Enfield College

***THE FURTHER EDUCATION
FUNDING COUNCIL***

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.

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

CONTENTS

GRADE DESCRIPTORS

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

The descriptors for the grades are:

- *grade 1 – provision which has many strengths and very few weaknesses*

- *grade 2 – provision in which the strengths clearly outweigh the weaknesses*

- *grade 3 – provision with a balance of strengths and weaknesses*

- *grade 4 – provision in which the weaknesses clearly outweigh the strengths*

- *grade 5 – provision which has many weaknesses and very few strengths.*

By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.

College grade profiles 1993-95

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

FEFC INSPECTION REPORT 102/96

ENFIELD COLLEGE
GREATER LONDON REGION
Inspected September 1995-May 1996

Summary

Enfield College offers an extensive range of courses and has been successful in attracting students from groups which have not usually entered further education. The college has a strong commitment to equality of opportunity. Most courses are vocational courses and lead to national qualifications. They meet the needs of school leavers and mature students. Teaching is of a high standard and there are some good achievements by students in external examinations. The college is responsive to outside agencies and has particularly strong links with other further and higher education institutions, with the North London TEC and with employers. Governors bring a wide range of experience to the college and work effectively with senior management. The college is well managed; there are clear management procedures and an effective strategic planning process. There is a wide range of services that provides good guidance and support for students. Sound quality assurance procedures include staff appraisal and observation of teaching. The college has achieved the Investors in People award. Management information is generally accurate and reliable and well used by senior managers. The college should: seek to address the unsatisfactory attendance and low retention rates on some courses; improve the promotion of GCSE and GCE A level courses; ensure that some tutorials are more effective; develop further the use of performance indicators in programme area and course team planning; increase the technician support for some curriculum areas; and increase the number of library books for curriculum areas where they are inadequate.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science, computing and mathematics	3	Art, design and performing arts	2
Business	2	Humanities	3
Leisure and tourism	2	ESOL/Adult basic education	2
Health and social care	1	Students with learning difficulties and/or disabilities	2
Hair and beauty	2		

INTRODUCTION

1   Enfield College was inspected between September 1995 and May 1996 by 15 inspectors who spent a total of 61 days in the college. Inspectors observed 143 classes and examined students' work. Meetings were held with students, governors, senior managers, representatives of North London Training and Enterprise Council (TEC), employers, and teaching and support staff. Inspectors also had access to extensive documentation relating to the college and its courses.

THE COLLEGE AND ITS AIMS

2   Enfield College was established in 1985 to provide further education for the people of Enfield and surrounding areas. Enfield has a population of 265,000 and is the sixth largest of the 32 London boroughs. It is 12 miles north of central London and adjoins the Hertfordshire and Essex countryside. Until recently, Enfield had one of the biggest concentrations of industry and commerce in south-east England, but the decline in manufacturing industry has had a major impact on employment opportunities in the borough. Unemployment in the area served by the college rose to 15 per cent in 1995, compared with a London area figure of 8.6 per cent. Eastern Enfield became a designated area for special assistance from the European Union to contribute to economic regeneration.

3   Although located in a densely populated area, the college has a pleasant campus with extensive playing fields adjacent to a park. Building improvements and adaptations have been undertaken over recent years to increase utilisation and provide improved facilities for vocational programmes and students' support. The area is well served by public transport. There are British Rail lines to Liverpool Street in central London and out to Hertfordshire and Essex. The M25 borders the northern part of the borough and there are major road links to the London boroughs of Haringey and Hackney to the south.

4   The college currently provides education and training for 11,000, students, under 2,000 of them on full-time programmes. Thirty per cent of students are from minority ethnic communities. The number of full-time equivalent students has increased by 40 per cent over the last five years. Enrolments by age, by level of study, and by mode of attendance and curriculum area are given in figures 1, 2 and 3 respectively. There are 217 full-time equivalent staff. Some 200 part-time teachers are also employed, mainly to deliver an extensive non-vocational adult education programme. A staff profile, with staff expressed as full-time equivalents, is given in figure 4.

5   The college has aimed to develop its facilities for students with learning difficulties and/or disabilities. There is language support for students on mainstream courses and separate language courses for students whose first language is not English. The college has played an important part, working with the North London TEC, in developing

retraining programmes for those who have become unemployed as a result of the decline in manufacturing industry in the area.

6   The college manages the delivery of its services through two faculties, an enterprise unit and a student support services unit. The enterprise unit manages special programmes for local employers and programmes for the long-term unemployed. The student support services unit manages admissions, advice and guidance, individual learning support and personal support services for students.

7   The mission of the college aims to help people to build success into their lives. The key strategic objectives which have been identified to achieve that mission are:

•   continued growth in student numbers by increasing participation rates in the area served by the college

•   increased efficiency and effectiveness in teaching and learning for students

•   continuous improvement in the quality of services for students

•   maximising opportunities for college development to respond to the needs of the area

•   enhancing student support.

RESPONSIVENESS AND RANGE OF PROVISION

8   The college offers a wide range of vocational courses with the aim of improving access to employment in accordance with the national targets for education and training. General National Vocational Qualifications (GNVQs) are offered at foundation, intermediate and advanced levels in business, health and social care, and leisure and tourism and at intermediate and advanced levels in art and design. The health and social care programme is particularly effective in providing alternative points of access at all levels of study and opportunities for students to study part time. The leisure and tourism courses attract a high proportion of minority ethnic students.   The college has a National Vocational Qualification (NVQ) offer that is developing well, mostly at levels 1 to 3. Work place assessment is available in subjects such as customer service and business administration. Consortium arrangements have been established which provide Enfield Social Services employees with courses leading to NVQs in early years and social care. An NVQ level 4 programme in business management is planned and more NVQs are being considered in hairdressing and beauty therapy.

9   Students choosing a General Certificate of Education advanced supplementary/advanced level (GCE AS/A level) programme have a choice of 14 GCE A level and 17 GCE AS subjects, most of which may be taken over one or two years. Fourteen General Certificate of Secondary Education (GCSE) subjects are offered which may be combined with other courses.

10   The college offers a variety of non-traditional routes into higher education. There are access courses in English, business studies, management and law, nursing, humanities and social sciences, social work and primary teacher training. Arrangements have been established with the universities of Middlesex, Luton and North London which guarantee places to students who successfully complete their access courses.

11   The college is responding effectively to the needs of adult students. There is an appropriate range of basic education programmes and courses for those for whom English is a second language. Two programme areas offer accredited access courses which prepare young people and adults for vocational further education courses. The college has a successful range of separate specialist and integrated provision for students with learning difficulties and/or disabilities. Productive links have been developed with a local theatre group and Mencap.

12   The college charges no fees to adult students on courses lasting at least 450 hours. This has led to increased enrolment by students aged 19 and over, and has helped the college achieve the increase in adult participation which is a target in its strategic plan. In addition to provision funded by the Further Education Funding Council (FEFC), an adult education programme supported by Enfield Local Education Authority (LEA) provides non-vocational education for about 4,000 part-time students on 27 sites across the borough. This aspect of the college's work provides opportunities for students to progress onto the college's courses.

13   The college has a strong commitment to the LEA and local schools. The college participates in the London Borough of Enfield's GCE A level Consortium which enables school pupils to attend GCE A level classes in the college. Managers meet regularly with the LEA's 14 to 19 adviser and special educational needs co-ordinator. Fruitful links with a local community school guarantees places for successful pupils on a range of college courses.

14   The college has a successful enterprise unit which generates an annual income of about £850,000. The unit has bid successfully for contracts with the North London TEC and the London Borough of Enfield and for the Competitiveness and European Social Funds. It also runs short courses for employers, including full-cost information technology programmes. The unit has established strong links with the TEC who see the college as an effective and progressive training provider. Almost 300 students are registered with the college for training and development lead body qualifications, of whom 85 per cent are employees of companies. The college also provides training courses for staff involved in the accreditation of prior learning. The enterprise unit has been instrumental in directing the college towards new markets, in improving its response to employers' needs, and in directing curriculum areas towards more flexible forms of training and accreditation. The college's links with employers help in providing a variety of work placements for students.

15   The principal is a member of the board of Enfield LEA's Education Business Partnership and the North London Principals' Network. The college is also represented on the training group of the local chamber of commerce. European links are good; the North London Colleges' European Network steering group is chaired by a senior member of staff from the college. In 1995-96, 30 students had work experience in the Netherlands and Greece which were organised in partnership with the International Work Placements Programme.

16   The college is developing its marketing strategy. Market information is used to inform the strategic planning cycle. Marketing is the responsibility of a senior member of staff supported by a small team. The college's publicity material has recently been redesigned in a common house style. Publications which cover the college's provision as a whole, such as the prospectus, are of a high standard, but the leaflets for courses are of lower quality. Since a survey revealed that 70 per cent of students learn about the college from a friend, the college's marketing policy has focused on the networks that exist between tutors and students, their families and the local community rather than on general advertising. Enquiries from prospective students about courses are monitored weekly and the information is used effectively to review and modify the programme of courses offered. This process recently identified a need for short courses in information technology which are now a successful part of college's provision. There is an increasing awareness of the importance of marketing among programme directors and about half the college's divisions organise events which allow school pupils and members of the public to sample the college's courses. However, the emphasis on vocational provision has led to a lack of marketing of GCE AS/A level and GCSE courses. The college has recognised this and is tackling the problem.

17   The college's policy and guidelines on equal opportunities are widely distributed and make clear the commitment to provide a safe, non-discriminatory environment for all students. They are widely distributed. An active equal opportunities task group meets termly and is chaired by the principal. The college is taking part in an innovative project involving the London Borough of Enfield's race and violence outreach officer to ensure that incidents of racial harassment are fully reported.

GOVERNANCE AND MANAGEMENT

18   Corporation members are aware of their responsibilities and understand the difference between their role and that of the senior management. They are appropriately involved in strategic planning and provide effective support to the principal and senior managers. The board has 19 members. Nine are independent members; one represents the North London TEC; five are co-opted; two are staff; there is one student member and the principal. Seven of the members are women, and there are two from minority ethnic backgrounds. Through a recently-formed search committee, the board is attempting to fill vacancies from women

and minority ethnic groups, and advertisements have been placed in local community newspapers. A code of conduct has been established and agreement reached to maintain a register of interests. Governors' interests in curriculum matters and quality assurance are evident in their attendance at a range of activities and meetings in the college. For example, some governors attend curriculum review boards and others are members of examination panels which scrutinise students' achievements. The board monitors and reviews its own performance.

19   The corporation board manages its business well. There is a clear schedule of meetings. The full board meets three times a year and committees meet twice a term. Meetings are thoroughly prepared. The clerk to the corporation is careful to separate her responsibilities to the board from those arising from her other role as a senior manager of the college. Members receive detailed minutes and well-prepared papers to support agenda items. Governors receive informative, regular reports on the implementation of strategic and operational plans from the principal and senior managers. Governors display a good understanding of issues and use their professional expertise in areas such as law, business, estates management, education and finance to question critically recommendations from senior management.

20   The board has six committees: audit; finance and general purposes; personnel; remuneration; health and safety; and the search committee. Committees have clearly-stated terms of reference, covering policy making, monitoring functions and membership. They have been reviewed following a recent FEFC audit service report. Reports and recommendations from committees on major issues are generally brought to the full board ready for decision, thus preventing the repetition of debates which have already taken place in committee. However, governors press for further explanations if they believe they are needed.

21   The college is well managed. The management structure was radically revised in 1994 and has proved successful in providing a flexible framework for college development, including the introduction of an integrated service for all aspects of student support. The management structure and lines of responsibility and accountability are generally clear and understood by staff. The college's corporate management group of 10 members, chaired by the principal, comprises the vice-principal, the two heads of faculty, the head of the enterprise unit, the assistant principal responsible for student support, the director of quality assurance and the services and administrative managers. It meets termly and, through its subcommittees, prepares and monitors the strategic plan. There is a senior management team, chaired by the principal, which consists of the 10 senior curriculum and service managers. This team meets weekly to deal with operational matters. All managers have clear job descriptions which set out their roles and responsibilities.

22   Where appropriate, teachers and support staff throughout the college are consulted about policy decisions. This contributes to a widespread sense of common purpose, a caring attitude to students and pride in the work of the college. Programme directors, who lead divisions within faculties and are responsible for delivering courses, are clear about their roles and manage their divisions effectively. At course and programme level, management is generally efficient and effective. An academic board, comprising eight college managers and eight members representing staff and students, meets once a term and is responsible for advising the principal on the standards, planning, co-ordination and oversight of academic work. Following a review, the academic board, which now includes part-time staff and students, is making increasingly effective contributions on curriculum development issues.

23   The strategic plan reflects the mission of the college and provides an overview which leads clearly into the operational objectives in the annual operating statement. The plan has been developed after wide consultation among staff, students and outside agencies, such as the TEC. The process helps in raising staff awareness of the corporate objectives of the college. Senior managers review, monitor and develop future plans through their membership of the corporate management group. A related strategic planning group, chaired by the vice-principal, which includes senior managers and governors is pivotal to the well-developed system of strategic and operational planning. Operational and service units prepare their own detailed plans which reflect the strategic objectives of the college. Performance indicators and targets to promote efficiency are regularly set. However, a few plans need clearer targets and timescales for action.

24   The college's commitment to good communications has been reflected recently in a major review which embraced all aspects of internal communications.   Staff and students are well informed and widely consulted through the system of committees and meetings. Notes and minutes of the corporation board and senior management meetings are displayed on college notice boards. Lines of communication are clear and understood by staff. There are regular weekly staff bulletins, faculty newsletters, staff briefing sessions and notes of meetings at all levels which are distributed widely to keep staff informed of developments. Minutes of course meetings are generally well kept and widely circulated, although they do no always make clear what is to be done, by whom and when.

25   The college has a comprehensive and generally reliable management information system which provides data for external sources and for managers of the college.   Senior managers make good use of the information available. Detailed reports are available on students' enrolments and achievements over four years and include analysis of age, gender and ethnicity. The recently-established information technology policy group, which reports to the senior management team, meets to discuss and identify needs. There is an information technology curriculum group and an information systems group which work jointly and develop

well co-ordinated systems. Statistical data from the management information system and descriptive reports are analysed and presented in ways which most programme managers find useful. A few managers, who are less confident about the recent developments in the system, question the need for such information on students' achievement, retention rates and the monitoring of absences.

26 Enrolment targets for 1995-96 have been met and the November 1995 individual student record return indicates that the college will meet its target of 277,885 funded units of activity for the year. Summaries of the college's estimated income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The average level of funding per unit was £17.50 in 1994-95 and is £17.33 for 1995-96. This is below the 1995-96 median figure of £17.84 for general further education colleges and tertiary colleges.

27 Most staff have confidence in the process by which budgets are allocated to programme areas. There has been good progress towards identifying some individual course costs. Budgets are not delegated below faculty directorate level and programme directors have to justify all requirements to heads of faculties. Allocations for basic consumable items to support teaching are delegated to programmes. As a result of improvements in the system programme directors receive monthly reports of all expenditure on salaries, goods and services in their areas. Programme directors have confidence in the system, and further delegation to them is being considered.

28 Equality of opportunity is promoted vigorously through a steering group chaired by the principal. An equal opportunities task group, which reports to the senior management team, promotes the policy and ensures, through regular monitoring, that equal opportunities issues receive appropriate priority. Statutory health and safety responsibilities are regularly monitored by the health and safety committee and, when required, action is taken through the personnel committee of the board which keeps the governing body fully informed.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

29 The college has an effective student support service, headed by an assistant principal. The service is responsible for admissions, enrolment, induction, the tutorial system and additional learning support for students as well as providing guidance, advice and financial support to students. Its aims and procedures are clearly defined and understood and supported by teachers who work well with student services staff. The assistant principal also has responsibility for co-ordinating tutorial support within programme areas. There is a college framework of statements and policies for tutorials which programme teams can adapt according to their requirements. Support for students has a high profile in the college, and is well resourced. Two hours per week are allocated for tutorials for students

on full-time and part-time courses. Students value the support they are given, and speak of choosing the college partly because of its reputation as a caring, secure and supportive community.

30   Teams of support staff, located in the college's reception area provide comprehensive information to prospective students. Admissions procedures are described clearly in a detailed admissions manual and kept continually under review by an admissions consultative group. Information for prospective students is available in a range of community languages as well as English. Information sessions for prospective students are arranged throughout the year. There are effective procedures for providing impartial advice and guidance and for identifying students' additional learning needs. The college takes particular care to ensure that students have accurate information about the cost of courses and possible sources of financial help. Staff are aware of the increasing level of difficulties experienced by some students of English for speakers of other languages who have, or are seeking, refugee status.

31   Enrolment is carried out efficiently and smoothly. Teachers and support staff work together to provide a welcoming and informative service. Well-organised induction sessions enable students' support needs to be assessed and introduce students to the college's services and to their specialist subject areas. Students speak highly of the participative activities they undertake at induction. There is a well-designed handbook which provides students with information on college services, entitlements and responsibilities, and the college charter. However, the handbook contains little information in any language other than English. The enrolment and induction processes are carefully monitored. Feedback is sought from students and used for planning and for setting targets for improvement.

32   There is a sound tutorial system. The main focus of the tutor's role is to support the management of the students' learning. Pastoral support focuses on helping students to achieve their learning goals and on encouraging students to complete their courses. Students speak highly of having a personal tutor as the first point of contact for help with queries and problems, either personal or academic. Tutorial support for students on part-time courses is provided mainly through subject teachers. However, some part-time courses have more formalised arrangements. For example, a Business and Technology Education Council (BTEC) national certificate course in business studies has a half-hour period per week when students may, if they wish, arrange for a tutorial. The tutorial system is most effective on courses where the tutor is also the course manager or teaches a substantial part of the course. Through the tutorial system, there is a procedure for monitoring students' progress every six weeks. The first six-weekly review is particularly significant as it provides an opportunity for students to change courses as well as assuring tutors that students' learning support needs have been identified. The tutorial policy is generally well understood by staff, but inspectors saw a few tutorial sessions that were not fully effective.

33   Tutors regularly help students to update their records of achievement. Many students, particularly adults from abroad, value both the record itself and the process of working on it. On one NVQ course, the record is an integral part of the evidence required for assessment. In the separate specialist courses for students with learning difficulties and/or disabilities, the record is kept in a particularly effective and lively way, using photographs and the student's own writing.

34   The college monitors attendance and is aware of the unsatisfactory levels of attendance in a few curriculum areas. Absences are rapidly reported by subject teachers who inform tutors of any unexplained absences. Statistics on attendance are monitored centrally through the management information system, and are reported to tutors and managers. The value of the system is questioned by a few teachers who are unclear how the information is to be used.

35   There is an extensive range of learning support arrangements to develop students' language, numeracy and information technology skills. The college has a separate, newly-adapted learning development centre which houses information technology facilities and learning resources including videos, compact disk read-only memory (CD-ROM) databases and text based learning packs. Some students' assignments are of sufficiently high quality to be included in the learning resources collection. Support staff in the learning development centre, and in the library, work closely with teachers and ensure that appropriate learning resources are available to support students' assignments. Various training materials on information technology are available to staff and students.

36   There are appropriate procedures for ensuring that students' learning needs are identified. These are particularly effective for students with learning difficulties and/or disabilities and for students who have general development needs in language and literacy. The procedures include a written assessment at interview and the Basic Skills Agency test at induction. Learning support needs are further identified and met through a range of individual support arrangements and through additional support workshops. There has been a successful, externally-funded team teaching project involving language development for whole class groups. Students on vocational courses have generally taken advantage of learning support, although there is some lack of co-ordination of support in core skills provision for students on GNVQ courses. Some students on GCSE and GCE A level courses have been reluctant to make use of learning support, even though their needs have been identified.

37   The students' union has recently been revived after some years of inactivity, and has begun to establish a role for itself. There are childcare facilities for students on the main site of the college but students find them too expensive. However, the creche provided at a smaller site is well used by students on courses in English for speakers of other languages. The college has a team of externally-funded part-time youth workers with a brief to work with specific ethnic and gender groups. The students'

common room is bleak and unattractive. The college plans to develop the students' social facilities next year. In view of the steady increase in the number of mature students, the college should review its childcare facilities.

38   Students' destinations are comprehensively monitored. Students receive extensive information about higher education and application procedures both from their tutors and from the central student support service. Successful progression is further improved by a variety of arrangements with local universities. Adequate careers advice is provided by teachers with specialist professional knowledge in their subject areas, and by a member of the LEA's careers service who is present at the college for two days a week.

TEACHING AND THE PROMOTION OF LEARNING

39   One hundred and forty-three teaching and learning sessions were observed. Seventy per cent of the teaching sessions inspected had strengths which clearly outweighed weaknesses. In only 4 per cent of sessions did the weaknesses outweigh the strengths. 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
GCE AS/A level	5	14	3	0	0	22
GCSE	1	4	4	0	0	9
GNVQ	5	12	10	0	0	27
NVQ	5	11	5	1	0	22
Access to higher education	4	6	0	0	0	10
Basic education	3	2	2	0	0	7
Other*	4	24	13	5	0	46
Total	**27**	**73**	**37**	**6**	**0**	**143**

*includes BTEC, access to further education, SLDD and basic education.

40   Most courses are well planned and many have high-quality schemes of work which include clearly-defined aims. These schemes of work are discussed with students at the start of their courses and most students are clear about what they are doing and why. However, some courses are planned less thoroughly. A few schemes, such as some of those produced for English, business studies, science and mathematics, lacked clear objectives and timescales.   Students are usually provided with comprehensive course handbooks and booklets which outline the topics to be studied and give useful guidance to students on how to organise their work, how to produce structured notes and how to prepare for

assessments. Some handbooks, such as those seen in history, contained varied and stimulating illustrative information.

41   Teachers have a sound grasp of their subjects. They employ a variety of teaching methods and have established good supportive relationships with their students. In many subject areas, teaching and learning is supported by handouts of high quality. Most lessons are well prepared and provide learning opportunities appropriate to the needs of individual students. In the best examples, such as those seen in adult basic education, art and design, beauty therapy, childcare, English for speakers of other languages, hairdressing, leisure and tourism and performing arts, aims and objectives are shared with students at the start of each lesson. Teachers are generally good at planning and developing topics, and at preparing a logical sequence of activities in which students are able to test and demonstrate their understanding of a subject. In a minority of lessons in art and design, English, science, and information technology, preparation by teachers was less effective.

42   In most lessons inspected teachers were adept at encouraging and motivating students, many of whom worked effectively in groups as well as individually. Examples of productive group work were seen on all courses. Many teachers involved students in lively discussions. For example, in a business studies lesson on financial services, small groups of students competed against each other in discussing and evaluating sales literature from financial institutions. The work was challenging, encouraged team work, and involved all students. A performing arts session, observed at a local theatre company, involved a large group of students, including some with learning difficulties. Students were singing confidently and it was remarkable, how, through the use of demonstration and humour, teachers were able to instil in students the confidence to sing together as well as in solo sessions.

43   There is effective development and recording of students' core skills in many courses. There is also evidence of tutors working with subject specialists to ensure the integration of information technology with assignments and projects. Most courses have a basic information technology component. However, little use is made of information technology in a certain courses, such as art and design, the access to higher education social science course, and in GCE A level courses in history, psychology and sociology, and in classes for students with learning difficulties and/or disabilities.

44   The quality of teaching in early years and in health and social care courses had many strengths and very few weaknesses. Lessons were well planned by teachers with a sound understanding of their subject areas and appropriate professional experience. Successful and purposeful learning was taking place in the majority of lessons seen, and some lessons were outstanding in the way in which they challenged and extended students' knowledge. In an excellent lesson on a early years course the

teacher used a well-planned sequence of activities including role-play and simulations. The activities were clearly focused to illustrate the different stages of learning. The students participated with enjoyment, and the level of understanding demonstrated by students' responses was high. In a foundation GNVQ lesson, the teacher addressed the needs of individual students and used considerable skill to keep their interest and attention.

45   The quality of teaching in all other programme areas had strengths which clearly outweighed weaknesses. In most lessons observed, students enthusiastically carried out a variety of activities which teachers managed effectively. In English, English for speakers of other languages, adult basic education, art and design, beauty therapy, business studies, hairdressing, mathematics and science many lessons were well structured and effectively promoted learning. Teachers were supportive and motivated the students. Teachers frequently used question and answer sessions to explore ideas and issues with students, and in many classes related theory appropriately to practical work. In most lessons in psychology, sociology and history, teachers used a variety of teaching methods, including effective use of visual aids. However, in a few lessons, objectives were not always shared with students. In a few art and design, English, English for speakers of other languages, leisure and tourism and science lessons teachers sometimes failed to take account of the differing abilities of students and did not check students' learning sufficiently.

46   The strengths of the teaching of students with learning difficulties and/or disabilities also outweighed the weaknesses. Inspectors saw some outstanding examples of individual and small group support and effective work with adults requiring language and numeracy support. In one support session, a student received individual support for severe dyslexia. The student was unable to read or write. The teacher assisted the student in planning and drafting an essay on epidemiological trends in AIDS, and used open-ended questions, single phrase prompts, half-finished sentences and specific questions to help the students to form the material.

47   In the majority of courses, assessment criteria are made clear to students and work is generally well marked and returned to students promptly. However, on some courses for students with learning difficulties and/or disabilities teachers did not break down the learning into small steps so that they could track and record students' progress, more effectively. In art and design some feedback from teachers was too general and did not help students to improve their work.

48   The overall attendance figure for students in the lessons inspected was 74 per cent. Attendance was good in art and design, health and social care, mathematics, science, social sciences and for students with learning difficulties and/or disabilities. However, in some sessions in business studies, basic education and information technology attendance was low.

STUDENTS' ACHIEVEMENTS

49   Students on most courses were achieving appropriate standards in their class work. Practical work was of a high standard in art and design. Students made good use of sketches to support designs. In health and social care courses, written assignments were of a high standard. The practical work in hairdressing and beauty therapy done by students was of a good professional standard. In science lessons, students demonstrated their understanding of scientific concepts and carried out practical exercises with competence and due regard to safe working practices. In business courses, students were able to apply their knowledge to a range of realistic problems. Core skills were effectively integrated with business courses and students' skills in information technology were evident at all levels.

50   In 1995, 1,285 students of all ages entered for their final assessment in vocational awards. Eighty-six per cent of students aged 16 to 18 in their final year of study on the vocational courses included in the Department for Education and Employment's 1995 performance tables were successful. This places the college among the top third of colleges in the further education sector on this performance measure. Of the 163 students completing their assessment for a BTEC national award, 141 obtained the full qualification. There was a pass rate of 95 per cent in business studies. Pass rates in travel and tourism and social care fell by more than 10 per cent in 1995 compared with the 1994 figure but were still above 70 per cent. Achievements in early years courses have been consistently good. In 1995, 91 per cent of the students on the Council for Awards in Children's Care and Education course for mature students successfully completed the course. On full-time courses leading to NVQs, students' achievements last year were good. All the business administration students at level 3, 97 per cent of students at level 2, and 86 per cent of level 2 hairdressing students gained the full award.

51   In 1995, pass rates increased on all BTEC GNVQ programmes. Of the 142 students completing their courses, 89 per cent at foundation level and 74 per cent at intermediate level obtained the full award. These figures compare favourably with the rates of 31 per cent and 48 per cent, respectively, achieved nationally. There were significant improvements at intermediate level in art and design and health and social care at intermediate level which had pass rates of 69 per cent and 59 per cent respectively. Pass rates in leisure and tourism (87 per cent) and business (86 per cent) were good. At foundation level, pass rates were above 80 per cent in all three vocational areas on offer.

52   Students with learning difficulties are encouraged to work towards a variety of awards. All full-time students complete an externally-accredited national record of achievement. Twenty-four students were successful in achieving awards which included City and Guilds of London Institute (C&G) numberpower, London Chamber of Commerce and Industry vocational

access certificates in retailing and catering and English Speaking Board examinations. Students attending basic education classes and English classes for speakers of other languages keep good records of their progress. Achievements of students in awards such as C&G wordpower and Pitman's English for speakers of other languages are good but the number of students entering for such awards is low. There is good progression to further and higher education and into employment from these courses. The achievements and progression of students on access to higher education courses have been good. Of the 111 students completing access to higher education programmes in 1995, 92 gained the full award. Of the students who did not complete these courses, 60 per cent of the students obtained credits for units they had achieved.

53   Overall, the pass rates at grades A to E in GCE A level examinations improved substantially from 60 per cent in 1994 to 69 per cent in 1995 and now match the national figure for further education sector colleges. Pass rates were at or above national figures in 12 of the 17 subjects offered. Pass rates of 100 per cent were achieved in art, modular business studies, French, history and physics although numbers entering the examination were low in history and physics. Achievements in science subjects showed a significant improvement over the 1994 figures and are now above national figures for comparable colleges. Pass rates were 50 per cent or below in economics and mathematics and on the part-time evening accounting and business studies programmes.

54   One hundred and sixty-five full-time and part-time students sat the GCE A level examinations. Eighty-three students aged 16 to 18 taking two or more GCE AS/A level subjects in 1995 scored, on average, 3.5 points per entry (where grade A=10 points, E=2). This places the college in the middle third of colleges in the further education sector on this performance measure based on the data in the 1995 performance tables published by the Department for Education and Employment. Of the 94 entries made by students aged 19 or over, the average points score per candidate was 3.0.

55   In 1995 there were 615 entries in 19 GCSE subjects. The overall pass rate at grades A to C was 42 per cent, a fall from 49 per cent in 1994. Pass rates were at or above national figures in 11 subjects. Good results have been consistently achieved in English literature, law, psychology, sociology and Spanish. In GCSE mathematics, 51 out of the 150 sitting the examination gained a pass at grades A to C. Fifty-seven per cent of the students improved their grades compared with previous attempts. Twenty-eight students sat for C&G numeracy examinations at levels 1 to 4 as an alternative to GCSE. Pass rates of 100 per cent at level 1 and 88 per cent level 2 were achieved. In English language, only 28 of the 113 students sitting the examination achieved a pass at grades A to C, a much lower figure than the good results achieved in previous years.

56   Students on hairdressing courses have been successful in national competitions, and a student on a beauty therapy course was a finalist in another national competition. In 1995, a student on the leisure and tourism course was a semi finalist in the BTEC student of the year award. Another student is a 100 metre national athletics champion.

57   There are poor retention rates on a substantial number of courses. In 1995, the retention rate for students taking one-year, full-time GCSE courses was 75 per cent. The figure for two-year, full-time GCE A level courses was 69 per cent. Retention varied widely on other full-time courses from 100 per cent on the GNVQ intermediate course in art and design to 47 per cent on the GNVQ foundation programmes in health and social care. Retention was good at 91 per cent on access to higher education courses and 88 per cent on early childhood education courses. The average retention rate on one and two year vocational courses was 78 per cent for full-time students and 82 per cent for part-time students.

58   The intended destinations of students are monitored each year. The following table shows the figures for students aged 16 to 18 who completed their courses in 1995. Where these have been confirmed by subsequent data, they show good progression rates to further and higher education, and to employment.   Students from early childhood education, hairdressing, leisure and tourism and health and social care courses have been particularly successful in obtaining work at the end of their courses with 70 to 88 per cent of students entering employment. Eighty-three per cent of students who successfully completed access courses gained places in higher education.

Destinations of students completing courses in 1995

Level	No of Students	HE	FE	Job	Other	Unknown
Foundation and level 1	116	0	84	18	5	9
Intermediate and level 2	195	0	122	56	3	14
Two or more GCE A levels	29	24	1	2	0	2
BTEC national awards	67	38	0	25	4	0
NVQ level 3 and other	43	0	2	36	3	2
Totals	**450**	**62**	**209**	**137**	**15**	**27**

QUALITY ASSURANCE

59   The college has a comprehensive quality assurance system which has been developed following extensive consultation with staff. It is generally understood and supported enthusiastically throughout the college.   Overall responsibility for quality assurance lies with the vice-principal who is supported by a group of staff led by a director of

quality assurance. The activities of this group and its findings are reported to the staff through a termly newsletter. The college has a clear commitment to the continual improvement of its provision. Staff teams are established to monitor the effectiveness with which they achieve performance targets. In addition to curriculum teams who have responsibility for course delivery, there are teams in each service area, including marketing, administration, learning resources, examinations, student services and technician support. These teams have set themselves well-defined and challenging service standards against which their performance is monitored. There is an annual review of these standards and their achievement. The standards and performance targets set by teams are related to the strategic aims of the college. Staff express positive views about the extent to which the setting of performance targets and the subsequent monitoring of achievement has served to improve the quality of curriculum delivery and support services. However, staff in some programme areas are not yet familiar with the setting of targets, the use of performance indicators and the need to agree a timetable for their achievement.

60   The college has an established procedure for the review and evaluation of all courses and service areas. Standardised report documents are used to collect information from course teams. The information collected by questionnaires from students and reports from awarding body moderators and verifiers is submitted to heads of all operational units and action plans are prepared. There is clear evidence of the improvements that have been made as a result of this process. In some programme areas, a few teachers are new to the process and implementation of the course review and evaluation procedures are less effective. To address some problems which have been identified, staff have submitted proposals for the extension to GCSE and GCE A level courses of the internal verification process established for GNVQ/NVQ programmes. Part-time staff on a minority of courses are not as well informed about quality assurance issues and a few teachers are new to the course review and evaluation process. The group responsible for quality assurance is considering how to assist teachers and how to improve the presentation and analysis of performance data.

61   Reports and action plans resulting from review and evaluation are presented to a college review board which monitors and evaluates performance against targets set in the operational units' strategic plan and operating statement. Senior managers, governors and, where appropriate, employers are included on the review board. In addition to the annual review process, all courses are rigorously reviewed by the board at least once every five years. The board requires teams to submit a detailed analysis on a range of issues, including curriculum change and development, resource requirements, and achievement against performance indicators. The views obtained from students are systematically collected and form an important measure of the quality of

courses. The review board, in consultation with the course team, prepares an action plan and the resultant action is subsequently monitored by the board. Annual reports are submitted to the academic board. Outcomes from this process inform the college strategic plan and the setting of college-wide performance indicators. The work of the review board is viewed positively by college staff and action resulting from the reviews is generally seen as being beneficial in improving the quality of the college's provision.

62   There is an effective and well understood system of appraisal for teachers which includes biennial observation of teaching. Support staff appraisal is also carried out effectively. Appraisal is regarded as a supportive process by most staff and its influence on staff development is evident. Staff appreciate the opportunity that appraisal gives them to identify individual development needs and agree ways in which they can be met. The common approach of the college to teaching and support staff in matters of quality assurance, appraisal and staff development is a significant strength. Part-time staff do not take part in the appraisal process, but line managers have an informal arrangement for ensuring that they are regularly seen and supported.

63   The college places considerable importance on staff development as a means of achieving the aims of its strategic plan. The commitment to quality assurance and staff development has been recognised by the attainment of the Investors in People award. The budget allocated for staff development for 1996 is £36,000. This figure does not include staff costs nor the range of staff training carried out in the college enterprise unit. Development needs are identified through course appraisal, review and evaluation, and through the preparation of college and departmental strategic and operating plans. Requests for staff development are made through the director of quality assurance and the group responsible for quality assurance co-ordinates its delivery and monitors its effectiveness. Staff development is funded through an annual bid to the finance director based on the identified needs. The college collaborates with five other further education colleges in the area, and with Middlesex University, to provide a programme of staff-development activities and to share good practice. This collaboration enables the colleges to provide events that would be too expensive for any single college to offer.

64   Through the programme of staff development, some of which is provided by college staff, the college has enabled a good proportion of full-time and part-time teachers and support staff to obtain training and development lead body awards. Some clerical and administrative staff have obtained NVQ awards. For example, college reception staff have received customer care training and many staff have undergone training in the use of information technology. New staff are effectively inducted into the college, and there is a mentoring scheme to help them in their work.

65   Following extensive consultation, a team of staff from across the college produced the college charter which was introduced in 1994. The

charter has been widely distributed. All students receive a copy of the charter and presentations about the charter by the principal and vice-principal form part of the students' induction process. Copies of the charter are available in five different languages to meet the needs of the student population. The implementation of the charter is monitored by a group charged with recommending revisions where this is necessary. As a result of these deliberations, the charter was modified at the beginning of the 1995-96 academic year. There is a well-developed and effective complaints procedure. All complaints are considered by the group which monitors the charter and are reported to the senior management team.

66   The college's self-assessment report was produced through a consultative process of review and evaluation that involved all staff. The report addresses each of the inspection framework headings identified in Council Circular 93/28, *Assessing Achievement*. It provides a useful overview under each heading and is self-critical in its findings, most of which match the findings of the inspection. However, the report was not specific enough in identifying strengths and weaknesses. This was the first such report produced by the college. A report is now being integrated with the college quality assurance framework and will be produced annually.

RESOURCES

Staffing

67   Teachers are well qualified for the teaching they undertake. Seventy per cent have a degree and most have a teaching qualification and substantial commercial or industrial experience, although in a few areas, such as business studies, teachers would benefit from an opportunity to update their commercial experience. Technical support staff are experienced and appropriately skilled. The college has a policy of flexible deployment for all staff, which includes teachers and technicians working across programme areas, within the enterprise unit or in student support roles. In order to achieve the college's goal of reducing staffing costs to 70 per cent of the budget, the expertise of current staff is closely considered by the corporate management team before vacancies are filled. An audit of staff skills informs deployment decisions and identifies training needs. These have largely focused on training and development lead body awards. To date, 34 staff, including technicians and part-time teachers, have gained assessor awards, and a further 14 are working towards them. All staff are entitled to information technology training and about 80 per cent of the staff already have appropriate computing skills.

68   The college has a qualified personnel officer who advises both the senior management team and the board of governors on personnel matters. The composition of the staff is monitored according to gender, ethnicity, age, disability and qualifications. Positive action is taken to redress imbalances, and the college has been successful in meeting a target

of 15 per cent of staff who identify themselves as other than white. A target has now been set to recruit staff from among the Greek and Turkish Cypriot population of the area, which is currently under represented. Eight of the 14 senior academic staff and 55 of the 85 full-time teaching staff are women. Most of the hourly-paid teachers, and both support and administration staff are women.

69   The managers of resources such as finance and premises have relevant, up-to-date professional experience. There are generally good levels of administrative and technical support for teaching and learning. There is a technician in the learning development centre who prepares audio-visual teaching aids and desktop publishing for teachers, and also provides support for media studies students. A typing facility is available to help teachers in their lesson preparation and administrative tasks. A team of administrative staff located in an adjoining area serves both faculty offices. This arrangement encourages inter-faculty collaboration, aids communication and planning and avoids duplication of effort. Students on hair and beauty courses benefit from support from staff who have a wide range of technical and industrial expertise. There is effective technician support within business studies. However, there is inadequate technician support for the range of specialist studies required on art and design courses. This places undue pressure on teachers who have to carry out administrative and technical work. In most areas, there is an appropriate balance of part-time and full-time teachers. However, in computing and English for speakers of other languages, too much reliance on part-time staff places an extra burden on full-time teachers and presents problems in managing and co-ordinating the curriculum.

Equipment/learning resources

70   Courses are generally well supported with appropriate specialist equipment. Health and beauty courses benefit from a well-equipped, purpose-built area which provides a realistic working environment. Performing arts students, based at a local theatre company, have an extensive range of technical and artistic equipment and facilities, including materials for set building and lighting technology. Students on leisure and tourism courses successfully operate a travel shop. The range of equipment available to art and design students provides them with good opportunities to develop their skills. Science and mathematics classes are well equipped and there are good supplies of consumable items, but no computers or calculators. In general teaching rooms, teaching aids, such as overhead projectors and videos, are readily available. Staff have ready access to photocopiers. Students provide their own textbooks which can be purchased from a bookshop located on the site. Teachers in some subject areas keep trolleys containing specialist books and equipment which can be wheeled to classrooms when required. Students with learning difficulties and/or disabilities have good levels of equipment in their designated teaching rooms. However, there is not always sufficient or

suitable industrial standard information technology equipment for art and design, business studies or computing courses.

71   A strategic planning objective to encourage more flexible use of resources has influenced the development of learning facilities. The library has recently been relocated and the accommodation extended to two floors which provides 110 individual study spaces and two rooms for group study work. The library budget for the current academic year is £27,000. There are adequate supplies of general and specialist periodicals and newspapers. The learning environment of the library is enhanced by a programme of exhibitions which includes the work of current students and specialist displays based on different themes. The library is open until 20.00 hours most evenings. However, the bookstock, totalling 13,800 volumes, is inadequate for several courses, notably in computing, psychology and health and social care. The group responsible for learning resources support, in consultation with the programme areas, has identified areas for improvement.

72   The learning development centre is well equipped to provide a range of useful services to staff and students. There are 1,835 video cassettes, 461 open learning packs and 244 audio cassettes. The college provides listening and viewing stations in both the learning development centre and the library. A section of the room devoted to information technology contains the college's highest specification computing equipment, which is available to all students and staff on a booking system. The college is connected to the Internet which can be accessed by staff and students under supervision. Other equipment includes laser printers and interactive video programmes, some of which are being developed by college staff.

73   Following a monitoring of the use of information technology and a survey of teachers' views, the group responsible for policy on information technology is considering the rationalisation of equipment throughout the college. There is adequate access to information technology equipment. The largest concentration of computers is in the information technology suite. These are used by specialist subject groups in the mornings and are available to all students and staff in the afternoons and evenings. The quality and age of computing equipment is variable and some networks are fragmented. The college is upgrading some networks as part of its planned refurbishment. Some computers have been moved from the information technology suite to various workrooms. In some areas these machines are underused.

Accommodation

74   Most of the provision is located on the main site in Hertford Road which is set in attractive grounds with a football pitch, adjacent to a public park. There are five teaching and administration blocks, a library and learning resources building and a sports hall. Most of the buildings date from 1960 and 1970. A new wing was added to the largest teaching block in 1990. Three temporary buildings provide four classrooms and a

students' common room. To accommodate the growth in student numbers and provide teaching areas of sufficient size to meet current needs, the interiors of the buildings have been altered.

75   Most of the accommodation is in a good state of repair and the rooms are light and pleasant and free from graffiti and litter. Most teaching areas are reserved for use by one or two subject areas, and many teachers make good use of displays to create a visually stimulating environment. There are adequate storage spaces within teaching areas. Teachers have desks in conveniently-situated work rooms, and a comfortably-furnished staffroom and refectory. Much of the teaching accommodation is of a high standard. Hair and beauty has bright and spacious accommodation, well designed and maintained, with ample storage space. It includes a dispensary, reception area, changing facilities and a study and resource area. Art and design is well housed in a range of general studios, workshops and classrooms. Students with learning difficulties and/or disabilities have comfortable, welcoming rooms, including a multi-skills workshop. The enterprise unit is housed in a well-adapted part of the Cambridge building in a suite of rooms appropriate for commercial training. However, a few classrooms in the rest of the Cambridge building are drab and uncomfortable and present some problems with ventilation and with acoustics. The college plans repairs and refurbishment in the summer of 1996.

76   The college is giving priority to the provision of individual study facilities. Imaginative conversions to a hall and a gymnasium have been used to provide the library, learning development centre, and a student services area. The learning development centre includes an open access information technology suite, covering 500 square metres, and workshop facilities for the support of numeracy and literacy. The college is to redesign the information technology area, which at present is impractical for group teaching. Most buildings are fitted with either lifts, ramps or stair-lifts. A link from the top floor of the library to the learning development centre is to be built. This will enable wheelchair users to move between the two centres as well as providing some extra accommodation. Other facilities include a large sports hall and multi-gym, and a student refectory with recently-improved service and payment points. This, and a small hutted common room, provide the only indoor social area for students. For more organised activities students can use the well-furnished students' service area.

77   Many classes in English for speakers of other languages take place in a large Victorian house on a separate site in Enfield. The house provides a congenial and secure environment for students. A few other classes take place off the main site. Performing arts students benefit from the collaboration with a local theatre company that has a full range of professional accommodation. In contrast, the adult basic education classes held in a local library have insufficient space for the current numbers of students.

CONCLUSIONS AND ISSUES

78   Enfield College is making good progress towards achieving its mission. The strengths of the college are:

• an extensive range of vocational courses leading to national qualifications

• high standards of teaching across all subject areas

• some good achievements in external examinations

• responsiveness to the diverse needs of the community

• well-developed links with employers

• a strong relationship with the North London TEC

• a firm commitment to promoting equality of opportunity

• governors who have a good understanding of their roles and a clear commitment to the college

• effective college management which produces a widespread sense of purpose, a caring attitude to students and pride in the work of the college

• a comprehensive and reliable management information system

• well-managed and effective procedures for the recruitment, guidance and support of students

• sound policies and procedures for quality assurance and the continuous improvement of courses and services

• effective policies and procedures for staff development

• well-deployed, highly-qualified staff with a range of commercial and industrial experience

• a generally high standard of accommodation and equipment.

79   If the college is to build on these strengths, it should:

• address the problems of poor attendance and retention in some areas

• improve the co-ordination of marketing activities and the effectiveness of marketing for GCSE and GCE A level provision

• address the variable implementation of course review and evaluation in a few curriculum areas

• develop further the use of performance targets in planning at programme area and course team level

• ensure that planning documents indicate a timetable for the achievement of targets

• increase access to management information for some programme managers

• ensure that all tutorial sessions are fully effective

- increase the use of learning support workshops by students
- further improve the use of information technology in teaching and learning
- when resources allow, improve the level of technician support in some areas
- increase the number of library books for curriculum areas where they are inadequate.

FIGURES

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

Figure 1

Enfield College: percentage enrolments by age (as at April 1996)
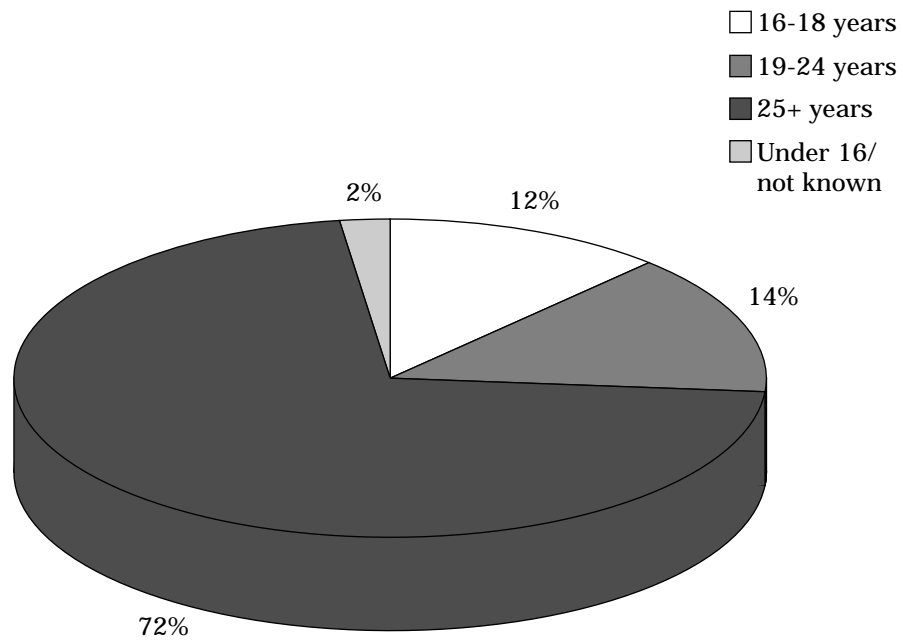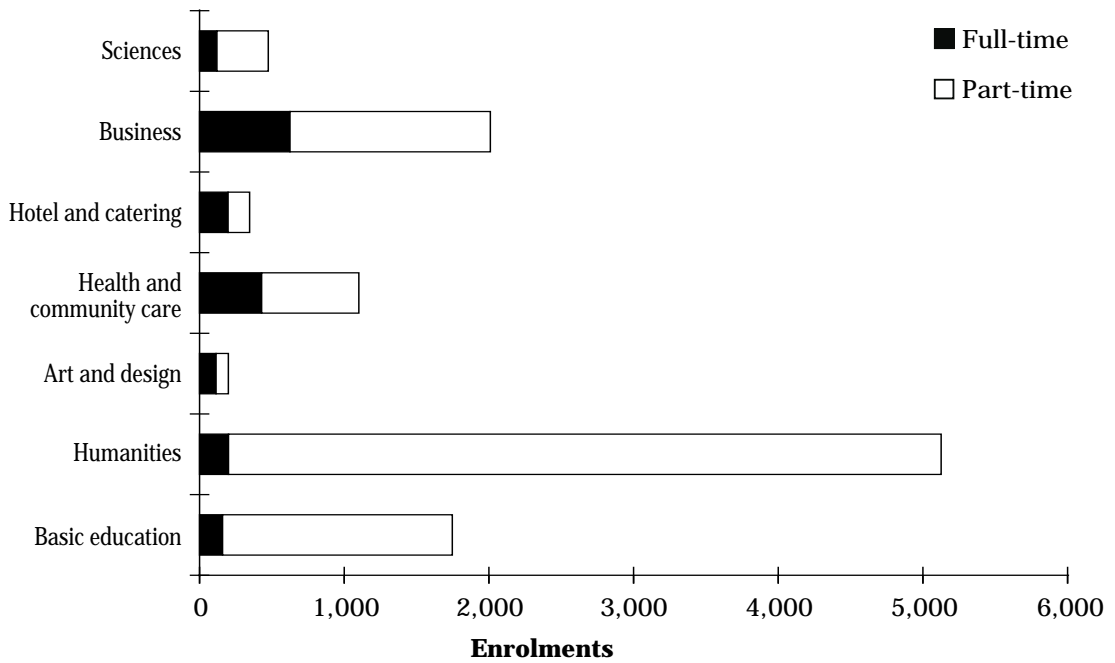

Enrolments: 11,004

Figure 2

Enfield College: percentage enrolments by level of study (as at April 1996)
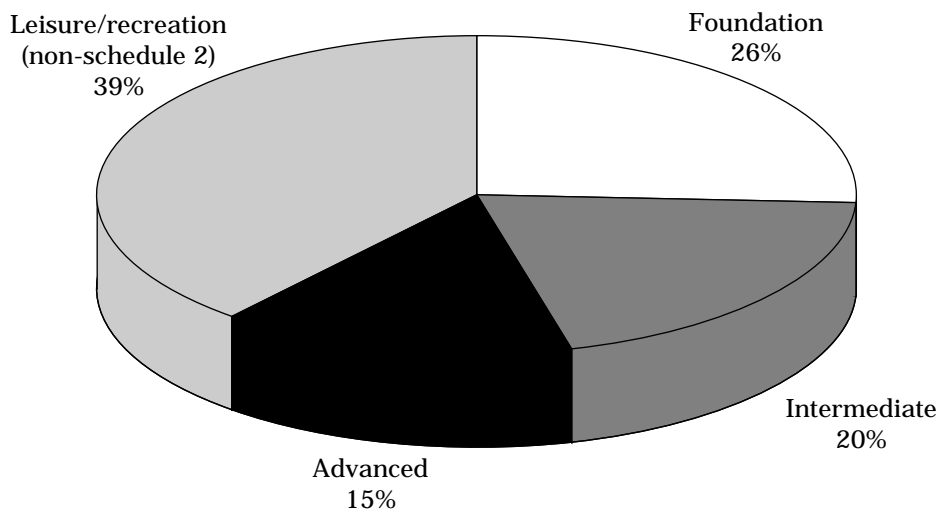
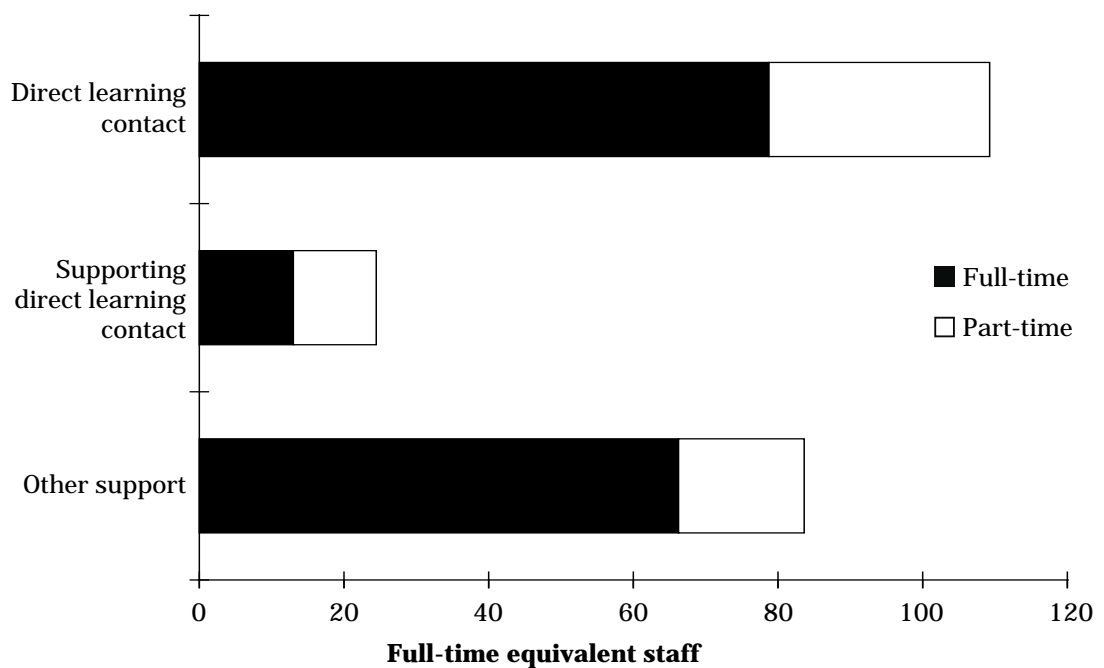

Enrolments: 11,004

Figure 3

Enfield College: enrolments by mode of attendance and curriculum area (as at April 1996)

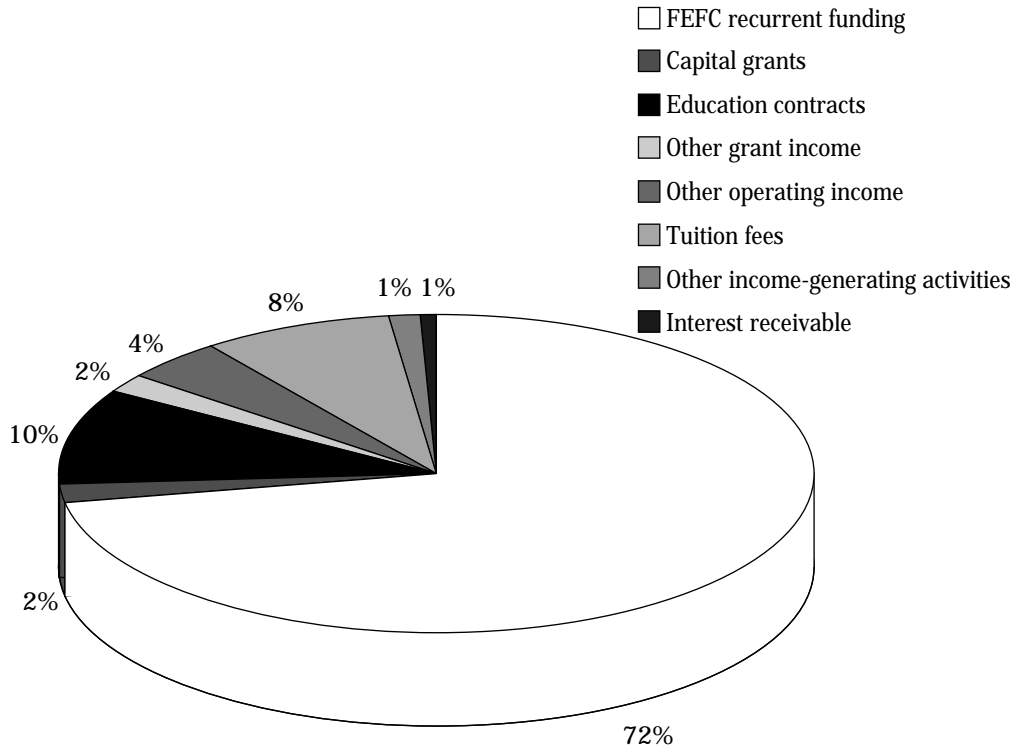Enrolments: 11,004

Figure 4

Enfield College: staff profile – staff expressed as full-time equivalents (1995-96)


Full-time equivalent staff: 217

Figure 5

Enfield College: estimated income (for 12 months to July 1996)

Legend:
- ☐ FEFC recurrent funding
- ◼ Capital grants
- ◼ Education contracts
- ◻ Other grant income
- ◼ Other operating income
- ◻ Tuition fees
- ◼ Other income-generating activities
- ◼ Interest receivable

1% 1%
8%
4%
2%
10%
2%
72%

Estimated income: £7,313,000

Figure 6

Enfield College: estimated expenditure (for 12 months to July 1996)

Legend:
- ☐ Staff costs
- ◼ Other operating expenses
- ◼ Depreciation

7%
23%
70%
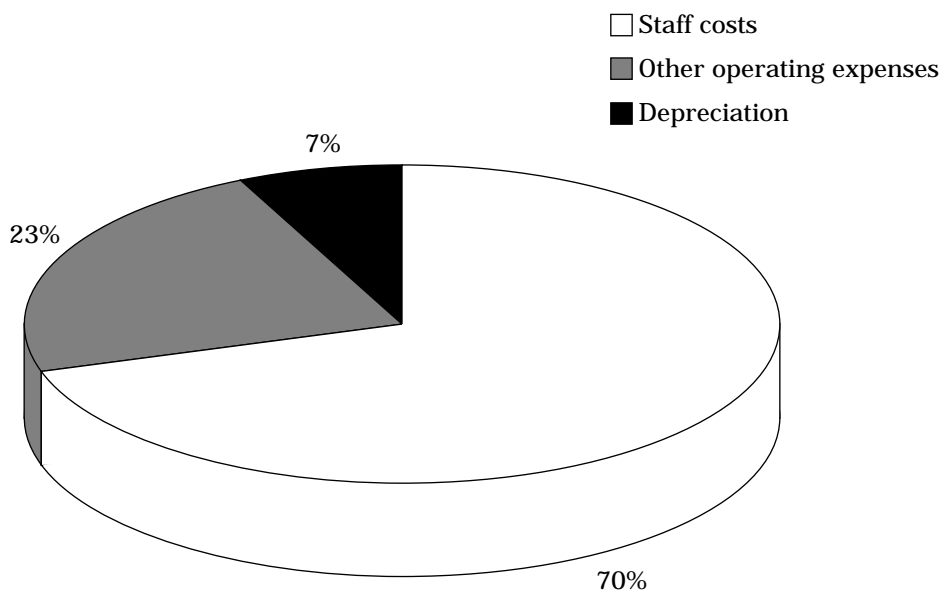
Estimated expenditure: £7,527,000

28