

**REPORT
FROM THE
INSPECTORATE**

Grantham College

March 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

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

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

GRADE DESCRIPTORS

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

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

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 0203 863000
Fax 0203 863100*

FEFC INSPECTION REPORT 16/94

GRANTHAM COLLEGE

EAST MIDLAND REGION

Inspected September 1993 - January 1994

Summary

Grantham College, Lincolnshire offers a range of general, vocational and adult education courses to students from Grantham and the surrounding area. It is responsive to the community, seeking to meet the needs of students, their parents, employers, and community groups. A new management structure, designed to meet the demands of incorporation, has had a significant impact on planning and development although the resulting initiatives have yet to affect practice. The college has a comprehensive pre-entry information and guidance service and efficient enrolment procedures. Staff are well qualified and experienced and benefit from good staff development. Students are provided with an environment which is conducive to learning. The college should strengthen the monitoring procedures adopted by the board of governors and ensure effective implementation of the developing quality assurance systems. It should also address the narrow range of teaching methods employed in some areas of work, the absence of effective support for developing basic skills, examination results in vocational courses and for GCSE, the inadequate provision for students with learning difficulties and/or disabilities, the co-ordination of student support functions and the use which is made of available teaching accommodation.

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

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

Curriculum area	Grade	Curriculum area	Grade
Art & design	3	Business, management & office studies	3
Catering	3	Social care	3
Engineering	3	English	3
Learning support	4	Mathematics & information technology	3
Science	2		

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INTRODUCTION

1 Eleven inspectors visited Grantham College for 47 inspector days between 13 September 1993 and 14 January 1994. They inspected aspects of cross-college provision and nine of the college's subject areas. Inspectors observed 98 learning sessions and examined samples of students' written and practical work. Discussions were held with staff at all levels, students, college governors, representatives from industry and the local community and the Lincolnshire Training and Enterprise Council (TEC).

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

THE COLLEGE AND ITS AIMS

3 Grantham College is situated in the Lincolnshire town of Grantham. It has one main site and two smaller sites close by. At the time of the inspection the college employed 167 full-time equivalent staff. Of these, 87 were full-time teachers and 49 were full-time support staff (figure 1). There were approximately 900 students on full-time programmes and 2,100 on part-time day and evening vocational courses. Enrolments for 1993-94 totalled 1,303 full-time equivalents. Approximately 80 per cent of the full-time students were in the 16-19 age group although the number of adults in the full-time student population had more than doubled in the previous 12 months and adults comprised an increased proportion of the student population overall. Overseas students made up 5 per cent of the student population. Enrolments by age and level of study are shown in figures 2 and 3 respectively.

4 The college offers a range of further education courses and programmes typical of a broadly-based further education college. The curriculum is divided into 12 programme areas. Full-time equivalent enrolments in each of the programme areas are shown in figure 4.

5 The population of Grantham is approximately 32,000 although the college serves a larger area, which includes parts of North Kesteven and South Kesteven and the eastern parts of Leicestershire and Nottinghamshire. The catchment area has a total population of approximately 200,000 and contains four grammar schools, each with a sixth form, and nine 11-16 secondary schools. In 1992-93, the percentage of 16 year old school leavers continuing in full-time education was 60 per cent. Approximately a half of these enrolled at the college.

6 Figures provided by the TEC, indicate that employment patterns in Lincolnshire have changed considerably since 1981.

Employment patterns in Lincolnshire: percentage change 1981-91

	Male	Female
Full-time employment	- 4%	+ 26%
Part-time employment	- 11%	+ 24%
Self-employment	+ 23%	+ 58%

The decline in the number of full-time jobs for men is expected to continue over the next decade as a result of reduced employment in the agricultural and engineering sectors. In 1993, the unemployment rate for Lincolnshire was 8.5 per cent and for Grantham 6.7 per cent, both figures below the national unemployment rate of 10.2 per cent.

7 The Ministry of Defence (MoD) in Lincolnshire employs about 7,500 services personnel and 2,200 civilian personnel who constitute a major adult population requiring access to education and training. The reductions in personnel under the MoD's 'strategy for change' policy creates a demand for re-training, particularly in the North Kesteven area. The college is addressing this issue in conjunction with the Lincolnshire TEC. It has funding for a mobile information technology unit for the training of service personnel and their dependents.

8 The overall college mission is set out in its strategic plan: 'to provide a quality service for education, training and personal development'. The plan also states that, 'in order to fulfil its mission the college will help people to achieve their educational, employment and personal goals ... within an environment which cares about the individual'.

RESPONSIVENESS AND RANGE OF PROVISION

9 The corporation members and the staff of the college display an awareness of the government's aims and policies for further education. The strategic plan reflects a positive response to these aims. In 1993, the college exceeded its overall target for growth and achieved a 20 per cent growth in full-time student numbers. The Charter for Further Education has been distributed to all members of staff and a working group has been established to prepare a Grantham College charter. Some aspects of the national charter are already in place: information and advice to students and employers, promptness of service and a complaints procedure.

10 The college offers a range of vocational, General Certificate of Education advanced level (GCE A level) and General Certificate of Secondary Education (GCSE) courses. For 10 years, it has been recognised as the Lincolnshire Education Authority colleges' centre for students with learning difficulties and/or disabilities and it is responsive to the local education authority's (LEA's) requests for placements. Adult education in Grantham is organised by the college under a contract from the LEA. As an associate college of the Nottingham Trent University since April 1993, the college also offers some higher education provision.

11 The college enjoys good working relationships with local schools. Link courses are provided with local special schools and there is

co-operation to enable students from these schools to progress to life-skills courses at the college.

12 There is effective liaison with higher education. In addition to the associate college agreement with Nottingham Trent University, Grantham College is one of the partners in the new Lincolnshire Business School and through this is involved in planning for the proposed University for Lincolnshire.

13 Links with the local TEC are strong. The college has responded positively to a number of initiatives. Targets on youth training programmes have been achieved, and the college has gained credibility through its involvement in enterprise training and the Foyer Project, a European project for young people. The college has met the planning requirements and performance indicator targets for its work-related further education funding allocation. The college is an active partner in the local business education partnership.

14 College advisory committees provide the means for formal liaison with local employers. These committees are well attended and their deliberations are constructive. Informal liaison occurs through part-time courses, work experience, full-cost provision, and the TEC advisory committee. Links with Lincolnshire Social Services and South Kesteven District Council are well established.

15 The college co-operates with the Construction Industry Training Board (CITB). It provides an assessment service for trainees. Reports from local employers indicate a high level of satisfaction with the on-course support for students and with tutors' feedback to employers on their students' progress. In some vocational areas, specialist staff from local industry have been recruited as part-time teachers and this has further strengthened links between the college and employers. Some full-cost courses, including courses on management and assessment, have been provided in response to local needs although the overall portfolio of full-cost courses is narrow.

16 The college is highly regarded in the local community. There are many links with community groups and organisations. The chaplaincy provides the ecumenical link with Churches Together in Grantham and District. There are close ties with the Access-Ability group which is a local community group for the disabled. Projects have been undertaken with the Royal National Institute for the Blind. Services personnel are an important community group and the college is involved with them in a number of initiatives, including resettlement projects. The college's catering programme area provides outside catering for local civic and trade events.

17 The job of the college's marketing and business development manager is to co-ordinate the review and modification of course provision. Each programme area is responsible for preparing a development plan which must include a market needs analysis and recommendations on future

provision. The process is operating effectively. The market intelligence which is acquired is monitored regularly. Occasional special projects are undertaken, such as the joint project with the National Institute for Adult and Continuing Education and the MoD to equate the qualifications of forces personnel with National Vocational Qualifications (NVQs) in order to facilitate their resettlement.

18 The college offers an appropriate range of courses and certification for differing types of students at various levels of entry. In most curriculum areas there are realistic opportunities for students to progress according to their abilities. Students on part-time care courses and some art and design courses find progression less easy because of the current course profiles in these areas. Progression routes from adult basic education through to access or other courses should be strengthened by the introduction of appropriate accreditation. There is also a gap in business administration provision at NVQ foundation level.

19 There is little opportunity for students to have prior learning accredited. However, the college intends to establish an NVQ access-to-assessment centre which, if successful, would begin the process of providing accreditation.

20 The college provides courses for school leavers with learning difficulties and/or disabilities. The current design for living course is not sufficiently responsive to the needs of such students. It is being redesigned to provide greater assistance in developing appropriate employment skills. Some students with learning difficulties and/or disabilities join mainstream courses. College buildings provide ready access for students who have limited mobility.

21 A recreational studies programme for full-time students provides a range of activities to complement their study programmes. Some students benefit from this experience while others appear to gain little. Attendance is variable.

22 A number of courses have been designed to cater for groups traditionally under-represented in post-16 education: the long-term unemployed, women returners and groups disadvantaged in terms of entry to employment or higher education. There are opportunities for differing patterns of attendance on business studies, management, GCE A level and GCSE courses. Credit accumulation and transfer arrangements are being introduced on management courses and the college is planning a cross-college framework for General National Vocational Qualifications (GNVQs).

23 The college has a comprehensive publicity and promotions programme. The college literature is clear, helpful and widely available. Staff regularly attend local schools and career conventions to provide information on the college and its courses. Students, parents and employers indicate that they find the services offered by the college friendly and efficient.

24 The college has an equal opportunities policy and associated codes of practice, but there is no evidence that their implementation is systematically monitored.

GOVERNANCE AND MANAGEMENT

25 The governors take an active interest in all aspects of the institution. At the time of the inspection, the corporation board had 13 members. There were seven members representing business and industry, a representative of the TEC, the principal and four co-opted members. Three of those co-opted were senior staff of the college. The fourth, representing the local community was the chairman of the board. Two vacancies remained to be filled.

26 The governing body's committee structure includes a finance and general purposes committee, audit committee and three advisory committees. Membership of committees should be reviewed as there is some unnecessary duplication. Meetings are well attended. The average rate of attendance at meetings of the board and of the finance and general purposes committee is approximately 80 per cent.

27 Governors have yet to set a clear agenda for the corporation, to define its strategy and to review progress against the policy agreed. The working relation between the chairman and the principal is productive, but the board has not established procedures for monitoring the performance of the college.

28 Though a significant amount of financial information is provided for members, discussions revealed that the overall financial position of the college was not clear to some of them. The end of the first full year of the corporation should provide an opportunity for the members to review their performance and training needs in the light of their increased responsibilities.

29 The Governors are very effective in promoting the work of the college. An example is the support they are giving to preparations for the Festival of Care in March 1994 which will involve 50 statutory and voluntary organisations and is supported by Lincolnshire TEC, the health authority, the community health council and the careers service.

30 Staff are familiar with, and support, the college's strategic and operating plans, and these plans are reflected in the aims and objectives of the academic programmes. Staff themselves were able to make contributions to the strategic plan and to the mission statement. Increasingly the strategic plan is informing decisions about the allocation of resources and staff development needs.

31 Staff are aware of how resources are allocated and curriculum proposals are appropriately informed by resource information. A new system of single-line revenue funding is reducing the range of cost per full-time equivalent student whilst still allowing for differential funding. Comprehensive monthly reports allow heads of school to monitor their own spending.

32 The management structure was revised about two years ago and works well, improving communication across the college. There is sufficient flexibility in the structure to enable groups, such as the higher national diploma task group, to pursue particular initiatives. Responsibilities within the structure are clearly laid down and are becoming increasingly familiar to a wide range of staff. There are job descriptions for all posts.

33 The management structure is organised into seven schools for the line management of academic staff, and the curriculum is managed by 12 programme area leaders. There is a senior management team consisting of the principal, the vice-principal, the director of resources, the director of marketing and business development, and the chief administration officer. The vice-principal and the two directors are each additionally responsible for a number of curriculum areas with the heads of school reporting to the director of resources. The work of the programme area leaders is co-ordinated by the vice-principal. All administration staff, including technicians and caretaking staff, are the responsibility of the chief administration officer. Cleaning and catering functions are contracted out.

34 The basic units of the curriculum management structure are the course teams and the programme areas. The responsibilities of programme area leaders vary significantly in relation to the size and range of their curricular areas. Programme area leaders form the majority of the membership of the academic board. They also have significant teaching commitments. The college is reviewing their roles in the light of the workloads they carry. Resources are managed by the heads of school.

35 The college is replacing its existing management information system. A new system is intended to operate from April 1994. The college's management information officer is developing the new system to meet the growing needs of the college and to facilitate the exchange of information with external agencies, including the FEFC. Currently, there is no widespread use of central management information within the college.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

36 The college responds swiftly to enquiries from prospective students. The pre-entry information is comprehensive. There are open days and some opportunities for taster programmes. All full-time and many part-time students have the opportunity of a guidance interview. The college has effective and efficient enrolment procedures and student progress is tracked from enquiry to entry.

37 An induction programme is provided for all full-time students. The quality of its delivery is variable. In some induction briefings, tutors placed great emphasis on student responsibility but gave little time to what students had a right to expect from the college. There is no student contract. The college has a documented student appeals procedure but it is not issued to all students. Induction briefings are also held for parents, who

welcome them as a positive feature of the entry process.

38 All full-time students are allocated a personal tutor and weekly tutorials are timetabled. The effectiveness of the present tutorial system is extremely variable. Some guidance is given in a tutor pack but its status is advisory only. There are no compulsory core elements to provide a consistent structure for tutorials. An effective strategy is in place to monitor and improve attendances, which includes liaison with parents.

39 Students have access to an effective counselling service. Careers advice is available from two careers advisers on the college staff and from the Lincolnshire Careers Service. Students intending to progress to higher education are offered comprehensive advice and guidance. The college chaplain visits regularly, contributes to the tutorial programme and offers support to individual students. There are good nursery facilities and holiday play schemes for child care.

40 The strategy for the provision of learner support is being reviewed, particularly to ensure progression for students with learning difficulties, through adult basic education into general course provision.

41 There is an effective support programme for overseas students. The college's overseas adviser provides induction, helps with accommodation and gives support throughout the course.

42 Although some individual elements of student support are good, student services are disparate. The separate functions would benefit from greater co-ordination of delivery in order to provide a more coherent service.

TEACHING AND THE PROMOTION OF LEARNING

43 Curriculum areas provide good subject coverage. Students are provided with documentation which sets out the scheme of work to be followed, though not all schemes have clearly defined aims and objectives. Schemes of work for English, catering and engineering provided inadequate descriptions of the nature and content of the work.

44 The strengths of the work clearly outweighed the weaknesses in 42 per cent of the 98 teaching sessions inspected. There was an even balance between strengths and weaknesses in a further 53 per cent of the sessions.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Number of sessions
A/AS level		4	5	9	0	0	18
GCSE		1	3	5	0	0	9
GNVQ		0	0	1	0	0	1
BTEC		0	1	1	0	0	2
Other		4	23	36	5	0	68
Totals		9	32	52	5	0	98

45 In the areas of catering, science and social and community care the teaching and learning had strengths which clearly outweighed weaknesses. In science, there were notably good relationships between students and teachers: students benefited from a wide range of learning activities, which included plenty of opportunity to work constructively in small groups. In art and design, teaching and learning strategies were being developed to facilitate the introduction of Business and Technology Education Council (BTEC) courses but at Elsham House the teaching was inhibited by the cramped accommodation. The range of teaching strategies was too restricted to do justice to the learning objectives in a number of areas. These included GCSE mathematics, some A level courses, and some of the work in information technology (IT) and business studies.

46 Most teaching was well organised and well structured. In some GCSE and GCE A level classes there was over reliance on a single teaching method, with material aimed at an average ability student. Teachers should develop a range of teaching styles which is more stimulating and which caters for students of all abilities.

47 The provision of learning support, to assist students with weaknesses which impede their academic progress, is restricted. There are no workshops to help with basic literacy or to develop students' fluency and accuracy in written and oral expression. A mathematics workshop is confined in its use mainly to students studying for examination courses in mathematics, and it is not always staffed adequately. There is a better provision in IT where a number of the computer suites allow students open access when not in use for teaching. In the business centre, for example, the material for learning to use the available software is well organised and allows students to progress at their own pace, with the possibility of a certificated outcome.

48 Records of achievement are beginning to be developed as part of a Technical and Vocational Education Initiative (TVEI). There are, however, few strategies in place to help students to develop study skills. Comprehensive methods for monitoring students' progress and for setting clear targets with criteria for the measurement of success are not in place.

49 Generally, the assignments set were of an appropriate standard, although in business and secretarial work there were some examples of exercises which were undemanding and mechanistic. Assignments were usually marked and returned within a realistic timescale. The assessment of students' work was closely tied to the assessment methods of the examination board. There was little evidence of other assessment strategies to encourage the development of study and personal skills.

STUDENTS' ACHIEVEMENTS

50 Most students in the college appeared to be responding positively to the demands of their courses. Students following vocational courses generally felt that they were relevant to their long-term career aspirations. The students spoken to during the inspection were articulate, ready to

participate in discussion and able to talk critically about their college experience.

51 The standard of the students' work was at least satisfactory although achievements were sometimes undermined by the lack of basic skills in numeracy and literacy. In the BTEC first certificate engineering course, some students demonstrated a marked weakness in mathematics and, although the college has a mathematics workshop, there was no formal referral system to help to address such deficiencies. In one catering class, it was observed that students of a normal range of ability were unable to take accurate notes or to express themselves effectively in writing. Students generally carried out practical work safely and competently although some students on catering and science courses had limited knowledge of safety practices. The development of IT skills is variable across the college. There is good practice in areas such as engineering and business, but in other areas, for example science and nursery nursing, there is little use of IT.

52 There is a comprehensive system for monitoring the completion rate of students and for tracking student destinations. A summary of students' destinations is given in figure 5. For the 1992–93 academic year, the completion rates for full-time students was 86 per cent, and for part-time students 88 per cent. The overall completion rate for the college was 88 per cent which compares favourably with the figures quoted in *Unfinished Business*, published by Ofsted and the Audit commission.

53 In 1993, the average pass rates at GCSE, grades A–C, was 56 per cent of those entered compared to a national average of 52 per cent. Results in the previous two years were considerably better. In 1992, they averaged 69 per cent and in 1991, 61 per cent. Of the group of full-time students sitting GCSE, 49 per cent gained two or more A–C grades which was near to the average of just over 50 per cent reported in *Unfinished Business*.

54 In 1993, the average pass rate at GCE A level, grades A–E, was 6 per cent lower than the national average of 79.8 per cent.

55 In BTEC vocational courses, the college achieved a 74 per cent success rate which is considerably lower than the BTEC published average of 85 per cent. Success rates above the national average were achieved in business, leisure, care, and travel and tourism.

QUALITY ASSURANCE

56 The college strategic plan identifies the development of a quality assurance system as a high priority. Target dates have been identified for the phased development and implementation of a quality system. Twenty courses are currently piloting and evaluating a quality handbook. The policy for quality assurance emphasises the role of all staff in the process of developing quality. The existing system is embryonic and there is considerable variation in the quality of its implementation across the college.

57 The academic board is involved in monitoring quality at a strategic level. It delegates responsibility for operational matters to a

recently-formed quality subcommittee whose members are drawn from across academic, administrative and technical staff. There are draft documents which set out the annual quality monitoring schedule of reports to the quality subcommittee and to the academic board. As yet, there is no provision which ensures that the academic board's responses on quality issues are referred back to programmes with targets for action.

58 Course leaders are expected to take responsibility for academic quality within their courses and to report to the subcommittee and board. The overall quality of their annual reports varies considerably. A few reports were comprehensive, presented quantitative statistics in easily assimilated graphical form and provided an evaluative summary of the operation of the course. Many included some quantitative data on student retention rates, course results and destinations. Overall, however, the usefulness of the reports in resolving quality issues was limited: the major issues were not identified and action plans with clear target dates and designated responsibilities were rare.

59 The quantitative performance indicators used by the academic board for monitoring quality are student retention rates, course results and student destinations. Student evaluative comment is gathered through course evaluation questionnaires. In the best practice, students have the opportunity to present their views on both individual course modules and general college issues but this practice is not common across the college. Employers are kept informed of students' views through summaries of students' course evaluations.

60 Staff development is related to college objectives as set out in the strategic plan. It is well managed. Needs are identified by individuals, course teams and heads of school. Records are comprehensive and easily accessible and sufficient funds are available to meet the staff development needs of both academic and support staff.

61 The college has linked staff appraisal to staff development. Appraisal is currently being introduced for all academic and support staff and has been well supported by a programme for staff development. There is a common induction programme for all new academic and support staff. There is also a mentoring system for lecturers new to teaching.

RESOURCES

62 The college's unit of funding for 1992-93, inherited from the LEA, is recorded in the FEFC report, *Funding Allocations, 1993-94*, as £2,738 per weighted full-time equivalent student. The median for general further education and tertiary colleges is £2,436.

63 In addition to FEFC funding, the college has contracts with the TEC, undertakes higher education franchising, has local authority contracts, and offers courses for overseas students and self financing courses. Recently the income from industrial training board contracts has been much reduced. Summaries of the college's estimated income and expenditure are shown in figures 6 and 7.

Staffing

64 The college has a sufficient number of teaching staff who are appropriately qualified for the courses they teach. Many staff have industrial or commercial experience although few of the lecturers in the school of arts and social science have experience outside education. In caring, there is a heavy reliance on part-time staff.

65 Non-teaching support staff provide effective support and their role is increasing in importance across the college. Administrative staff provide good support for monitoring finances and for recording student information. Reception staff are helpful and welcoming.

Equipment/learning resources

66 There is an adequate range of teaching and learning aids including specialist equipment, and there are rolling programmes for capital equipment replacement in most curriculum areas. Engineering students have access to a good range of modern computer-based equipment for general IT and specialist electronic and mechanical engineering applications. Equipment in the mechanical engineering craft workshop is dated but is satisfactory for teaching the programmes offered. Catering has some modern and innovative equipment, some of it donated by the local electricity board. General purpose computing equipment is being modernised on a rolling programme.

67 The library building has been suitably adapted to provide areas for group work and silent study areas. There are both print and non-print materials available. Three computers with CD-ROMs have been installed. The quality of the book stock is variable. The college's aim is to increase the quantity over the next two years by at least 25 per cent. The range of electronics books is limited and the stock for management and professional studies courses and for higher level courses in business studies should be improved.

Accommodation

68 Buildings on the main site date from different periods. The main buildings belong to the 1950s but there are also two older large houses, Elsham and Riverside, a 1960s' extension, and a modern sports hall. The caring courses and some English and drama courses are located in Castlegate, a Victorian building on the edge of the town centre. The construction courses are located on a site adjacent to the college and much of the building on this land has been undertaken by the building staff themselves. The hairdressing accommodation is located in a mobile building on land owned by the National Trust.

69 The general environment is good. The fabric of the buildings is generally in a good state of repair and there is a planned maintenance programme. In the main building, circulation areas are spacious. Students who are wheelchair users have easy access to all parts of the college.

70 Available space is not being used to optimum effect at present. In November 1993, an accommodation utilisation survey indicated that the frequency of use of the teaching spaces during the day was 67 per cent. The use of the accommodation is under review. Changes planned at present include moving art and design courses out of Elsham House where the current accommodation is too small. The new art and design accommodation, in the visual studies studio, is spacious and light, and its use is maximised by means of flexible partitioning. One of the floors in the main building is being remodelled to provide larger computer suites. Courses in care would benefit from better accommodation than is currently provided by the cramped space at Castlegate. In engineering, the accommodation, including laboratories and workshops, is of a good standard.

CONCLUSIONS AND ISSUES

71 The college is making progress towards fulfilling its aim to provide a quality service for education, training and personal development. Particular strengths of the provision inspected are:

- the positive effect of recent changes to the management structure
- the effective management and operation of staff development
- the college's responsiveness to the local community
- the comprehensive pre-entry guidance and information service and the efficient enrolment procedures
- well-qualified and experienced staff
- the positive environment for learning
- good staff-student relationships.

72 If it is to continue to improve upon the standards already achieved, the college will have to address the following issues:

- the monitoring systems and procedures used by the corporate board
- the implementation and review of the quality system
- the development of a coherent approach to student action-planning and records of achievement
- the range of methods used to stimulate learning
- the general lack of individualised learning programmes
- the limited provision for the delivery of core skills
- the co-ordination of student support functions to provide a coherent service
- the provision for students with learning difficulties
- the effective utilisation of teaching space.

FIGURES

-
- 1 Staff expressed as full-time equivalents (1993–94)

 - 2 Percentage enrolments by age (as at November 1993)

 - 3 Percentage enrolments by level of study (as at November 1993)

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

 - 5 Full-time student destinations (1993)

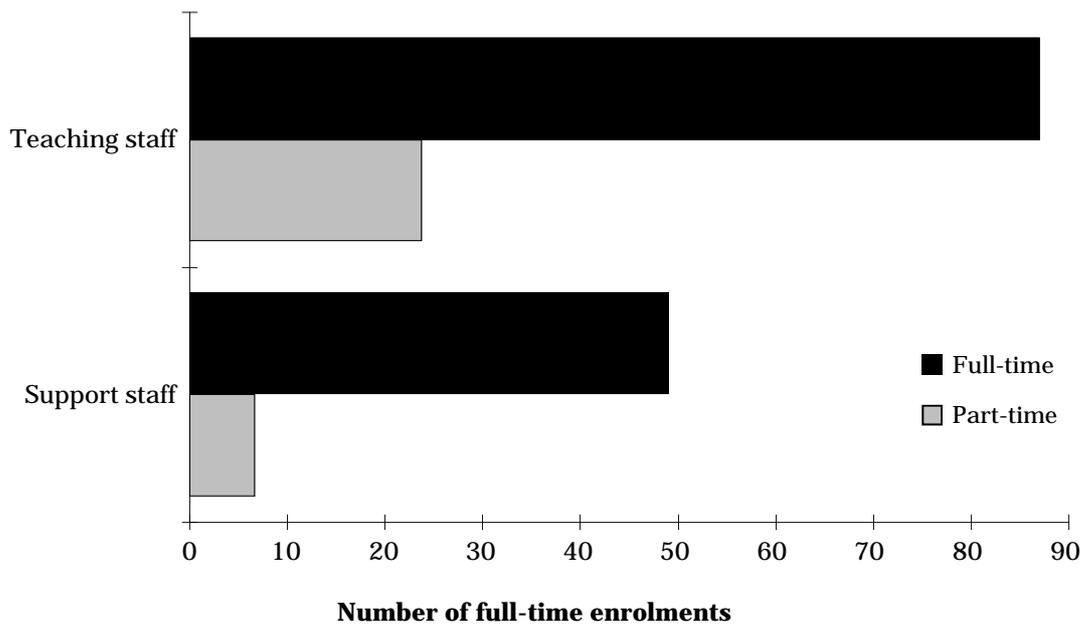
 - 6 Estimated income (16 month period ending July 1994)

 - 7 Estimated expenditure (16 month period ending July 1994)

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

Figure 1

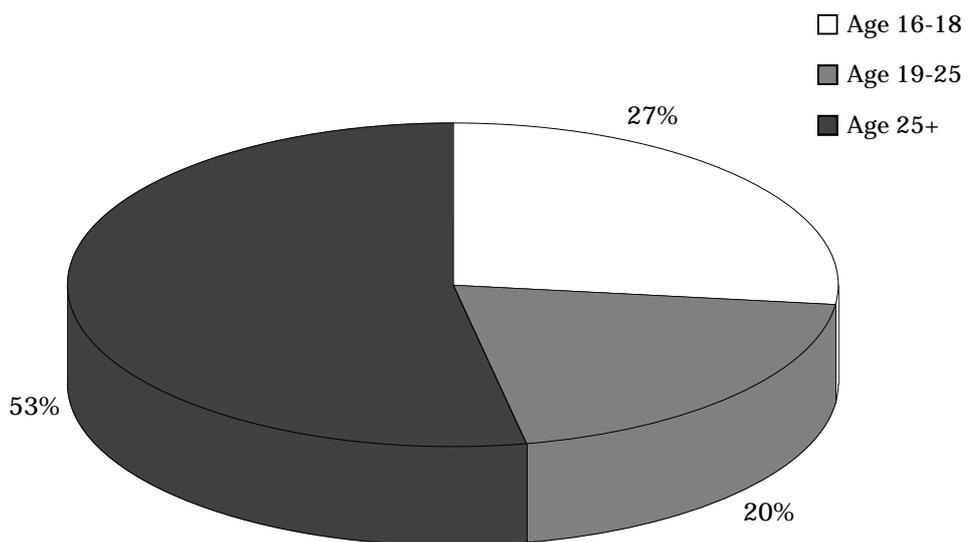
Grantham College: staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 167

Figure 2

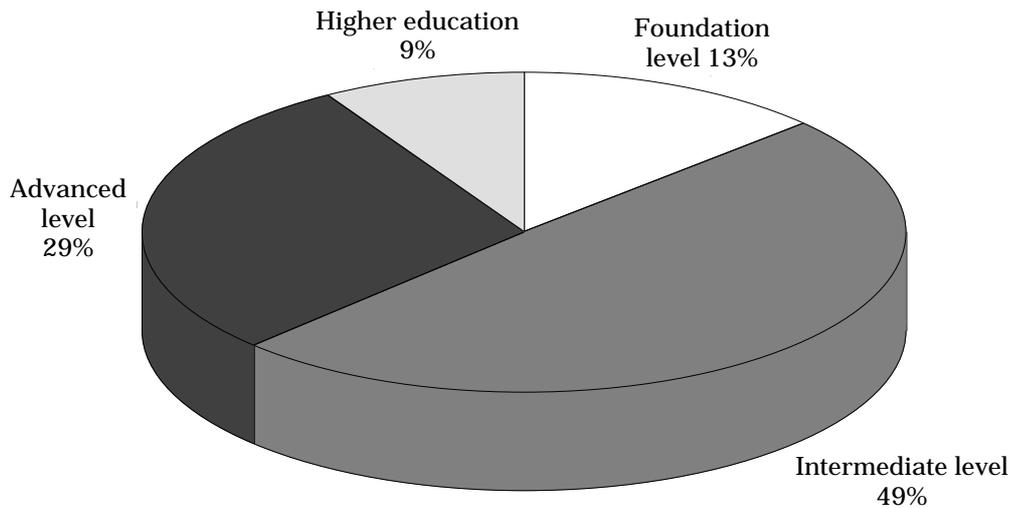
Grantham College: percentage enrolments by age (as at November 1993)



Enrolments: 3,205

Figure 3

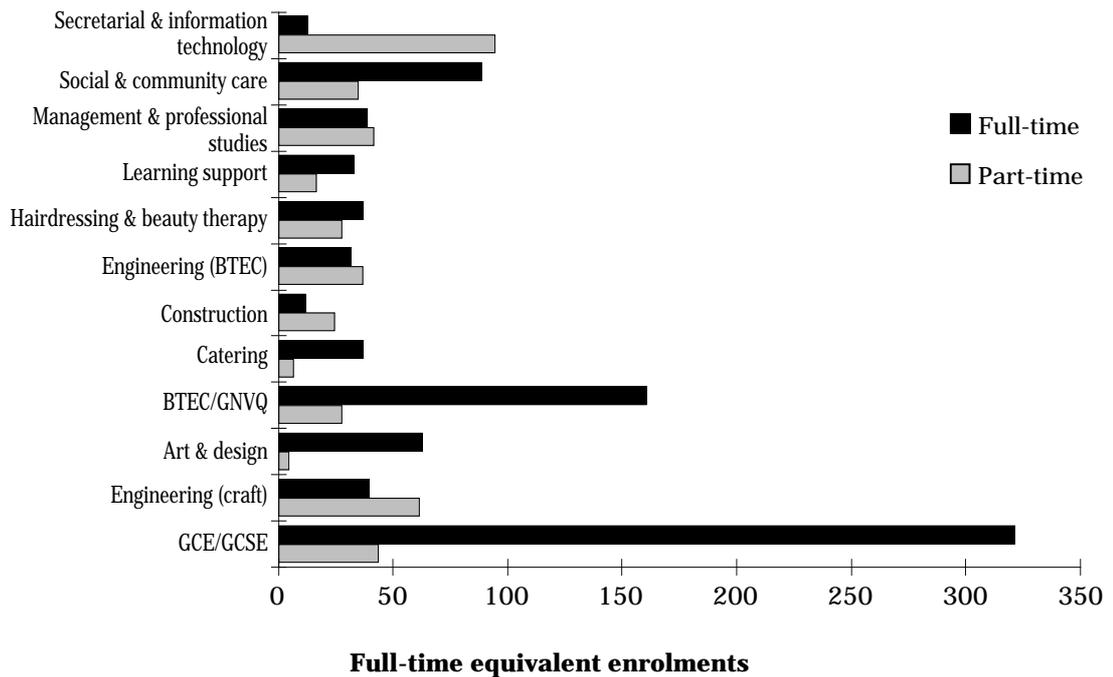
Grantham College: percentage enrolments by level of study (as at November 1993)



Enrolments: 3,205

Figure 4

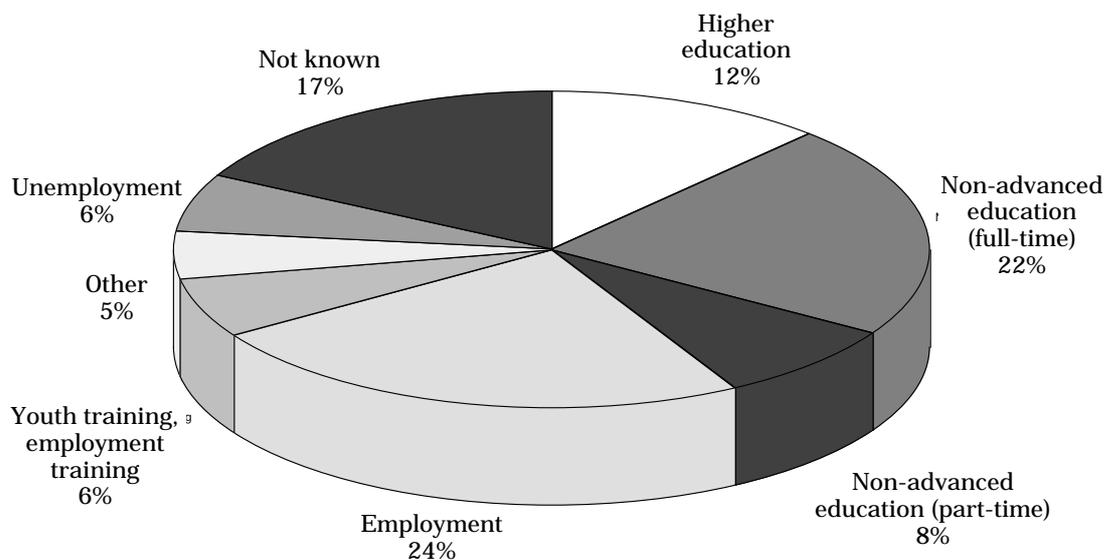
Grantham College: enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)



Full-time equivalent enrolments: 1,303

Figure 5

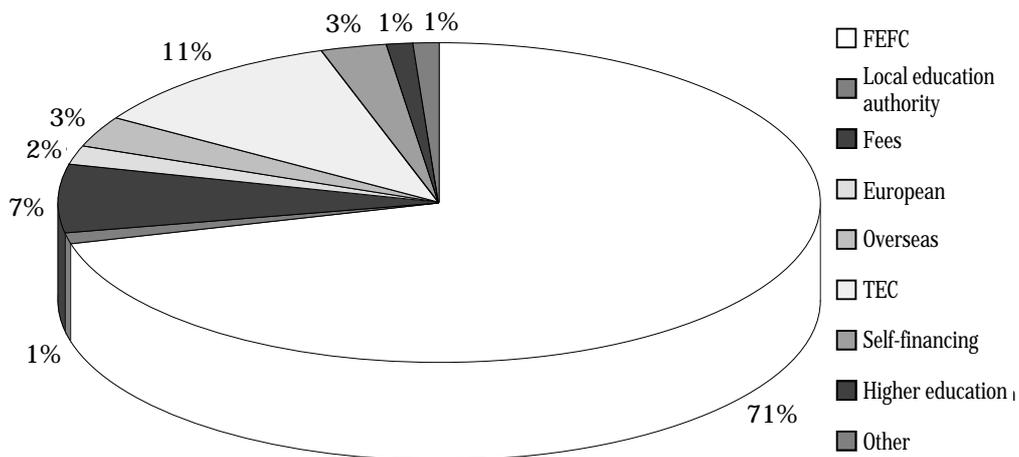
Grantham College: full-time student destinations (1993)



Number of students: 705

Figure 6

Grantham College: estimated income (16 month period ending July 1994)

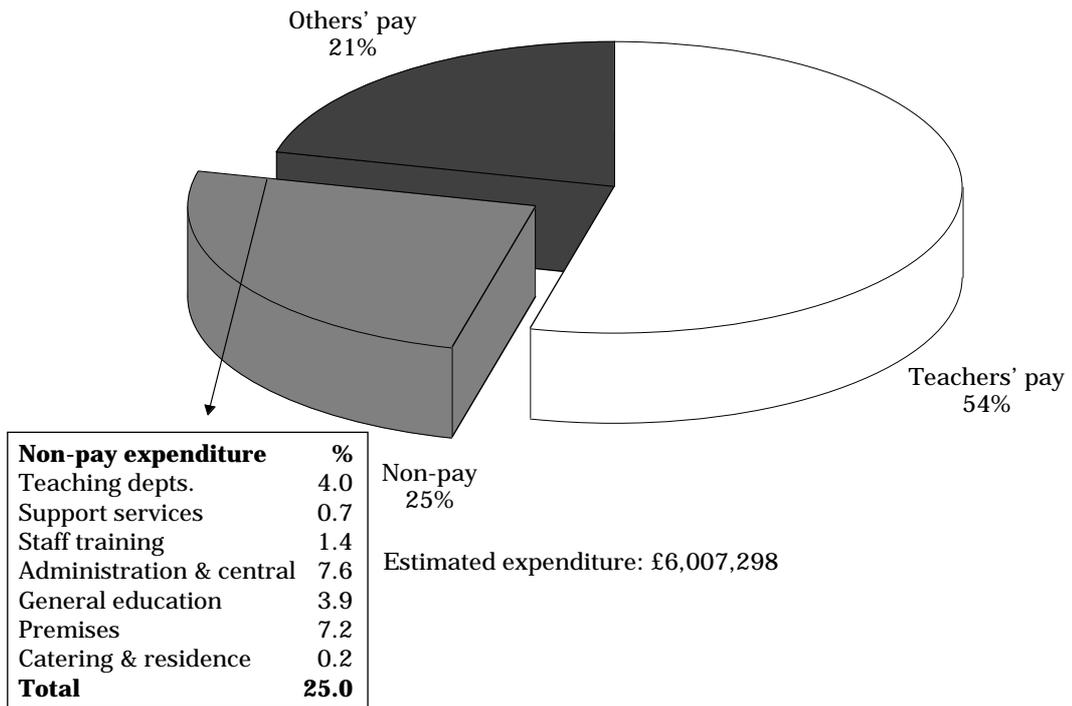


Estimated income: £6,059,148

Note: the College also receives grants of £40,000 for minor works and £93,000 for capital equipment.

Figure 7

Grantham College: estimated expenditure (16 month period ending July 1994)



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