

# Uxbridge College

REPORT FROM  
THE INSPECTORATE  
1998-99

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

**THE FURTHER EDUCATION  
FUNDING COUNCIL**

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

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# Contents

Paragraph

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## Summary

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## Context

The college and its mission	1
The inspection	5

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## Curriculum areas

Mathematics and computing	8
Engineering	14
Business	20
Hairdressing and beauty therapy	27
Social sciences	32
ESOL and foundation programme	37

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## Cross-college provision

Support for students	44
General resources	50
Quality assurance	57
Governance	67
Management	75
Conclusions	86

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## College statistics

## Grade Descriptors

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

*The descriptors for the grades are:*

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

*Audit conclusions are expressed as good, adequate or weak.*

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

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

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

## Student Achievements

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

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

# Summary

## **Uxbridge College** ***Greater London Region***

### **Inspected March 1999**

Uxbridge College is a general further education college in the London borough of Hillingdon. The college produced a self-assessment report which identified most of the key strengths and weaknesses of its provision. The report did not always place sufficient emphasis on weaknesses in students' achievements.

The college offers a wide range of courses in nine of the 10 programme areas funded by the FEFC. Provision in six of these areas was inspected, together with aspects of cross-college provision. Courses are well managed. Support for students is outstanding. The college is successfully widening participation and introducing inclusive approaches to learning. There is effective governance by a corporation which has a valuable range of skills and expertise amongst its members. There is strong leadership from senior managers, which has resulted in significant improvements to the college's financial position, its accommodation and other resources, and links with external agencies. Communications within the college are good and there is an effective strategic planning process. There is a strong commitment amongst staff to the continuous review and improvement of provision.

Strategies to improve both achievements and retention are being implemented; the impact on achievement rates has been more marked. There is an effective staff appraisal and staff development system. Accommodation and resources generally are good. New building works currently being carried out will create a new community campus on the college's site at Hayes. The college should improve: students' achievements on some courses; students' attendance and retention; the analysis of students' achievements; the quality of some teaching; and the use of performance indicators within programme reviews.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Mathematics and computing	4	Support for students	1
Engineering	3	General resources	2
Business	2	Quality assurance	2
Hairdressing and beauty therapy	1	Governance	2
Social sciences	3	Management	2
ESOL and foundation programme	2		

## The College and its Mission

1 Uxbridge College is a general further education college situated in the London borough of Hillingdon on the outer fringes of West London. The college provides courses in nine of the 10 programme areas funded by the Further Education Funding Council (FEFC). These courses lead to an extensive range of qualifications from entry level to higher education. The college operates in a very competitive environment. In the borough there are 12 grant-maintained secondary schools and three secondary schools maintained by the local authority; most of these schools have sixth form provision. There are also three special schools. There are seven further education sector colleges within a 10-mile radius of the college.

2 The college is the only further education college in Hillingdon. In February 1999, there were 6,621 students at the college, of whom 42% study full time and 58% part time. Over 30% are 16 to 18 year olds and nearly 70% are over 19. Full-time student numbers have grown by 34% since the college was last inspected. Just over half of the students come from Hillingdon, including an increasing number from the less-prosperous eastern and southern areas of the borough. In 1995-96, students from minority ethnic groups accounted for 42% of the college's population. This figure rose to 53% in 1997-98. By comparison, 15% of the population of Hillingdon is of minority ethnic origin. The unemployment rate in Hillingdon is 2.6%.

3 The college has two campuses which are located in Uxbridge and Hayes. The Uxbridge campus is extensive, with modern buildings. The Hayes site is being redeveloped in partnership with the local authority and the health authority as a campus that serves many of the needs of the local community. The accommodation will include: modern teaching facilities; a youth centre; daycare provision; sports facilities; and a health centre. Completion of the building project is planned for the autumn of 1999.

4 West London is a major area for international business investment and has many thriving industries, particularly those which employ advanced technologies. There has been rapid economic development of the area. The skills levels of Hillingdon residents are average when compared with those of residents in other Greater London boroughs. However, the skills demands of employers in Hillingdon and the surrounding area cannot entirely be met from local residents. Despite the economic prosperity of the area, there are pockets of social deprivation and educational underachievement. There are increasing numbers of asylum seekers and refugees who live in the area. The college works with external agencies and through outreach activities with young people and adults to widen participation amongst groups who do not normally enter further education. It is within this context that the mission of the college seeks 'to contribute to the increased competitiveness of the local and regional economy and, through education and training, improve prosperity and enhance the life chances of individuals'.

## The Inspection

5 The college was inspected in March 1999. Before the inspection, inspectors considered the college's self-assessment report. They also reviewed information from other directorates of the FEFC which included data on students' achievements for the three years from 1995 to 1997 derived from the individualised student record (ISR). Further data provided by the college on students' achievements in 1998 were checked against class registers and pass lists from the examining bodies. The college was given two months notice of the sample of provision to be inspected. The inspection was carried out by a team of 13 inspectors and an auditor, working in the college for a total of 50 days. Inspectors observed a total of 90 lessons, including some tutorials, and examined students' work and documentation about the

# Context

college and its courses. Members of the team met governors, managers, staff and students.

6 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons observed, 58% were rated as good or outstanding, and 10% less than satisfactory. These percentages are lower than the averages of 65% and 6%, respectively, for all colleges inspected in 1997-98.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	4	4	2	1	0	11
GCSE	0	3	2	2	0	7
GNVQ/NVQ	10	10	6	2	0	28
Higher education/access to higher education	0	2	3	0	0	5
Other vocational	1	7	4	3	0	15
Other	4	7	12	1	0	24
Total (No.)	19	33	29	9	0	90
Total (%)	21	37	32	10	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

# Context

7 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Uxbridge College	10.3	64
National average, all inspected colleges 1997-98	10.4	77

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



# Curriculum Areas

## Mathematics and Computing

### Grade 4

**8 Inspectors observed 21 lessons covering courses for the general certificate of secondary education (GCSE) and general certificate of education advanced level (GCE A level) in mathematics and computing, and vocational courses in computing from foundation to higher national level. Inspectors agreed broadly with the major strengths and weaknesses in the college's self-assessment report. However, the report did not give sufficient emphasis to the weaknesses.**

#### Key strengths

- well-prepared lessons
- good access for students to modern equipment

#### Weaknesses

- an inadequate range of teaching strategies
- some low retention rates
- weak examination results on many courses

9 The college offers a wide range of courses in mathematics and computing for students with many different levels of ability. There are courses leading to the GCSE, and the GCE advanced supplementary (AS) and GCE A levels in both subjects, as well as vocational courses in computing and information technology (IT) at levels 1 to 4. The college acknowledged low pass and retention rates in its self-assessment report and recognised that managers have developed strategies to raise students' achievements. For example, staff recently appointed to vocational areas have established an internal verification system. Schemes of

work are being improved, and targets set for achievement and retention. An intermediate numeracy course has been introduced. There are some early indications that these strategies are raising students' achievements in the current year.

10 Lessons are well prepared. In the most effective lessons, teachers plan for the needs of individual students. In a lesson for the City and Guilds of London Institute (C&G) level 1 in computing, students were enthusiastically learning about spreadsheets. The teacher introduced a wide range of activities that enabled the students to work at their own pace. At one point the teacher led a discussion with a large group while more able students in the class worked by themselves on more difficult problems which involved applying conditions to spreadsheets. However, in a significant number of lessons, the teachers gave presentations that lasted too long. They created insufficient opportunities for students to participate actively, and made inadequate checks to see whether or not students understood the work.

11 Teachers set homework regularly but students do not always complete it. In vocational areas, the standard of work achieved by most students was appropriate, but the work of students on GCSE and GCE A level courses was below the standard required. IT is not used within the mathematics curriculum. The college noted in its self-assessment report that work experience and visits to industry are not available for students as part of their courses.

12 Retention rates are improving on most mathematics courses and are good on vocational computing courses. Pass rates are above national averages for the sector on the national diploma and the foundation level courses in computing. Over the past three years pass rates for GCE A level computing and mathematics have fallen to weak levels, although there was a good pass rate for mathematics in 1997. Over the same period pass rates for the general national vocational qualification (GNVQ)

# Curriculum Areas

intermediate and BTEC first diploma have shown considerable fluctuations. In 1997, none of the 72 students who started the course achieved the GNVQ intermediate in IT. Achievement rates at grades C or above on GCSE courses in mathematics, IT and information systems are poor. Students who complete courses do not always enter external examinations. The college referred in its self-assessment report to the high percentage of students who do not achieve all of the accredited units on GNVQ intermediate IT courses, and on evening courses that provide an introduction to computing.

13 Teachers are well qualified and many have relevant industrial experience. They are well supported by a technical team which includes some of the college's own students who are working as part-time technicians. There has been a considerable investment in accommodation and other facilities and specialist resources are a strength. The resource centre offers a wide range of relevant materials, including books, CD-ROMs, videos and access to the internet. An intranet link is currently being developed within the college to help students with their studies.

## A summary of achievement and retention rates in mathematics and computing, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
C&G level 1 IT	1	Expected completions	97	105	63
		Retention (%)	78	60	100
		Achievement (%)	55	60	54
GNVQ intermediate IT	2	Expected completions	38	72	99
		Retention (%)	100	76	75
		Achievement (%)	34	0	38
GCSE mathematics	2	Expected completions	301	385	386
		Retention (%)	86	54	69
		Achievement (%)	29	40	21
GCE A level mathematics	3	Expected completions	165	47	65
		Retention (%)	98	69	81
		Achievement (%)	52	83	30
BTEC national diploma computer studies	3	Expected completions	46	27	48
		Retention (%)	61	74	81
		Achievement (%)	88	65	77
GCE A level computing	3	Expected completions	74	68	78
		Retention (%)	92	63	67
		Achievement (%)	58	56	47

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

# Curriculum Areas

## Engineering

### Grade 3

**14 Inspectors observed 12 lessons, covering mechanical, electrical and motor vehicle engineering. Inspectors agreed with the college's judgements in its self-assessment report.**

#### Key strengths

- much good teaching
- some good or improving achievements by students
- effective strategies for supporting students' learning

#### Weaknesses

- poor achievement on national vocational qualification (NVQ) level 2 programmes
- decreasing retention rates
- poor attendance on some courses

15 The provision covers mechanical and production engineering, electrical and electronic engineering and motor vehicle studies. Courses range from foundation level to higher national level. Several modes of attendance are available. The introduction of modular courses allows students to start their courses at different times of the year.

16 Much of the teaching is good, a strength identified in the college's self-assessment report. Teachers follow appropriate schemes of work and use lesson plans that have clear aims and objectives. The most successful lessons employed an appropriate variety of teaching methods, which included question-and-answer techniques, demonstrations, practical work and group discussions, and the use of handouts and learning packages. Teachers give good written feedback to students on their assessments and assignments.

17 There are effective methods for supporting students' learning, which are valued by students. Project files with information on engineering topics are produced by the college's learning centre. Two learning co-ordinators who specialise in engineering assist students with research, key skills development, assignments and the preparation of portfolios. Attendance is poor on some courses. The college is addressing this shortcoming through a tutorial co-ordinator who monitors attendance and poor punctuality and contacts students and their parents if there is cause for concern.

18 Pass rates on national diploma and certificate courses are above the national average for the sector. In 1997, the pass rate on the national diploma in engineering was 73%, rising to 88% in 1998. There are improving achievement rates on level 1 and 2 courses of over 24 weeks duration. The level 2 course on the repair and service of road vehicles produced pass rates above national averages in 1997 and 1998. Achievement on NVQ level 2 programmes is poor. There are decreasing retention rates on the majority of programmes. Weaknesses in students' achievements were acknowledged in the self-assessment report.

19 The college has invested in new specialist facilities, including an electronics laboratory centre with 12 computers, and a computer-aided design suite with 16 computers. The self-assessment report acknowledged that other engineering accommodation needs refurbishment, which is scheduled within the college's accommodation strategy. Workshop equipment is fit for the purpose intended. Some specialist equipment is old, and is scheduled for replacement. Staff are well qualified and experienced.

# Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Other courses of over 24 weeks duration	1	Expected completions	110	85	56
		Retention (%)	69	82	70
		Achievement (%)	21	36	62
NVQs	2	Expected completions	76	41	63
		Retention (%)	75	68	77
		Achievement (%)	19	36	8
GNVQs and GNVQ precursors	2	Expected completions	*	30	43
		Retention (%)	*	73	67
		Achievement (%)	*	92	66
Other courses of over 24 weeks duration	2	Expected completions	149	114	98
		Retention (%)	71	69	65
		Achievement (%)	60	47	50
GNVQs and GNVQ precursors	3	Expected completions	139	115	93
		Retention (%)	76	72	61
		Achievement (%)	79	81	91

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

*\*courses not running*

# Curriculum Areas

## Business

### Grade 2

**20 Inspectors observed 19 lessons, covering the foundation programme, intermediate and GNVQ advanced programmes, GCE A level, NVQs, higher national certificate, secretarial and professional programmes. The inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report.**

#### Key strengths

- most teaching good or outstanding
- effective course management
- good schemes of work and lesson plans
- good GNVQ and GCE A level results
- learning resources of high quality

#### Weaknesses

- poor achievement on accounting programmes
- poor retention rates on GNVQ courses

21 The college offers an extensive range of provision. Foundation level courses form part of the college's generic foundation programme. GNVQ courses in business are offered at intermediate and advanced levels. There are part-time professional studies courses in personnel, marketing and accounting, as well as a higher national certificate course in business and finance. Courses at levels 2 and 3 are offered in business administration and legal secretarial studies. GCSE and GCE A level business courses are also offered.

22 In the majority of lessons, the teaching was good or outstanding, as stated in the self-assessment report. In a GCE A level lesson, students were enthusiastic and knowledgeable when they reported back on research they had undertaken into recent commercial mergers. The teacher skilfully managed question-and-

answer sessions after each presentation, drawing on relevant current affairs as well as his own experience. In another session, GNVQ advanced students confidently presented the results of their Young Enterprise activities to a business adviser and bank manager. In a lively evening class in marketing, good learning resources were used to support the teacher in encouraging a group of adult students to reflect on models of consumer behaviour.

23 Courses are well organised and effectively managed, as noted in the self-assessment report. Staff teams work on both college sites and share common schemes of work. There are regular course team meetings, and staff take steps to resolve problems that are identified. Lessons have clear aims and outcomes and an appropriate range of teaching and learning strategies are employed. In a few lessons far too much time was spent by students copying notes from a whiteboard or overhead projector transparency, which left them bored and demotivated.

24 Students' achievements on GCE A level business courses taken over two years have improved over recent years and in 1998 were well above national averages for the sector. Achievements for the certificate and advanced certificate in marketing and for the certificate in personnel practice are good. There are good pass rates on the GNVQ advanced business. The self-assessment report acknowledged poor achievements by students on all types of accounting courses. There are early indications that policies to improve the results on NVQ accounting provision are having some success. Results for text processing courses at levels 1 and 2 are in line with national averages. Retention rates have deteriorated on GNVQ courses, a weakness which the college is seeking to address. There are variations across course teams in the effectiveness of plans that seek to improve students' punctuality and attendance.

25 Students' written work is of an appropriate standard. The extent and quality of marking

# Curriculum Areas

and of written feedback to students by teachers does not always reach a high enough standard. Students speak positively about their experiences at college and of the support provided by teachers.

26 The learning environment for business students is good at the Uxbridge site, and computing facilities available for business students are good at both sites. A very flexible programme of secretarial skills is well supported by good-quality materials which assist students in learning on their own.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Text processing part 1	1	Expected completions	69	82	58
		Retention (%)	100	100	88
		Achievement (%)	74	74	55
GNVQ intermediate business	2	Expected completions	45	73	92
		Retention (%)	62	73	66
		Achievement (%)	86	58	70
NVQ accounting	2 and 3	Expected completions	68	65	61
		Retention (%)	75	78	67
		Achievement (%)	4	51	23
GNVQ advanced business and GNVQ precursors	3	Expected completions	65	84	107
		Retention (%)	85	75	68
		Achievement (%)	80	88	93
GCE A level business (two-year courses)	3	Expected completions	48	42	35
		Retention (%)	100	57	66
		Achievement (%)	49	79	91

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

# Curriculum Areas

## Hairdressing and Beauty Therapy

### Grade 1

**27 Inspectors observed 13 lessons on a range of courses in hairdressing and beauty therapy. Inspectors agreed with the college's judgements in the self-assessment report, although insufficient weight was given to some strengths.**

#### Key strengths

- a wide range of courses providing good progression opportunities
- good and outstanding teaching
- the high standard of students' practical work
- the thorough monitoring of students' progress
- good external links
- outstanding achievements by students

#### Weaknesses

- some low attendance rates

28 The college offers a range of courses in hairdressing and beauty therapy which meets the needs of a diverse group of students and employers. Student numbers have increased significantly over the past three years. The self-assessment report identified as strengths the range and flexibility of courses, and the clear progression routes. Close links with employers, community organisations and schools have been established, leading to work placement opportunities for all full-time students. There are opportunities to acquire additional certification, for example assessor training awards on the NVQ level 3 courses. Students also take part in promotional events. For example, they have been involved in a one-day event for girls and young women in collaboration with the youth service, providing

demonstration make-overs, hairstyling and manicures.

29 Courses are effectively planned and managed. Teaching is of a high standard. Lessons are well planned. Students are encouraged to work efficiently and professionally. They work well together and manage their learning effectively. In one beauty therapy lesson, students were expertly advised on how to receive clients. One student was assigned the role of salon manager. The teacher checked individual students' performance against the standards which would be used in employment. In theory-based lessons, teachers make good use of question-and-answer techniques. Great care is taken to ensure that students with sensory impairments play a full part in lessons. Tutors' files and students' portfolios of evidence are well maintained and contain comprehensive reviews of the progress students are making. Teachers provide regular and constructive feedback to students on their progress in both theory and practical work. Feedback from staff on students' written work is good in relation to content but grammatical and punctuation errors are not always picked up by the teacher.

30 Students' achievements are outstanding. In 1998, there were 100% pass rates for NVQ level 3 courses in beauty therapy and hairdressing, and for part-time courses in aromatherapy, make-up and manicure. The pass rates on full-time NVQ hairdressing courses have increased significantly over the past three years. One student has been awarded the C&G bronze medal for hairdressing for the exceptional standard of her work. The majority of students progress to related employment or higher level courses. Retention rates on the majority of courses in 1998 were above national averages for the sector. Attendance rates are low on some courses, a weakness not noted in the self-assessment report.

31 There is a well-resourced, realistic work environment which was acknowledged as a



# Curriculum Areas

strength in the college's self-assessment report. Hairdressing and beauty therapy courses are housed in a self-contained teaching block. The salon reception area contains displays of students' work. Within the reception area, there are good opportunities to practise customer care skills, organise bookings and use an electronic till, as well as to develop other retailing skills. There are good resources for students' use, including books, videos and magazines and a

range of good-quality independent study packs produced by the hairdressing and beauty therapy team. The provision will soon move into new, purpose-built accommodation which has been designed in partnership with a major international company. One team member is the author of several hairdressing text books widely used in colleges and another has been the contributing make-up artist to these books.

## A summary of achievement and retention rates in hairdressing and beauty therapy, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
NVQ beauty therapy (full-time courses)	2	Expected completions	24	32	26
		Retention (%)	71	66	85
		Achievement (%)	65	76	95
NVQ hairdressing (one-year and two-year courses)	2	Expected completions	74	34	89
		Retention (%)	86	94	62
		Achievement (%)	42	88	90
NVQ beauty therapy (full-time courses)	3	Expected completions	*	9	10
		Retention (%)	*	89	90
		Achievement (%)	*	75	100
NVQ hairdressing (full-time courses)	3	Expected completions	*	12	13
		Retention (%)	*	75	85
		Achievement (%)	*	50	100
Body massage certificate (part-time course)	3	Expected completions	*	*	26
		Retention (%)	*	*	100
		Achievement (%)	*	*	91
Diploma in aromatherapy (part-time course)	3	Expected completions	*	*	11
		Retention (%)	*	*	91
		Achievement (%)	*	*	100

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

\*courses not running



# Curriculum Areas

## Social Sciences

### Grade 3

**32 Inspectors observed 12 lessons, covering courses in economics, psychology, sociology and access to social sciences. Inspectors agreed with the weaknesses that were identified in the self-assessment report and with some of the strengths. The college underestimated the weaknesses in students' achievements.**

#### Key strengths

- some effective teaching
- helpful, constructive marking on written work
- improved retention and achievement rates

#### Weaknesses

- poor GCSE examination results
- poor punctuality and attendance on some courses

33 The college offers a range of social science subjects, including economics, psychology and sociology. These subjects are offered at GCE A level, at GCSE and on access to higher education courses. Sociology is available as a GCE AS subject. Most GCE A level subjects can be taken over one or two years, and are available as day or evening courses.

34 Most lessons were well planned and provided clear guidance on important facts and concepts. In the best lessons, teachers used an appropriate variety of teaching strategies involving handouts, short lectures, discussions and group work. There was a valuable emphasis on students acquiring sound examination technique. There was a good rapport between teachers and students. Teachers involved all the students in discussion, and students responded well to the ideas

presented to them. In a GCE A level lesson on the subject of racism, there was lively discussion, as students analysed different theories through debate and role-play. In some lessons, teachers failed to vary activities sufficiently; for example, students spent too long copying from the whiteboard. In these lessons, students responded with less interest. The resources provided were generally of good quality. Some good, topical handouts were used, although others were rather dated.

35 There are schemes of work for all subjects, although some are little more than a list of topics. Homework is set regularly. Teachers return marked work promptly and, in some subjects, provide helpful written comments on the work. Learning was disrupted by late-comers in many of the lessons observed. There is poor attendance on some courses.

36 Pass rates on some GCE A level courses dipped in 1997 but improved in 1998. The best pass rates in the last three years were a pass rate of 74% in economics in 1997 and of 69% in psychology in 1998. The analysis of GCE A level results in the self-assessment report was not based on comprehensive data, and gave a misleading picture of achievements. Pass rates at grades C or above on GCSE courses are poor. This weakness was identified in the self-assessment report. There is evidence of improving retention rates on all GCE and GCSE courses. Achievement rates on the access to social science programme are generally in line with the national average for the sector, although there was a fall in retention in 1997-98. Policies to address the incidence of low achievement have been established, as a result of the self-assessment process. These include the use of the learning centre to assist students in developing independent learning skills, and the monitoring of attendance by tutorial co-ordinators.

# Curriculum Areas

**A summary of achievement and retention rates in social sciences, 1996 to 1998**

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE economics, psychology and sociology (grades C or above)	2	Expected completions	75	69	83
		Retention (%)	75	64	73
		Achievement (%)	61	25	16
GCE A level economics, psychology and sociology	3	Expected completions	232	179	154
		Retention (%)	84	58	66
		Achievement (%)	63	52	60
Access to higher education in social science	3	Expected completions	68	68	83
		Retention (%)	82	78	61
		Achievement (%)	66	91	76

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

# Curriculum Areas

## ESOL and Foundation Programme

### Grade 2

**37 Inspectors observed 13 lessons on courses in English for speakers of other languages (ESOL), and on the full-time foundation programme for young people with basic education needs. Although the self-assessment report recorded many of the strengths of this provision, some weaknesses were overlooked.**

#### Key strengths

- a good range of provision
- an innovative, well-planned curriculum
- well-planned, lively and effective teaching
- good learning resources
- good rates for students' achievements and progression

#### Weaknesses

- some erratic attendance and timekeeping
- inconsistent practice in marking and assessment

38 The college provides a broad range of entry level courses for second language speakers and for students who are not ready for academic or vocational full-time courses. The ESOL programme includes full-time courses from foundation to preparation for higher education. There are also part-time courses on college premises and in a community centre. Recent curriculum developments include an ESOL foundation course with vocational options. For young people with basic education needs, the college provides a foundation programme, now in its third year. This imaginative, well-structured course has a focus on developing key skills and personal development, which links into a number of vocational options.

39 Courses are well managed. There are effective systems for reviewing and monitoring the level of students' satisfaction with their courses. There are good schemes of work and lessons are well planned. Many lessons demonstrated the use of an appropriate variety of teaching and learning strategies, a strength noted in the self-assessment report. In the best lessons, all students were active and enthusiastic both in their individual work and when they worked in groups. In a few lessons, group work was not effectively managed. Learning materials are of good quality. On ESOL courses, all students have a class text book which in some cases is used effectively for practice and extension exercises. However, the unimaginative use of the text book and related tapes led to some rather mundane teaching and slow progress by students in some lessons. The quality of teachers' marking and assessment of students' work is inconsistent, a weakness not identified in the self-assessment report.

40 A range of resources is used to promote learning, including the language laboratory, learning centres and IT rooms. A strength noted in the self-assessment report was the resource bank of well-designed projects and learning materials for the foundation programme for young people. These materials help maintain the high standards set for all members of the course team.

41 There are effective procedures to assess students at enrolment and to place them in appropriate classes. Students requiring additional learning support are identified at this stage. Some erratic attendance and timekeeping are issues on ESOL courses and on the foundation course for young people. Students who leave the foundation course for young people are offered support through the Youthnet Project. This outreach service is provided by the college for disaffected young people, helping them to take advantage of education and training opportunities.

42 Retention is good and the majority of students who complete the course progress on

# Curriculum Areas

to mainstream courses. There are frequent opportunities for students' achievements to be accredited at an appropriate level. On the foundation course for young people, 98% of students who completed the course achieved key skills accreditation and 95% received the initial award in life skills. Students undertake a variety of assessments and tests throughout the year as a way of increasing their motivation to succeed.

43 Staff are well qualified and enthusiastic. They demonstrate a committed team approach to their work. There are good working relationships between staff and students which enhance learning. The teaching on ESOL courses is enriched by the staff's strong awareness of the students' different cultural backgrounds.

# Cross-college Provision

## Support for Students

### *Grade 1*

**44 Inspectors agreed with the strengths and weaknesses identified in the college's self-assessment report.**

#### **Key strengths**

- good-quality advice and guidance
- good arrangements for additional learning support
- effective systems for the provision of financial, welfare and social support
- effective support for independent learning
- good induction and tutorial support

#### **Weaknesses**

- some inconsistencies in the level of support for part-time students

45 There are outstanding arrangements for supporting students in all aspects of their life at the college. The self-assessment report identified the guidance and advice service as a strength and inspectors agreed. Prospective students receive detailed information and advice about the college and its courses. Open days are organised and a guidance service is available throughout the year on either a drop-in basis or by appointment. Informative and well-designed leaflets and booklets about the college are provided for students. The college has effective links with local schools, the West London Training and Enterprise Council (TEC), local employers, community projects, Brunel University and other external partners. Advice and guidance are offered in the local community through the Next Step facility, in partnership with the TEC and the borough of Hillingdon, amongst others. The work of the college careers guidance officers is supplemented by a local careers company.

There is a well-stocked careers centre. Careers officers work closely with tutors and contribute to tutorial programmes. A service which will incorporate information on job vacancies, job search workshops and advice for single parents is due to open later this year.

46 There is much effective practice in induction and tutorial support for students. There are induction guidelines which apply across the college. In some areas, the individual learning styles of students are assessed during induction, and this information is used to determine ways in which their course will be delivered. There is a comprehensive handbook for tutors. Most full-time students are interviewed individually to review their progress and develop individual action plans. Most of the tutorials observed by inspectors were good; some were less effective. The college's self-assessment report noted this variability in the quality of tutorials. Part-time students do not always receive tutorial support. The college has put in place strategies to improve students' retention and attendance. Tutorial co-ordinators monitor students' attendance and systematically follow up absences by contacting the students' homes.

47 All full-time students are quickly and efficiently screened on entry for their competence in basic skills. A well-organised learning support service provides effective additional support in language and numeracy for those identified as needing it. The college's support for students with learning difficulties, for example dyslexia and sensory impairment, is a particular strength. Hearing impaired students have access to outstanding facilities. They are supported by educational communicators who are experts in British Sign Language and who attend lessons with students. Some of these students spoke of their increasing confidence and competence and are looking forward to seeking work, with the assistance of the college's careers guidance service, after they finish their courses.

# Cross-college Provision

48 The college is committed to widening participation amongst those who do not normally enter further education, and to using approaches to learning which meet the individual needs of students. This commitment is evident in several community outreach projects. For example, one partnership project offers educational guidance, basic skills, childcare skills, and parenting skills to the residents of an estate where many households are economically disadvantaged. Students are offered effective support in the learning centre by learning co-ordinators, who also assist students in achieving an award in information research skills. In the IT suites, there are IT co-ordinators who enable students to achieve a qualification in IT skills. This support is valued by both teachers and students. Teachers spoke of the improved independent learning skills of students. Some students are confused by the overlapping roles of learning support staff, tutors and teachers.

49 Students have good access to information and advice on finance and welfare matters, a strength noted by the college's self-assessment report. Students who need professional assistance are referred to outside agencies. Sex education and advice is available to students and there are regular events with a focus on health issues. Youth workers and sports officers provide recreation and sports programmes for students. A nursery, crèche facilities, out-of-school childcare, and registered childminding provision meet some of the childcare needs of students. Ways of extending these services are being explored. There is an active students' union executive which works with students' representatives and college staff to shape the sport, recreational and support services offered to students. The executive is addressing the issue of the comparatively low numbers of women students using the common rooms.

## General Resources

### *Grade 2*

**50 The inspection confirmed most of the strengths and weaknesses identified by the self-assessment report.**

#### **Key strengths**

- good general teaching accommodation at the Uxbridge campus
- the imaginative development of the Hayes campus
- the new learning resource centre at Uxbridge

#### **Weaknesses**

- some poor accommodation at the Hayes campus
- restricted access for staff or students with restricted mobility

51 The college occupies two sites in the London Borough of Hillingdon, both of which are in residential areas. The Uxbridge campus has modern buildings. The Hayes campus, which is 5 miles away, has buildings dating from the 1930s and the 1960s. Part of this site is occupied by a daycare centre owned by the local authority. Since the last inspection the college has made major improvements to the Uxbridge campus. These include the completion of a new learning centre, the provision of new IT suites, and the refurbishment of many buildings. Most of the general teaching accommodation at Uxbridge is of a good standard. Rooms are, in the main, attractively decorated. The self-assessment report recognised these strengths.

52 A major redevelopment at Hayes will address deficiencies on that site. One of the existing buildings is in a poor structural condition but is being replaced by a new teaching block. This block will include a learning centre, additional IT suites, a refectory, and modern, front-of-house facilities for

# Cross-college Provision

hairdressing and beauty therapy. The block is due for completion at the end of May 1999. The teaching accommodation in the 1930s block will be extensively refurbished during the summer.

53 The college has a clear IT strategy and provides good IT facilities for its students. These strengths were acknowledged in the self-assessment report. The college is in the third year of a five-year programme to expand the IT provision. A network now links both sites. The emphasis is currently on increasing the quantity of terminals available for students' use. By September 1999, with the opening of the new facilities at Hayes, the number of terminals will increase to 500, a ratio of workstations to full-time equivalent students of approximately 1:8. Specialist equipment is available for students with disabilities. All full-time students have one to two hours timetabled IT lessons a week and are entitled to have electronic mail accounts. IT workstations are available to students in the learning centres at any time and in IT suites outside timetabled lessons. Help desk staff are on hand to assist students. There is appropriate technical support. Students with relevant skills are employed on a part-time basis to work as technicians or on the help desks.

54 There are learning centres on both sites. The new learning centre at Uxbridge is of high quality, a strength referred to in the self-assessment report. There is sufficient space for students to study either on their own or in groups. There is also a room where students can study privately. The existing centre at Hayes is small. Staff have contrived to make effective use of the limited space. A wide variety of learning resources is available and students also have access to the Hillingdon public library stock. Staff at both learning centres meet with staff and student user groups to discuss the service and action is taken to deal with issues raised. There are some 20 learning support and resource co-ordinators who develop study resources and support students in their learning. Since the appointment of the

co-ordinators in 1998, there has been a rapid increase in the usage of the resources in the learning centres, and in attendance at the supported learning sessions in the centres.

55 There are canteens on both sites. The canteen at Uxbridge is satisfactory. The one at Hayes will be replaced when the new building is complete. There are also common rooms for students. The common room at Uxbridge has recently been refurbished; the one at Hayes will be replaced by a new youth centre. There are sports halls on both sites. The college has planning permission to replace the hall at Hayes with a new sports centre and is in the process of preparing a bid to the National Lottery to fund this building project. The hall at Uxbridge can only be used for a limited range of activities. There is also a small fitness room at Uxbridge. Staff work rooms are satisfactory and are equipped with computers.

56 For people with restricted mobility, at present only the ground-floor rooms at Hayes are accessible. The lift in the new building will ensure that all areas of the site are accessible. At Uxbridge the science laboratories are inaccessible. The college has planning permission to install a lift in the block, for which funds are being sought.

## Quality Assurance

### *Grade 2*

**57 Inspectors agreed with most of the judgements in the self-assessment report. However, the report did not pay sufficient attention to the achievements of students.**

#### **Key strengths**

- a strong commitment to continuous review and improvement
- an effective range of strategies to identify and tackle weaknesses
- a well-established staff appraisal system



# Cross-college Provision

- an effective process of self-assessment involving all staff

## Weaknesses

- the low impact of quality assurance procedures on students' retention
- insufficient use of performance indicators in programme reviews
- underuse of some evidence from quality systems

58 Managers and staff share a strong commitment to continuous improvement and this commitment is communicated to students. There is an emphasis in the college's corporate objectives on improving performance. Senior managers play an active role in the quality assurance process which has helped to raise its status in the college. These strengths were acknowledged in the self-assessment report. There has been a steady rise in students' achievements over the last three years, particularly at foundation and intermediate levels. The rise in NVQ achievements has been particularly marked. However, the strategies employed to improve retention have not been so successful, although there are some current indications that the retention rate is beginning to improve.

59 There is a well-established procedure for reviewing courses, leading to annual reports. The reports are completed by all teams and many contain thoughtful and self-critical judgements. However, most reports make insufficient use of management information and of feedback from students. All course team leaders meet with the principal and vice-principal to discuss their reviews. Action plans to improve quality are completed but the steps taken to implement them are often not subsequently recorded.

60 The review system has been extended to service areas. The self-assessment report noted this important development which has taken

place since the last inspection. Service area staff have worked together to develop quality standards and review mechanisms, and have established action plans. The review process in service areas has led to a number of improvements in the delivery of services in the college, for example, in the arrangements for library loans and in the opportunities offered by sports officers. In some areas, the setting of targets and the procedures for measuring the effectiveness of the service are not yet fully developed.

61 The college's self-assessment process is thorough. During whole-college training days all the staff, supported by an external consultant, worked together on the process and contributed to the college's self-assessment. The reports from the programme areas are comprehensive but they are not always sufficiently rigorous in identifying strengths and weaknesses, especially in relation to students' achievements.

62 The college has used various mechanisms to establish whether it is meeting the needs of its customers. These include: an inspection by outside consultants of induction arrangements; the use of student focus groups; and research by an external organisation on the reasons why some students have left the college without completing their course. The findings of these and other initiatives have been used to develop policies to improve rates for attendance and retention. Students complete evaluation forms twice yearly. Feedback is analysed on a course-by-course basis and has led to some changes, for example in the accreditation arrangements for courses and in the timetabling of lessons. However, responses from students are not aggregated across the college to assess the overall level of satisfaction amongst students. There is a well-organised complaints procedure and appropriate arrangements ensure that effective responses are made.

63 Managers have responded to the evidence emerging from the college's review procedures



# Cross-college Provision

by taking a number of initiatives to improve the quality of provision. For example, in art and design funds were made available for staff retraining, new staff were appointed, and new courses introduced. As a result, there have been increased enrolments of students and improved rates of retention. Evaluation of a pilot scheme in the foundation programme led to other improvements. IT, tutorial and learning co-ordinators were appointed in all programme areas to help students to study more effectively. The college ensures that students' achievements are publicly recognised and celebrated.

64 Targets for attendance, retention and achievement have recently been introduced for all courses and progress against them is monitored carefully by senior managers. There is insufficient attention to performance indicators in the programme review system and there is little use of value-added analysis in most areas of the college. A system of monitoring the performance of students, against the grades they might be expected to achieve, given their entry qualifications, has recently been introduced into GCE A level courses.

65 The college has a well-established staff appraisal system which covers all staff. For the last three years it has included lesson observation carried out by line managers. The system is well documented and is conducted professionally. Staff feedback indicates that teachers find the experience valuable. Grades awarded by college observers were higher than those awarded by inspectors. The findings from lesson observation are not yet used constructively in programme areas to inform debate about the effectiveness of teaching and learning.

66 The outcomes of appraisal are used, along with other priorities identified during the college's planning and quality assurance processes, to help determine the annual programme of staff training. This programme is managed effectively by a specialist personnel and training team. In the last year, there has

been an emphasis on providing training in IT and in management. Since January 1998, there have been five staff development days for all the college's staff. Staff reported enthusiastically on the extent to which the college has supported them by meeting training needs identified during the appraisal process.

## Governance

### *Grade 2*

**67 Inspectors broadly agreed with the strengths and weaknesses given in the college's self-assessment report.**

#### **Key strengths**

- the wide-ranging skills and professional expertise of governors
- the governors' effective oversight of the financial position of the college
- the close involvement by governors in strategic planning
- effective committees

#### **Weaknesses**

- a lack of awareness amongst governors of some curriculum issues
- insufficient consideration of the college's academic performance

68 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

69 The corporation has a membership of 16, comprising eight business governors, four co-opted governors, two staff governors, one student governor and the principal. The college benefits from the skills and professional

# Cross-college Provision

expertise which governors bring to the corporation. The process for identifying new governors includes advertising in the local press and inviting expressions of interest from local employers. There is currently a waiting list of potential governors who regularly receive corporation reports and papers. The college has been active in replacing retiring governors with new appointments that reflect the cross-section of people in the local community.

70 The governors have a clear understanding of the distinction between governance and management. They are involved in the college's strategic planning process, and are kept informed by managers of operational progress. The self-assessment report identified the need for governors to develop further their awareness of issues relating to the college's curriculum. Presentations on curriculum issues are made by senior managers to the full corporation. However, governors have only begun to focus their attention on these issues recently. For several years their work was mainly concerned with the college's financial position and the improvements which needed to be made to the accommodation and to other resources. As noted in the self-assessment report, governors wish to improve their awareness of curriculum issues and enhance their contact with staff and students. Academic reports have been received by governors over the past year. The reports include an analysis of students' achievements and retention. Governors rarely question the reasons for poor achievements, or the impact of improvement strategies. Managers are working to develop reports that are concise and enable governors to gain a clearer understanding of the college's performance in relation to national benchmarks.

71 The corporation has established committees which are operating effectively; their work is overseen but not duplicated by the full corporation. The committees comprise finance, personnel, remuneration, student affairs and audit. The terms of reference for the student

affairs committee require the members to advise the corporation on all matters relating directly to students' social, welfare, support, and academic needs. The meetings of this committee, which normally take place once a term, are attended by college managers and student representatives. The finance committee met in July 1998 to review the budget for the year ending 31 July 1999; the budget was subsequently approved at the corporation meeting later that month. Management accounts are a standing agenda item at finance committee meetings. The finance committee also considers specific reports on capital projects. The management accounts are distributed to all governors each month.

72 Audit committee members have discharged their responsibility to advise the corporation on the effectiveness of the college's internal control systems. They have met with appropriate frequency to consider and advise the corporation on audit plans and reports. In December 1998, the corporation, on the advice of the audit committee, noted the contents of the external auditors' management letter and the internal auditors' annual report for the year ended July 1998, and approved the internal audit planning for the current year. The appraisal of the principal is carried out annually by the chair of the corporation. Appraisals of other senior postholders are carried out by the principal and are endorsed by the remuneration committee and chair of the corporation. The remuneration committee agrees annual performance targets for senior postholders.

73 Meetings of the corporation and its committees are supported by effective clerking arrangements. This strength was noted in the self-assessment report. The work of the corporation is assisted by codes of conduct and ethics, which include the seven principles of public life set out by the Nolan committee. The corporation has adopted a public interest disclosure procedure and approved a framework on access to college information and a concerns

# Cross-college Provision

and complaints policy and procedures. Documents publicly available include agendas, papers and minutes of meetings of the corporation and its committees, and a register of governors' interests. There is a termly governors' newsletter. An annual general meeting is held in December, at which an annual report is available.

74 Governors carried out a self-assessment of their performance for the first time in 1998. The process was thorough and led to a draft report which was discussed by the college's senior managers and governors for further refinement.

## Management

### *Grade 2*

**75 Inspectors agreed with most of the strengths and weaknesses contained in the self-assessment report.**

#### **Key strengths**

- effective senior management
- a clear management structure
- good internal communications
- widely understood strategic objectives
- good financial management
- effective partnerships with external bodies

#### **Weaknesses**

- inconsistent implementation of some policies
- inadequate analysis of some management information

76 The college is well managed. There is effective leadership from the college's senior managers. Since the last inspection, the college has set and achieved targets which have resulted in: growth in student enrolments; the production of financial surpluses; improvements

to the accommodation and learning facilities; and the development of strong links with external agencies. The college acknowledged these strengths in its self-assessment report. Over the last 18 months, managers have concentrated increasingly on developing and implementing strategies to improve student retention and achievement rates. Many staff speak highly of the processes adopted by senior managers in bringing about change, and appreciate the resulting benefits to the college's students and staff.

77 The college's senior management team comprises: the principal; vice-principal; five directors of programme areas; the directors of finance, client services, personnel, and commercial training; and the finance, funding and estate managers. The senior management team meets weekly and minutes of meetings are made available to all staff. There is a well-defined management structure. Reporting lines and roles and responsibilities are clearly understood by managers and staff. Staff at all levels demonstrate an understanding of, and a commitment to, the college's mission and objectives.

78 The college's three-year strategic plan is based on a comprehensive needs analysis. Strategic objectives are designed to achieve several concise corporate objectives: to widen participation; improve student retention and achievement; strive for continuous quality improvement; and ensure financial stability and growth. The college has consulted widely internally and externally in formulating its strategic plan. The college's annual operating statement clearly reflects: the strategic objectives; the comprehensive development plans of the programme areas and cross-college directorate; and the outcomes of the college's self-assessment process.

79 The senior management team meets regularly to review the progress being made in achieving the college's strategic objectives. The principal and vice-principal have recently

# Cross-college Provision

started to meet with middle managers and team leaders to review the performance of each course against attendance, retention and achievement targets. The academic board advises the senior management team on the quality of provision. Three committees, reporting to the academic board, consider proposals for: new courses; academic standards and performance; and staff training and development. The college is planning to improve the effectiveness of the standards and performance committee by including some governors in its membership.

80 Communications within the college are effective, as was recognised in the self-assessment report. Monthly briefings from the principal to senior managers form the core of subsequent briefings given to teams by managers at each level. There are well-produced bulletins that are distributed to all staff and a termly newsletter from the governing body. Meetings of all college staff are held at least three times a year. Staff are able to meet the principal through weekly 'surgeries'.

81 There is effective deployment of staff in the college. Senior managers carefully forecast and plan the staffing required to support the curriculum, and monitor both human and physical resources to ensure efficient utilisation. A financial surplus has during the year enabled the college to appoint tutorial co-ordinators to assist in improving rates of attendance, retention and achievement. It is too early to assess the effectiveness of these appointments. The appointment of two outreach workers is designed to assist the college in widening participation amongst groups who do not normally enter further education.

82 There is effective liaison between the college and external organisations and the local community. The college has developed productive partnerships that are contributing towards the achievement of its strategic objectives. The college's objective of widening participation has led to the imaginative design of

the new developments at the Hayes campus. External organisations value the college highly, and in particular its active role in the community. These strengths were acknowledged in the self-assessment report.

83 A range of college policies and procedures cover matters that include health and safety, quality assurance, staff development, assessment, and student attendance and punctuality. The college recognises that some of these policies have not been fully implemented. For example, poor student attendance and punctuality is persisting in some areas. The implementation of the assessment policy is inconsistent across programme areas. A few policies are overdue for review. There is a comprehensive equal opportunities policy. The senior management team receives regular, detailed reports on the ethnicity, age, and gender of students. Managers are active in addressing issues relating to equal opportunities.

84 Managers are supplied with timely and accurate information to support their work. Additional information is provided on request. However, there is inadequate analysis by managers of reports on overall rates for student retention and achievement. Retention rates on courses that last for more than one year are insufficiently analysed. The college has recently improved the reporting and subsequent analysis by managers of students' achievements.

85 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Over the past three years, the college's finances have been transformed from a weak position to the current sound position, a strength noted by the college. The budget-setting process is well understood and budget holders play an active part in the allocation of the budget. There is an appropriately qualified and experienced finance team. Comprehensive management accounts are generally available in the third week of the following month. These are discussed by the

# Cross-college Provision

principal, vice-principal and director of finance, but are not formally considered at meetings of the senior management team. The management accounts are distributed to all governors. Appropriate financial targets have been set, and are monitored by the corporation. The college's financial regulations and procedures are updated regularly and are approved by the corporation.

## Conclusions

86 The college's self-assessment report was thorough and detailed. It was self-critical and evaluative and reflected conscientious efforts by staff to review their provision and identify action to address weaknesses. Key strengths and weaknesses identified by inspectors were generally present in the self-assessment report, although in a minority of programme areas additional weaknesses were identified by inspectors. The self-assessment report did not give sufficient weight to weaknesses in students' achievements. Inspectors agreed with the self-assessment grades for three of the six curriculum areas inspected, but awarded lower grades to the other three. Inspectors agreed with four out of five grades given by the college for cross-college aspects, and awarded one higher grade.

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

# College Statistics

## Student numbers by age (February 1999)

<i>Age</i>	<i>%</i>
Under 16	1
16-18 years	32
19-24 years	18
25+ years	44
Not known	5
Total	100

*Source: college data*

## Student numbers by level of study (February 1999)

<i>Level of study</i>	<i>%</i>
Foundation	12
Intermediate	46
Advanced	33
Higher education	1
Leisure/recreation (non-schedule 2)	8
Total	100

*Source: college data*

## Student numbers by mode of attendance and curriculum area (February 1999)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	432	481	14
Construction	0	46	1
Engineering	219	325	8
Business	545	509	16
Hotel and catering	123	211	5
Health and community care	346	317	10
Art and design	168	68	3
Humanities	427	1,707	32
Basic education	548	149	11
Total	2,808	3,813	100

*Source: college data*

## Widening participation

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

## Staff expressed as full-time equivalents (March 1999)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	93	6	52	151
Supporting direct learning contact	53	5	0	58
Other support	116	8	0	124
Total	262	19	52	333

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

# College Statistics

## Three-year Trends

### Financial data

	1996	1997	1998
Income	£10,502,000	£9,887,000	£10,302,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£17.32	£16.95	£16.02
Payroll as a proportion of income	69%	65%	58%
Achievement of funding target	112%	113%	100%
Diversity of income	19%	16%	17%
Operating surplus	£7,000	£636,000	£547,000

Sources: Income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

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

Payroll – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997), college (1998)

Diversity of income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Operating surplus – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	140	788	908	319	566	719
	Retention (%)	79	89	85	89	85	77
	Achievement (%)	45	63	63	41	48	49
2	Expected completions	822	1,289	1,472	580	1,108	820
	Retention (%)	86	82	68	84	78	73
	Achievement (%)	55	59	54	47	57	64
3	Expected completions	–	1,340	1,340	–	1,341	902
	Retention (%)	–	84	68	–	78	70
	Achievement (%)	49	57	65	38	51	64
4 or 5	Expected completions	–	3	1	–	193	99
	Retention (%)	–	67	100	–	80	92
	Achievement (%)	0	100	0	54	35	52
Short courses	Expected completions	23	36	89	577	875	1,639
	Retention (%)	100	97	97	97	97	99
	Achievement (%)	87	74	57	83	59	89
Unknown/unclassified	Expected completions	113	224	634	794	861	860
	Retention (%)	73	81*	74	74	75	68
	Achievement (%)	46	68	88	52	49	76

Source: ISR

–ISR data not collected

\*ISR data may not be reliable





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