditation
- ineffective initial assessment of students' abilities and needs
- overemphasis on numeracy and literacy to the exclusion of other skills and knowledge
- ineffective individual learning programmes for students
- lack of an overall curriculum framework

25 The college has a clear commitment to students with a wide range of learning difficulties and/or disabilities, including those with visual and hearing impairment. Links with local organisations are good. Students with multiple and profound learning difficulties and some students with disabilities follow individual timetables on a specially designed 'multiskills' course. They can attend courses either full time or part time. Students with visual impairment and those who wish to learn to lip-read can attend part-time courses. A few students are provided with additional support to enable them to join vocational courses, such as catering. Seven students have progressed to vocational areas such as recreation and leisure where they

study for an Open College award. However, the curriculum offered is narrow. The college lacks a suitable curriculum framework that enables students to progress to other courses in the college. This weakness was not identified in the self-assessment report.

26 Initial assessment procedures are ineffective. Basic skills tests are used to assess students' learning needs, but for many students the same tests are repeated annually and little use is made of the information gained. Individual action plans overemphasise numeracy and literacy and only a minority of students have their other learning abilities or needs identified. Teachers give insufficient thought to identifying the skills and competencies students will need on leaving college, assessing students' learning needs in relation to these and then monitoring and recording their progress accordingly. Students have the opportunity to participate in extra-curricular activities and their success in sport and other achievements are celebrated. However, while teachers provide a supportive environment few students are encouraged to take advantage of the other facilities the college can offer.

27 The quality of teaching and learning is poor. The majority of lessons involve students in completing paper-based activities, such as copying from the board and filling in handouts in order to provide evidence for accreditation. Often students spend too much time on one topic and activity to the point of losing interest. Frequently, students do not understand the purpose of a lesson. Lesson plans do not specify learning objectives for individual students and this leads to them pursuing inappropriate activities. For example, in one lesson students were discussing and writing down items they might need to bring to the college even though all but one had attended the college before. In some practical lessons, students who are non-readers were given written information. There is little joint planning of lessons between teachers and support workers. Support workers

Curriculum Areas

often hinder students' learning by providing too much support. Teachers do not ensure that students have sufficient access to IT. These weaknesses were not identified in the self-assessment report. Only in a minority of lessons are the students actively involved in their learning, working to a clearly defined outcome, through small achievable steps. In such lessons, students work individually, in pairs and in small groups and often assist each other with the tasks which have been set for them. These lessons are purposeful and students know what is expected of them. In a particularly successful lesson students assembled a hanging basket, each student working individually, often encouraging and supporting each other.

28 Most teachers do not have qualifications which are related specifically to the teaching of students with learning difficulties and/or disabilities. The significance of this was not recognised in the self-assessment report. Teaching rooms are generally drab. There is little specialised computer software available. Visually impaired students have access to specialist resources including closed-circuit television, Braille printers and Starwriters.

Cross-college Provision

Support for Students

Grade 3

29 Inspectors concluded that the college had improved some aspects of its support for students since the last inspection, though significant problems remain. A number of important weaknesses were either omitted or not given sufficient weight in the self-assessment report.

Key strengths

- effective liaison with schools and other agencies
- good provision of welfare advice and careers guidance
- excellent childcare facilities

Weaknesses

- slow progress in improving key aspects of support for students
- inadequate co-ordination of support for students
- some aspects of the induction and tutorial provision
- poor development of basic skills support

30 Many students find out about the courses offered through effective publicity and, increasingly, through staff presentations at promotional events. There are effective links with local schools, three of which have sixth forms. Course leaflets are well presented but some lack important information. A student handbook includes details of childcare facilities and other arrangements to support an individual's learning. A number of other information booklets are confusing as they are produced in different formats and use different titles for services.

31 Since the last inspection, the college has made significant improvements to its admissions procedures, which are now the responsibility of

client services. A member of client services gives prospective full-time students impartial advice and careers guidance as well as an assessment of their financial and welfare support needs and career aspirations. A more focused interview with specialist teachers aims to ensure that students enrol on the most appropriate course. The procedures are not usually applied to part-time students. Client services liaises with a wide range of agencies to enrol students who would not normally enter further education such as an increasing number of New Deal students, including some from outside the college's normal recruitment area. Inspectors agreed with the strengths identified in the self-assessment report for these aspects of student support.

32 All full-time students receive a formal induction to the college and to their course. During induction, students receive presentations by college careers staff and representatives of an external careers service. The induction programme is more effective where it is designed to suit the specific needs of a vocational programme. Some teachers make special arrangements to ensure that part-time students who enrol after the start of the year also receive an induction. However, in practice the arrangements are inadequate. The college does not evaluate the quality of the induction process. These inconsistencies were recognised in the self-assessment report.

33 Full-time students and some part-time students participate in tutorials to support their studies. The content of tutorials can be changed to meet the needs of students on a particular course. However, a significant proportion of students do not receive appropriate tutorial support, a weakness recognised in the self-assessment report. Just before the inspection, the college introduced guidelines for a tutorial curriculum. It is too early to assess whether these guidelines will lead to improvements in the quality of tutorials. Students do, however, value the personal support provided by

Cross-college Provision

teachers. Inspectors agreed with the college that it does not assess the prior learning and experiences of students systematically. Some students stated that they were required to study subjects at a lower level than they had previously achieved.

34 Support for students requiring help to improve their literacy and numeracy skills has been developed since the last inspection, but significant weaknesses remain. In practice, few students receive appropriate support even though numeracy and communication workshops have been established on all sites. There is no entitlement for a student to receive support for the development of basic IT skills. Many students are allocated timetabled periods to develop their basic skills, but the monitoring and evaluation of the provision and students' progress is poor. These weaknesses were not identified in the self-assessment report.

35 Careers information is conveniently provided at the entrance to the learning resource centre. However, its use is not monitored effectively. Although the college does not have qualified counsellors, it refers students to outside agencies. The college is setting up a chaplaincy service to provide students with support on moral and personal issues. The college provides extensive childcare support for students. Nurseries on the two main sites for children over two years old are highly rated by students. Financial support is provided for students when the nurseries are full. Students with children under two years old can also receive financial support to help them make use of agencies outside the college.

General Resources

Grade 3

36 The college has made significant improvements to its general resources and accommodation since the last inspection. However, much of the accommodation still consists of poor-quality temporary huts. Inspectors agreed with most of the judgements in the college's self-assessment report.

Key strengths

- much improved IT facilities at Bridlington
- good-quality resource centres on all three sites
- bright and well-equipped day nurseries
- effective in-house maintenance arrangements

Weaknesses

- some poor building stock
- insufficient modern computers at Carnaby and Driffield
- inadequate common room, recreational and sporting facilities for students

37 The college has reduced the number of its sites from five to three in the last two years. At Driffield the college shares a site with a secondary school. This is a pleasant building which overlooks green fields. However, over 50% of the Bridlington and Driffield sites comprise temporary huts. Inspectors agreed with the college's self-assessment report that a substantial proportion of the accommodation at Bridlington and Driffield is old, temporary, inappropriate and of poor quality. Some of the external paths and general circulation areas at Bridlington are in need of improvement where the surfaces are breaking up or are on differing levels. The third site at Carnaby is the centre

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for technology and consists of two industrial workshops and a temporary unit. It is in an isolated position on an industrial estate.

38 The maintenance team are undertaking redecoration and refurbishment as part of a three-year programme. They have also recently completed an inventory of all college equipment as part of the action plan associated with the college's self-assessment report. The college maintains an inter-site transport fleet of three coaches and two minibuses. Expenditure on the fleet is significant, but surveys of student and staff views indicate that the provision is highly valued and works well.

39 Each of the three sites has a new welcoming reception area. Inspectors agreed with the self-assessment report's identification of the high quality of the two day nurseries at Bridlington and Driffield. They are well equipped and suitably decorated. Both cater for students, staff and members of the public. The college's internal corridors and many of the classrooms are carpeted and well decorated. Video-conference facilities, computer suites, resource centres, refectory and bar areas have all been established or upgraded since the last inspection. Furniture within classrooms is generally poor. Many rooms contain tables of differing heights and chairs in need of refurbishment. Space utilisation surveys show that some teaching rooms are underused. All three sites have student common rooms designated as smoking areas; they are poorly ventilated and badly furnished. Refectories at Bridlington and Driffield are well run but overcrowded at peak periods. At Carnaby a mobile canteen is inadequate for the numbers of students using the site. There is a gymnasium and a well-equipped fitness room at Bridlington. However, on all sites there is little demand for recreational and sporting facilities. Although improvements have been made, access for wheelchair users is difficult in some areas.

40 Inspectors agreed with the self-assessment report that there has been considerable

investment in IT, particularly at Bridlington, since the last inspection. However, there are insufficient modern computers at Driffield and Carnaby. Students on all sites often have difficulties gaining access to computers outside of their lessons. The ratio of computers under five years old to full-time equivalent students is 1:16. Internet facilities are available on all machines on the network at Bridlington for specified hours each day. There is a shortage of technical support for teachers particularly at Carnaby and Driffield.

41 Resource centres, which include libraries, are available on all three sites; a major improvement since the last inspection. Inspectors agreed with the college that these centres have enthusiastic and well-qualified staff who are highly valued by students. Regular meetings between resource centre staff and teachers ensure that the library stock is updated regularly. Budgets have been allocated to the resource centres for the first time this year. Use of these centres is well monitored. In the last three years the numbers of regular users have increased from about 1,700 to 2,400, and the opening hours each week from 74 to 130. There is considerable expenditure on books, periodicals and CD-ROM materials. However, the college does not reach Library Association recommendations in the number of books per student, the number of study spaces per student nor the expenditure on books. The college spends £21.00 per student compared with the recommendation of £26.00 per student.

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Quality Assurance

Grade 4

42 Inspectors agreed with many of the college's judgements about its quality assurance arrangements. However, some of the strengths relate to recent developments which have not had time to be effective. Some important weaknesses were not identified in the self-assessment report.

Key strengths

- extensive staff involvement in the self-assessment process
- procedures for the internal validation of courses
- a valued and effective system of staff development

Weaknesses

- deterioration in the quality of provision
- ineffective use of performance indicators in curriculum areas
- weak links between the annual course review process, internal verification and self-assessment
- insufficient use of surveys of students' perceptions
- lack of quality standards for support services

43 Many aspects of the college's quality assurance procedures have been introduced recently. Most focus on improving course provision. The college intends to extend the quality assurance system to all operational areas during the next three years. Support services do not use quality standards to monitor and improve performance nor are they subject to formal evaluation.

44 Responsibility for quality assurance lies with the deputy principal supported by a 'quality' team of senior tutors. The framework

for monitoring and reporting on quality assurance matters is disjointed. The academic board is supported by two subcommittees, the internal validation committee and the policies and procedures committee. It receives reports on students' achievements from heads of schools, but does not receive a summary of annual course reviews. Inspectors agreed with the self-assessment report that the rigorous arrangements for the validation of new courses and the revalidation of selected current courses are a strength. The internal validation committee has reviewed the poorest performing courses and identified action for improvement.

45 Annual course reviews are of little value. A weakness noted in the previous inspection report, but not in the self-assessment report, is the lack of targets at course level for student retention and achievement. A revised course review procedure, recently introduced, seeks to address this deficiency. The system of annual course review is not linked to the self-assessment process. School operating plans are informed by course reviews and the college's strategic objectives but their effectiveness is limited because they do not contain measurable targets. The self-assessment report acknowledged that the quality of internal verification reports is poor.

46 The college systematically collects the views of students on college-wide issues such as its library provision. However, students do not always receive feedback on the outcomes of such surveys. Few courses use course-specific questionnaires to obtain students' perceptions. On many courses, student representatives attend course team meetings where their contributions are valued and useful.

47 The college has two charters, one for students and one for employers. Although they are reviewed regularly, they do not contain measurable standards. All full-time students have the student charter introduced to them during induction. There is a complaints procedure and complaints are logged and

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response times monitored. The college's self-assessment report identified its charters as a strength and inspectors agreed with this judgement.

48 The college produced its first self-assessment report in June 1998, following the format in Council Circular 97/12, *Validating Self-assessment*. The report is comprehensive and concise, but some strengths and weaknesses are placed in the wrong section. All staff were involved in producing the self-assessment report. A whole-college training day was followed by further team staff development days to identify strengths and weaknesses. The academic board appraised the self-assessment report over a two-day period. Self-assessment action plans are incorporated into operational plans. A system of lesson observations by senior tutors was introduced for all full-time and part-time teachers during 1997-98. It is welcomed by teachers. However, some observations were graded too generously. During 1997-98, 62% of internal lesson observations were graded 1 or 2 compared with 41% awarded by inspectors. The profile of lesson observation grades awarded by inspectors has deteriorated since the previous inspection.

49 The college places much value on staff development and provides a supportive and responsive programme. Teacher, assessor and verification training is provided for staff and, where appropriate, individuals are supported for higher degrees. Most teachers hold assessor and verifier awards and have a certificate of education. Training days with a specific focus are organised for all staff. They often involve external speakers. For example, a recent event covered internal verification. The college achieved Investor in People status in 1994 and was reaccredited during 1997. The staff appraisal system is too informal and does not focus sufficiently on performance. Procedures for inducting new members of staff into the college are effective.

Governance

Grade 4

50 Inspectors agreed with many of the strengths and weaknesses recorded in the self-assessment report but considered that the college had underestimated the weaknesses and overestimated the strengths. Several significant weaknesses identified by inspectors were not mentioned in the report.

Key strengths

- governors' commitment to the college
- open style of governance

Weaknesses

- governors' failure to ensure the financial health of the college
- the ineffective operation of the audit committee
- insufficient involvement in strategic planning
- inadequate attention to curriculum matters
- unsystematic induction and training for governors

51 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is weak. The corporation does not conduct all its business in accordance with the instrument and articles of government. It also does not fulfil all its responsibilities under the financial memorandum with the FEFC.

52 The corporation currently has 16 members, including three women, but there are four vacancies. Governors have a range of appropriate experience, although they have identified some gaps which they are seeking to fill. There are two staff governors and a head teacher from a local 11 to 18 school. The corporation meets at least four times each year and is appropriately supported by the clerk.

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Agendas and minutes are produced to an appropriate standard. Attendance at corporation meetings is high and so far in 1998 it has averaged over 80%. A register of governors' interests is open to public scrutiny and corporation agendas, minutes and papers are available in the college library. The general public is invited to attend meetings of the corporation and the quality and planning committee. The corporation's code of conduct and standing orders require updating to bring them into line with current best practice.

53 The corporation has the following committees: finance and employment; quality and planning; audit; estates; search; and remuneration. All committees have terms of reference but those of the audit committee are not in accordance with the Council Circular 98/15, *Audit Code of Practice* with the result that some activities have been excluded from its remit. The audit committee is not effective; in particular, it has not advised the corporation on the effectiveness of the system of internal controls within the college. It has also reduced the resources allocated to internal audit at a time when the college has internal control problems. Since the principal drew attention to the seriousness of the college's financial position in 1996, the finance and employment committee has met every two months. The committee's meetings have been supplemented with informal meetings between the chair of the committee, the chair of the corporation and college management. However, not all governors receive management accounts on a monthly basis, and the contents of the accounts lack important information.

54 The governors' involvement in setting the strategic direction for the college is limited. Although governors approved the mission statement and strategic aims of the college submitted to them by the principal in 1996, they played little part in determining them. As the self-assessment report indicated, they do not receive regular reports from college managers

so that they can monitor the implementation of the college's strategic objectives or policies.

55 In concentrating on the college's financial recovery, governors have given insufficient attention to curricular matters. Inspectors found little evidence of debate at board meetings about the college's curriculum or its academic performance. Governors do not use performance indicators to evaluate students' retention or achievements, and have not questioned low overall levels of students' achievements. To enable governors to acquaint themselves with the work of the college, each governor has been formally linked with an area of college activity. While some governors maintain valuable contacts with college staff, the overall level of contact is low. The self-assessment report acknowledged the need to improve the links between governors and staff.

56 In October 1997, governors completed a questionnaire to assess their effectiveness. This was used to inform the self-assessment report, and to help determine the content of subsequent training. The self-assessment report's section on governance was written predominantly by the clerk to the corporation. The complete report, however, was considered by the full corporation and subsequently approved by a panel of committee chairs. As the self-assessment report indicated, governors have not established arrangements or agreed a set of performance indicators to monitor and evaluate their own performance.

57 On appointment, governors receive useful information about the college and governance. However, there are no arrangements to help governors take on new roles such as chairing committees. During the last two years there has been one major training event each year for governors. The last one, in March 1998, when 12 governors attended, addressed a number of relevant topics such as inclusive learning and modularisation of the curriculum. Evaluation showed that it was a useful event. However, it did not form part of a structured programme of

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governor training. The lack of such a programme was not identified as a weakness in the self-assessment report.

Management

Grade 3

58 Inspectors agreed with many of the strengths and weaknesses in the self-assessment report, but considered that the college had overestimated its strengths in this area. Many of the changes introduced by the new management team are too recent to be fully effective.

Key strengths

- the prompt action to improve the college's financial position
- strengthening of centralised administrative functions
- clearly defined process of strategic planning
- good communications and open management style

Weaknesses

- weaknesses in financial reporting and internal controls
- the lack of effective implementation strategies for a number of college policies
- inadequate co-ordination of some cross-college and curriculum provision
- inadequate and unreliable management information
- the impact of staffing reductions on the quality of teaching and learning

59 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is weak. In August 1996, on appointment of the new principal, it became apparent that the college was in serious

financial difficulty. The principal immediately introduced a management action plan, which included a programme of staff redundancies. This has significantly improved the college's financial position, although the financial health of the college remains poor. In addition, financial forecasts have proved inaccurate and internal auditors' reports highlight internal control weaknesses. Management accounts are reviewed each month by the college executive with the chair of the corporation and the chair of the finance and employment committee. Budget holders receive clear and timely reports to monitor expenditure on staffing and consumables. The college's financial regulations are incomplete, and there have been delays in the signing of annual accounts.

60 There is a clearly defined process of strategic planning. Needs analysis is based on market information provided by external consultants. Staff have an opportunity to contribute to planning at school meetings and development days. Some strategic issues, such as widening participation and inclusive learning, are not adequately reflected in operational objectives.

61 Centralised units to cover areas such as finance, administration, external funding and human resources are paying an increasing role in supporting the college's strategic development. The college's European and external funding unit has significantly increased the amount of income from sources other than the FEFC and the proportion of the college's income from these sources is now above the average for the sector. To achieve this, the college works extensively with other agencies and is responsive to local needs, for example, in providing training in construction and tourism. Relationships with local schools are good, and have resulted in the sharing of resources and the development of link programmes for pupils at key stage 4.

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62 The college has an extensive range of policies. However, as acknowledged in the self-assessment report, not all are not supported by procedures or strategies, and senior managers do not receive reports on their implementation. The monitoring and reporting on equal opportunities is poor. Inspectors agreed with the statement in the self-assessment report that the academic board provides an effective forum for debate. Its elected staff members, who form a majority on the board, represent the college's various schools and sites. It also contains members of the directorate, and acts as a valuable channel of communication. Staff welcome recent improvements in communications and report that senior managers keep them well informed of college developments. Full staff meetings are held each term.

63 Heads of schools are responsible to the principal for the management of the curriculum. Each also has a cross-college role. Some aspects of the curriculum, however, such as GNVQ programmes and the development of level 1 programmes are poorly co-ordinated across the college. These weaknesses were not identified in the self-assessment report.

64 The college's management information system is poor. This weakness is recognised in the self-assessment report. Centrally held data on students' achievements, attendance and withdrawals have proved unreliable and the monitoring of group sizes has been ineffective. Although a new student record database was installed in September 1997, reports were not produced until June 1998. New procedures for using these reports were still being introduced at the time of the inspection. A calendar of reporting has been devised but not yet fully implemented.

65 The teaching staff has been reduced from 99 full-time equivalent teachers in 1993-94 to 47 in 1997-98, and workshop supervisors have been appointed in some areas. Although

staffing reductions have resulted in significant cost savings, their impact on teaching and learning has been underestimated. Student groups with different qualification aims have been amalgamated to achieve a minimum group size of 10. This arrangement works satisfactorily for some courses but causes difficulties on others. Inspectors considered that at the time of the inspection many teachers had too few opportunities for preparation, marking and other activities to support their teaching.

Conclusions

66 The college's self-assessment report provided a useful basis for planning and carrying out the inspection. All staff were involved in the self-assessment process. However, the self-assessment report underestimated weaknesses and did not place sufficient weighting on strengths and weaknesses in support of grades. Data on students' achievements used to support judgements proved to be inaccurate in most curriculum areas. Inspectors agreed with two of the curriculum grades but only one of the cross-college grades awarded by the college. In all cases where the inspection team and the college disagreed about the grades awarded, inspectors considered the college had underestimated the significance of the weaknesses. The profile of college grades for lesson observations was much better than that awarded by inspectors. The college recognised that its grading of lessons was overgenerous.

67 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

College Statistics

Student numbers by age (July 1998)

Age	%
Under 16	0
16-18 years	15
19-24 years	13
25+ years	71
Not known	1
Total	100

Source: college data

Student numbers by level of study (July 1998)

Level of study	%
Foundation	60
Intermediate	26
Advanced	13
Higher education	1
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 1998)

Programme area	Full time	Part time	Total provision %
Science	118	555	13
Agriculture	11	59	1
Construction	37	38	1
Engineering	112	106	4
Business	101	629	14
Hotel and catering	64	902	18
Health and community care	189	1,300	27
Art and design	53	321	7
Humanities	14	498	10
Basic education	64	183	5
Total	763	4,591	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 11% of students from disadvantaged areas defined in relation to the Department of Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	44	0	3	47
Supporting direct learning contact	16	1	1	18
Other support	83	1	5	89
Total	143	2	9	154

Source: college data, rounded to nearest full-time equivalent

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£4,012,000	*	£4,132,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£17.79	£16.92	£17.64+
Payroll as a proportion of income	71%	*	*
Achievement of funding target	108%	109%	*
Diversity of income	*	*	*
Operating surplus	-£247,000	*	*

Sources: Income – college (1996 and 1998)

ALF – Performance Indicators 1996-97 (1996 and 1997), Funding Allocations 1997-98 (1998)

Payroll – college (1996)

Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997)

Operating surplus – college (1996)

*data not available

+provisional data

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	121	98	114	432	383	498
	Retention (%)	84	*	*	77	*	*
	Achievement (%)	43	57	65	32	50	55
2	Expected completions	282	266	232	705	563	451
	Retention (%)	86	*	*	84	*	*
	Achievement (%)	43	60	45	38	46	55
3	Expected completions	*	128	133	*	487	499
	Retention (%)	*	*	*	*	*	*
	Achievement (%)	39	44	49	41	48	49
4 or 5	Expected completions	n/a	n/a	n/a	n/a	35	40
	Retention (%)	n/a	n/a	n/a	n/a	*	*
	Achievement (%)	n/a	n/a	n/a	n/a	10	25
Short courses	Expected completions	*	*	*	*	*	*
	Retention (%)	*	*	*	*	*	*
	Achievement (%)	*	*	*	*	*	*
Unknown/unclassified	Expected completions	*	*	*	*	*	*
	Retention (%)	*	*	*	*	*	*
	Achievement (%)	*	*	*	*	*	*

Source: ISR

–ISR data not collected

*ISR data may not be reliable

n/a not applicable

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