

Woolwich College

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

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

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Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

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

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

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

Student Achievements

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

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

Summary

Woolwich College

Greater London Region

Inspected November 1998

Woolwich College is a general further education college with three centres in the London borough of Greenwich. The college's self-assessment process is at an early stage of development. The final self-assessment report, produced immediately before the inspection, was of a higher quality than earlier versions. Inspectors agreed with many of the judgements in the self-assessment report, but found that some strengths reported were given undue weight and insufficient emphasis was given to major weaknesses such as low retention and some students' poor achievements. The FEFC has identified the college as one which typically recruits a high percentage of students from disadvantaged areas. In making their judgements, inspectors therefore took into account that the college draws many of its students from areas of socio-economic deprivation. The college makes provision in nine of the 10 FEFC programme areas. Five curriculum areas were inspected, together with aspects of cross-college provision.

As part of its commitment to equal opportunities the college provides a safe, well-regulated environment within which all students are valued and respected. The college has strong, effective links with its local community. The college's strategy to widen participation is increasing enrolments from those who may not

previously have considered further education. The college benefits from effective governance and financial management. Much teaching is good. Accommodation, although better at the purpose-built Plumstead site than in the Victorian Charlton building, is well maintained and provides a good environment for learning. Students have access to a wide range of effective support services. Many make good use of the learning support centres which have been improved significantly since the previous inspection. Many students who complete their courses gain their desired qualifications. The college should improve: students' punctuality and attendance; retention and achievement rates; data on students' performance across the college; aspects of the quality assurance and self-assessment processes.

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

Curriculum area	Grade	Cross-college provision	Grade
Information technology	4	Support for students	2
Engineering	3	General resources	2
Business	3	Quality assurance	3
Health and care	2	Governance	2
Humanities	3	Management	3

Context

The College and its Mission

1 Woolwich College is the only further education college in the London borough of Greenwich. It competes with 10 other colleges within a 10-mile radius and many others within relatively easy travelling distance. There are 16 schools with sixth forms in the borough. The college has three centres in different parts of the borough. In October 1998, the college merged with Greenwich Community College, the largest provider of adult education in the borough. Woolwich College is an associate college of the University of Greenwich. The London Borough of Greenwich is part of the area covered by the South London Training and Enterprise Council (SOLOTEC).

2 Greenwich is a borough of social and economic contrasts, with some affluent areas alongside others with the highest levels of poverty and deprivation in the country. Overall the London Borough of Greenwich is ranked as the eleventh most deprived local authority in England, out of the 366 listed in the most recent index of local conditions compiled by the Department of Environment, Transport and Regions. Unemployment is a serious problem in the borough with an unemployment rate of 9.6% compared with 6.7% for Greater London as a whole. High levels of racist crimes and incidents are recorded in the borough. Many students enter the college with a poor history of attendance or success at school. Greenwich secondary schools have a truancy rate which is twice the national average. The proportion of pupils in schools achieving five grade Cs or above in the general certificate of secondary education (GCSE) is 30.8% compared with an average of 45% for England and Wales, and an average of 39.7% for Greater London.

3 Employment opportunities in Greenwich are now improving. After a decline in manufacturing industry over the last 20 years, there has been growth in retail activity, tourism, hotel and catering, education and other service sectors. Parts of Greenwich are now

experiencing rapid change and regeneration. The development of the national millennium exhibition and the building of the millennium dome have created opportunities for temporary employment in building and construction, and should result additionally in job opportunities in a range of service industries. As a result of the regeneration of local housing and major waterfront development work, the level of unemployment in the area is falling. There are few large employers in the borough; only 0.2% of companies employ more than 500 people and 87.1% employ fewer than 25 staff.

4 The college has a strong commitment to equal opportunities and to providing a safe, harmonious environment within which students can succeed on their courses and develop the skills and attitudes which will enable them to succeed in employment. Of the college students, 87% are aged 19 or over, and the average age is 30. Many students have experienced long periods of unemployment. Of the college students, 46% are black, compared with 20% of the local population, and 47% are female. Some 50 different mother tongues are spoken by the 15% of the college's students whose first language is not English. In 1997, there were 229 enrolments at the college by asylum seekers. The Further Education Funding Council (FEFC) has identified this college as one of a group which typically recruits a high percentage of students from disadvantaged areas. In making their judgements inspectors took into account the funding formula devised for the FEFC's widening participation initiative, which aims to increase participation in further education. This formula makes allowance for problems with the attendance, retention and achievements of students from areas of particular deprivation.

5 The college's strong commitment to the community is reflected in its mission statement: 'Woolwich College will take an active role in the development and regeneration of Greenwich and beyond, by responding with others to the education and training needs of our community,

Context

in a manner that is dynamic and dedicated to high standards'. The mission statement is supported by five strategic objectives related to growth, efficiency, flexibility, quality, and equality. The college has identified the employability of its students and the promotion of lifelong learning as key issues it faces.

The Inspection

6 The college was inspected during the week beginning 9 November 1998. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other directorates of the FEFC. The college was notified of the sample of its provision to be inspected approximately two months before the inspection. The college encountered problems entering individualised student record (ISR) information on the college's computer system and the data for 1996 and 1997 which it submitted to the FEFC were incomplete. The information was not reliable enough to be used for the purposes of inspection. In order to form judgements about

the quality of curriculum areas, inspectors made use of retention and achievement data held by individual programme managers. Although much of the data were found to be accurate, in some cases, reliable information on retention and achievement was hard to come by.

Consequently, this inspection report contains incomplete tables for students' achievements. The inspection was carried out by 10 inspectors and an auditor, working in the college for a total of 47 days. The team observed 69 lessons and two tutorials, examined students' work and a wide range of evidence on aspects of the college's work. Meetings were held with governors, managers, staff, students and representatives of local organisations which have links with the college.

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons inspected, 57% were rated good or outstanding and only 1% were less than satisfactory or poor. This compares with 65% and 6%, respectively, for all lessons observed during 1997-98.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	1	8	5	0	0	14
GCSE	1	5	2	0	0	8
GNVQ	3	2	4	0	0	9
NVQ	0	7	4	1	0	12
Other vocational	3	6	4	0	0	13
Other	0	4	11	0	0	15
Total (No.)	8	32	30	1	0	71
Total (%)	11	46	42	1	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

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98. Classes at the college are larger than the national average. The highest attendance level, 80%, was in humanities lessons, and the lowest, 64%, in business.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Woolwich College	12.5	74
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

Information Technology

Grade 4

9 Twelve lessons were observed during the inspection. Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report. However, a number of strengths identified in the report were overemphasised and some key weaknesses, particularly in students' achievements, were understated.

Key strengths

- effective planning of lessons
- good relationships between students and teachers
- some well-presented students' work
- high retention on short courses and on the general national vocational qualification (GNVQ) intermediate course in information technology (IT)
- outstanding specialist equipment

Weaknesses

- the students' overdependency on individual help and support
- the failure of teachers to sustain the momentum of some lessons and ensure the students' involvement in demanding activities
- students' lack of punctuality
- students' poor and sometimes erratic attendance
- poor retention on some courses
- students' low achievements overall

10 The college has developed a comprehensive range of courses which permit flexible patterns of study and assessment. Increased recruitment, particularly amongst those who might not usually participate in further education, shows that the college, in this

curriculum area, is meeting its aim of widening participation. All students are working towards externally verified national awards. Recently, computing courses have been rationalised and relocated and are now managed more effectively.

11 Courses are effectively managed and course documentation is good. Lecturers' files contain schemes of work and lesson plans but there is considerable variation in the extent to which lessons are planned. There are useful course handbooks for students which give clear indications of the course objectives and assessment requirements. There is regular, systematic monitoring of students' progress, and recording of achievements is detailed. These strengths were recognised in the self-assessment report.

12 The teaching observed was at least satisfactory or good. Teachers planned lessons effectively. In a national vocational qualification (NVQ) level 1 IT lesson, students benefited from a well-organised and well-managed session. The introduction built on work done previously. Students were motivated by the possibility of acquiring information from the internet or from CD-ROMs to use in their presentations later in the lesson. Teachers provide good support for practical classes. However, in most classes, students lack confidence in their skills and depend heavily on the additional individual support given by the teacher. Students do not take notes effectively or use their handbooks to resolve difficulties, and are not sufficiently encouraged to do so. Some lessons lacked momentum and were insufficiently demanding. Students' learning is often hampered by their poor punctuality and attendance. One lesson started 25 minutes late because students did not arrive on time. Students' poor time-keeping was included as a weakness in the self-assessment report but poor attendance was not. The attendance rate during the inspection was 73%. Class registers show that some students have erratic attendance patterns.

Curriculum Areas

13 Students' achievements are unsatisfactory on most courses, with often fewer than 30% of those who complete the course achieving the final qualification. This weakness was seriously understated in the self-assessment report. Retention rates vary considerably. On the GNVQ intermediate level IT course and on most short courses, retention is high, but it is low on the GNVQ advanced programme. Retention has

been adversely affected by numerous breakdowns of the IT systems in previous years. The self-assessment notes the substantial improvement in IT equipment over the past six months. There are now high specification computers with a full range of modern software in eight well-equipped specialist classrooms and in a large attractive IT suite which is an excellent resource for the curriculum area.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Introduction to computing, computer literacy and information technology	1	Expected completions	**	**	788
		Retention (%)	**	**	94
		Achievement (%)	**	**	23
NVQ IT	2	Expected completions	**	**	34
		Retention (%)	**	**	91
		Achievement (%)	**	**	27
GNVQ intermediate IT	2	Expected completions	*	*	19
		Retention (%)	*	*	95
		Achievement (%)	*	*	21
NVQ IT	3	Expected completions	*	*	9
		Retention (%)	*	*	44
		Achievement (%)	*	*	22
GNVQ advanced IT	3	Expected completions	*	*	20
		Retention (%)	*	*	40
		Achievement (%)	*	*	10

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

**data not available

*course not running

Curriculum Areas

Engineering

Grade 3

14 Inspectors observed 13 lessons. They agreed with some of the strengths and weaknesses in the college's self-assessment report, but identified additional strengths and weaknesses. Inspectors found that some strengths were given undue weight, and insufficient emphasis was given to students' achievements.

Key strengths

- some well-planned, effective lessons
- some good pass and retention rates on BTEC national level courses
- effective off-site collaborative provision in motor vehicle servicing
- high standard of some students' work

Weaknesses

- lack of variety in teaching and learning in a few lessons
- low pass and retention rates on some motor vehicle courses
- underdeveloped target-setting, monitoring and action-planning in relation to students' achievements
- inappropriate learning environments for some lessons

15 A broad range of engineering programmes is offered by the department of technology, including training for modern apprentices and a range of customised short courses for industry. An NVQ level 1 course in motor vehicle servicing is managed at another site in collaboration with a local partner. This well-managed course provides members of the local community, who may be reluctant to study at a college, with opportunities to gain a vocational qualification and to develop teamworking skills. This strength was not acknowledged in the self-assessment report.

16 Most courses are well planned. As recognised in the self-assessment report, many courses are structured to allow enrolment throughout the year. There are low numbers of students on some courses, although groups of students are combined for some common subjects. Comprehensive course records include course reviews and action plans. However, some course reviews and action plans fail to address students' low achievements and poor retention rates. Target-setting and monitoring in relation to these key performance indicators are underdeveloped. The self-assessment report did not refer to these weaknesses.

17 Many lessons are well planned. In the better lessons, a variety of appropriate teaching methods is used and these require the full involvement of students in tasks which help them to learn effectively. In one lesson, students working in small groups discussed how they might respond to an advertised vacancy for engineers. The students worked to a high standard. The teacher linked material covered in the lesson to other aspects of the course. Many teachers use good-quality teaching materials and modern visual aids. The less effective lessons lacked variety and failed to address the different learning needs of students. Teachers gave lengthy lectures, and students had to copy copious notes from the whiteboard. In these lessons, teachers did not check students' understanding and many members of the class became inattentive. The self-assessment report acknowledged some of these weaknesses. Many of the assignments set by teachers are demanding. The assignment briefs clearly define the tasks and the criteria used to measure achievement. The quality of many students' class work and assignment work is good, and some students' project work is of a high standard. Teachers mark the work thoroughly but often fail to provide students with useful written feedback.

18 Students' achievements and retention records maintained by the department show that students do well on some courses. Pass

Curriculum Areas

rates on the BTEC first, national and higher level courses have improved over the past few years. With the exception of the higher national certificate course, retention rates have also improved. Most students achieving the motor vehicle engineering higher national certificate in 1997-98 did so with distinction grades. However, pass rates on NVQ level 1 and level 2 courses in motor vehicle service and repair were below the national average for the sector in 1996-97 and have declined further in 1997-98. The department has difficulty in accurately monitoring and recording students' achievements and retention rates. The self-assessment report acknowledged some strengths and weaknesses in students' achievements and retention rates but did not consider annual trends in relation to these. Most course teams

monitor the destinations of completing students, and records indicate that many full-time students progress to higher level courses within the college. There are few work placement opportunities for full-time students.

19 The department has recently refurbished some of the accommodation used for electronic engineering. Students studying computer-aided design benefit from a well-resourced IT centre. Most specialist equipment is adequate or good. A few theory sessions take place in engineering workshops which are unsuitable for this kind of lesson. Staff are suitably qualified. The college's library and the technology department have an adequate stock of text books, although there are limited specialist multimedia resources. These weaknesses were understated in the self-assessment report.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
NVQ foundation mechanics	1	Expected completions	*	**	29
		Retention (%)	*	**	72
		Achievement (%)	*	**	43
BTEC first certificate engineering	2	Expected completions	**	**	16
		Retention (%)	**	**	94
		Achievement (%)	**	**	67
NVQ light vehicle mechanics (full time)	2	Expected completions	**	**	43
		Retention (%)	**	**	72
		Achievement (%)	**	**	33
G&G electronics servicing part 2 (full time and evening)	2	Expected completions	*	**	24
		Retention (%)	*	**	67
		Achievement (%)	*	**	69
BTEC national diploma and national certificate engineering (GNVQ advanced precursors)	3	Expected completions	**	**	39
		Retention (%)	**	**	67
		Achievement (%)	**	**	88
Higher national certificates electrical and motor vehicle engineering	4	Expected completions	**	**	31
		Retention (%)	**	**	45
		Achievement (%)	**	**	63

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

*course not running

**data not available

Curriculum Areas

Business

Grade 3

20 Inspectors observed 11 lessons and were broadly in agreement with the strengths and weaknesses identified in the college's self-assessment report. Inspectors found that some strengths were overstated by the college and insufficient consideration was given to students' achievements.

Key strengths

- well-planned lessons with clear learning outcomes
- the timely setting and review of progress targets for students
- extensive range of work experience placements
- good retention rates on short courses

Weaknesses

- poor punctuality and irregular attendance by students on some full-time courses
- unsatisfactory results on some courses

21 Courses are generally well managed and thoroughly planned. Appropriately detailed schemes of work are given to students at the beginning of term. Staff work well as a team. They meet regularly and information is circulated effectively. Helpful booklets clearly set out the college's expectation of students and explain the assessment procedures. These strengths are identified in the self-assessment report. Learning packages which students can work through on their own outside timetabled hours complement classroom teaching.

22 Lessons are well planned with clear goals which most teachers share with students at the beginning of each session. Most teachers use a good variety of appropriate teaching methods. They ensure that all the students are fully

engaged in learning tasks which maintain their interest and they check that the students understand the material being covered. Some lessons concentrated too much on theory and made little reference to practical applications which the students could relate to readily. Teachers give clear instructions and ensure that all students understand the performance criteria which they are expected to meet. The marking of assignments is helpful and constructive; teachers provide clear guidance to students on how to improve. Links with business and industry are used effectively to support students' learning and to improve the students' knowledge of business and commerce. There is a wide range of work experience placements for all GNVQ students, and general certificate of education advanced level (GCE A level) students visit local employers where they are able to appreciate how business theory relates to practical situations.

23 The college recognises the need to improve students' punctuality and attendance on full-time courses. Teachers are applying new monitoring procedures which have been developed this year. Students on short courses are well motivated and attend regularly. The college is aware that retention rates on most full-time courses are below the national average for the sector. To improve retention and results, the department has recently introduced progress reviews for students and teachers are implementing these rigorously. Targets for attendance and achievement are agreed with students at the beginning of term. Teachers monitor students' progress in meeting targets and they review this with the students regularly. It is too early yet to measure the impact of these new measures. Retention rates on most of the Association of Accounting Technicians courses are satisfactory, and they are very good on those at technician level.

24 The students' attitude to work in lessons varies significantly. Students on the GNVQ advanced and GCE A level courses work

Curriculum Areas

industriously in lessons, show an understanding of relevant business concepts and demonstrate an ability to analyse theory and debate issues. Some students on the GNVQ intermediate and GCSE business studies courses do not always apply themselves sufficiently in lessons. The less able students do not yet understand how to prepare an assignment and some students are hampered by their weak literacy skills. The quality of GNVQ students' assignment work is mainly satisfactory. Work is neatly presented and it is often typed. Although some students do well, too few gain their intended qualification. Short course results are comparable with national averages for the sector. The GCE A level business studies pass rate in 1997 was 100%, but fell in 1998 to a figure just above the national average. GNVQ results have been poor. However, some GNVQ students who finished their course in July 1998 are still completing assignments and external

tests. GCSE results have been below the national average for the sector. Insufficient weight was given to weaknesses in retention and results in the self-assessment report.

25 Most teachers have appropriate qualifications. Whilst inspectors agreed with the finding in the self-assessment report that the majority of teachers have relevant business experience, in most cases this is dated. Where possible, the department is providing opportunities for staff to update their commercial experience. The quality of resources used in lessons is good. Students have easy access to well-equipped IT suites on both the college's sites. As some students cannot afford text books, the department has a scheme whereby students may borrow frequently-used text books. Inspectors agreed with the college that this is a strength.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Keyboarding: short courses; day and evening	1	Expected completions	**	**	20
		Retention (%)	**	**	100
		Achievement (%)	**	**	71
Integrated business technology	2	Expected completions	**	**	62
		Retention (%)	**	**	88
		Achievement (%)	**	**	53
GNVQ intermediate business	2	Expected completions	**	**	11
		Retention (%)	**	**	82
		Achievement (%)	**	**	22
GNVQ advanced business	3	Expected completions	**	**	19
		Retention (%)	**	**	53
		Achievement (%)	**	**	60
GCE A level business studies	3	Expected completions	**	**	24
		Retention (%)	**	**	46
		Achievement (%)	**	**	54

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

**data not available

Curriculum Areas

Health and Care

Grade 2

26 The inspection covered GNVQ courses at all levels, the NVQ level 2 course in care and early years, other advanced vocational programmes in childcare and counselling, and the access to nursing course. Eleven lessons were observed and inspectors were in broad agreement with the judgements made in the self-assessment report.

Key strengths

- well-planned lessons
- use of experiences gained in the work place
- productive links with employers
- good results on some courses

Weaknesses

- some poor retention rates
- some students' unsatisfactory attendance and punctuality

27 In general, the health and care courses are well managed and they are well planned. Some students are able to gain additional qualifications, which are appropriate in terms of level and content. Students develop key skills partly through sessions devoted to the teaching of these skills and partly through the care assignments. Increasingly, opportunities are provided for the accreditation of key skills. There are sufficient qualified staff to carry out the internal verification, and time is allocated to support this process. Students have good opportunities for progression and many go on to higher education.

28 Much of the teaching is good; staff use a range of teaching methods to engage and sustain students' interest. Lessons are well planned and structured and the individual learning needs of most students are met. In one lesson, a member of the learning support staff

was working alongside the teacher to ensure additional help was available to students who needed it. Students are clear about the aims of their lessons. Teachers explain concepts carefully and they ensure that lessons relate to the overall aims and objectives of the course. These features of teaching and learning were recognised as strengths in the self-assessment report. In addition, lessons are tightly managed. Relationships between staff and students and between students themselves are friendly, respectful and supportive. Assignment tasks are clearly stated and appropriate in terms of level and content. Students demonstrate a sound knowledge of the subject and assignments are well presented. Teachers' feedback, where it is given, is useful and supportive. However, punctuation and grammatical errors are not always corrected despite a college policy that they should be. This weakness was not identified in the self-assessment report.

29 Inspectors agreed with the judgement in the self-assessment report that the extensive work experience provision is a key strength. Students value highly the experiences they gain while on work placement and they frequently draw on them in classroom activities and written assignments. Links with employers have been successfully developed in recent years.

30 Pass rates on NVQ level 2 courses are higher than national averages for the sector, while students' achievements on some GNVQ courses are poor, as the self-assessment report acknowledged. Some students' attendance and punctuality are unsatisfactory. A policy is in place to address this by ensuring that the responsibility for tracking students' attendance lies with the course tutor. As yet, there has been no evaluation of the effectiveness of the policy. As the self-assessment report acknowledged, retention rates on the majority of courses fall below the college target of 85%. The failure to meet this target was not given sufficient emphasis in the self-assessment report.

Curriculum Areas

31 Teachers are appropriately qualified and experienced, and some part-time staff have current experience of working within the care sector. The accommodation is old but adequately maintained. High ceilings in the classroom cause some acoustic difficulties, but

all rooms are well resourced and equipped. The layout of some rooms makes them unsuitable for some lesson activities. Students make good use of the learning materials that are available in classrooms. Displays of students' work enhance the learning environment.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ	2	Expected completions	**	**	8
		Retention (%)	**	**	67
		Achievement (%)	**	**	33
NVQ	2	Expected completions	**	**	13
		Retention (%)	**	**	72
		Achievement (%)	**	**	72
GNVQ	3	Expected completions	**	**	13
		Retention (%)	**	**	68
		Achievement (%)	**	**	42
Diploma childhood studies nursery nursing	3	Expected completions	**	**	8
		Retention (%)	**	**	63
		Achievement (%)	**	**	62
Access to social work	3	Expected completions	**	**	40
		Retention (%)	**	**	83
		Achievement (%)	**	**	54
C&G management	3	Expected completions	**	**	11
		Retention (%)	**	**	79
		Achievement (%)	**	**	79

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

**data not available

Curriculum Areas

Humanities

Grade 3

32 The inspection covered GCE A level and GCSE courses in economics, English, politics, psychology, sociology and humanities and social science access to higher education programmes. Twenty-two lessons were observed. Inspectors agreed with many of the judgements made in the self-assessment report, but identified some weaknesses not included in the report.

Key strengths

- much effective teaching
- some examination results above the national average
- some good schemes of work and course materials
- students' responsiveness and achievements in lessons

Weaknesses

- poor retention rates on most courses
- low pass rates on English courses
- some dull and undemanding lessons
- insufficient analysis of students' achievements

33 Courses are well planned and well managed, a strength acknowledged in the self-assessment report. There are regular, minuted meetings of the course team. Staff are well qualified and suitably experienced. Teachers operate a common marking policy and internal moderation of marking ensures that the marking of students' work is thorough. Constructive comments written by teachers on assignments help students to improve. Teachers have developed good teaching materials and have had opportunities to share good practice. Most lessons are well planned. In the best lessons, the teachers gave the students tasks which

engaged and held their attention and required their full participation. The teacher's lively explanation of Elizabethan language and superstitions held the students' interest and the lesson had a lively momentum. The reading was followed by a video of a contemporary interpretation of a Shakespearean play. In a few less effective lessons, the pace was too slow and in others, the teachers failed to encourage the students to participate fully in the learning activities.

34 Students worked well in most lessons. On access to higher education courses, students responded enthusiastically when they were asked to discuss issues. In one study skills lesson, students worked in groups to pool their experiences of secondary education. They demonstrated intense interest in the task and produced 'spidergrams' to summarise their findings. In the early stage of courses, a good deal of students' written work contains errors in spelling, grammar and punctuation. Nevertheless, some of this work has clearly been carried out with thoughtfulness and it shows that the students have useful analytical skills and a good understanding of what they have been taught. Access students' essays on their personal language histories were full of interesting perceptions. The topics set allowed them to draw on and analyse their varied cultural backgrounds.

35 Retention rates are good on access courses but poor on GCE and GCSE courses. Results in GCSE politics, psychology and sociology are consistently above the national figures for the sector. The proportion of students achieving grades C or above in GCSE English literature has improved over the last three years and is now above the national average. Pass rates in GCE A level politics and economics are close to the national figures. Those for psychology and sociology have risen steadily over the last three years and in 1998, they were well above the national average for the sector. Pass rates in GCE A level English language and literature

Curriculum Areas

have fallen since 1996 and are well below the national average. These strengths and weaknesses in students' achievements are acknowledged in the self-assessment report. The college has calculated the value-added factor in students' achievements by comparing the grades students achieve at GCE A level with their GCSE attainments. The extent of the value-added factor varies markedly between subjects. Sociology students do better than expected; English students do less well. Pass rates on the humanities and social science access courses are below the national average. However, most of the students who successfully complete the course progress to higher education.

36 Action is being taken to improve retention and achievement and this includes the

improvement of initial advice and guidance, and the provision of accredited learning support for weaker students. Alternative qualifications are being offered, such as the international GCSE English for speakers of other languages (ESOL) and a course in key skills accredited by the open college federation, for students who are not yet ready for a GCSE course. There is insufficient analysis of the trends in students' achievements. Action plans to improve students' achievements are underdeveloped and do not focus sufficiently on learning methods. Courses are well supported by the books available in the library and by other learning materials. Teaching on the Plumstead site takes place in specialist classrooms which have relevant displays which are used during lessons. The rooms are well supplied with specialist equipment.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE sociology	2	Expected completions	**	**	19
		Retention (%)	**	**	42
		Achievement (%)	**	**	63
GCSE English	2	Expected completions	**	**	229
		Retention (%)	**	**	64
		Achievement (%)	**	**	29
GCSE English literature	2	Expected completions	**	**	39
		Retention (%)	**	**	59
		Achievement (%)	**	**	78
GCE A level English language and literature	3	Expected completions	**	**	52
		Retention (%)	**	**	72
		Achievement (%)	**	**	54
GCE A level sociology	3	Expected completions	**	**	38
		Retention (%)	**	**	68
		Achievement (%)	**	**	86
Access to higher education; humanities and social science	4	Expected completions	**	**	35
		Retention (%)	**	**	86
		Achievement (%)	**	**	57

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

**data not available

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Support for Students

Grade 2

37 The inspectors agreed with the college's self-assessment of the support provided for students. They found some strengths and weaknesses, however, which were not mentioned in the self-assessment report. The college has made some progress in addressing the weaknesses it identified.

Key strengths

- good management and monitoring of student services
- comprehensive, well-designed pre-course information and guidance
- much good learning support for students, including those with learning difficulties
- excellent counselling and welfare service for students
- good careers education and advice

Weaknesses

- some poor tutorial support
- some instances of poor induction

38 The college provides a comprehensive range of well-managed support services. Support staff work well with staff in the learning resource centres to reinforce all aspects of support for students. There are effective arrangements for the recruitment and enrolment of students. Prospective students receive detailed and well-designed information about the college and its courses. In 1998, the college successfully introduced a Freshers' Fayre which improved students' awareness of support services. All students are interviewed by members of the guidance team or by a relevant curriculum specialist. Students spoke positively about the support they receive. Inspectors support the college's view that the advice and

guidance given to students have improved since the last inspection. The college noted in its self-assessment report that some students are not given effective guidance and that they are placed on inappropriate courses. Measures are being taken to address this weakness.

39 Learning support is given high priority in the college and an enthusiastic, well-qualified team provides a high level of support for staff and students. All students are assessed to identify their additional learning needs. This assessment process normally takes place during induction. Students are supported in various ways. Those who need it usually receive additional help in developing communication, literacy, numeracy and study skills from support staff who work alongside teachers in lessons. On some courses, for example, GCSE, access to nursing and GNVQ courses, learning support is integrated with course work. Timetabled workshops and 'drop-in' sessions are provided in the learning resource centres. The college recognises that in some curriculum areas such as business studies, learning support is less effective. Links between learning support staff and these curriculum areas are being strengthened but their effectiveness has yet to be proved.

40 The college has encouraged curriculum areas to be flexible in the way they carry out induction. Induction includes the completion of learning agreements, advice on students' rights and responsibilities and an introduction to the services offered by the college's support services. The student services team introduces all students to the college's support services. Inspectors agreed with the college's view that most students benefit from their induction programme but that in a few programme areas, students are not always properly inducted.

41 All full-time and most part-time students have a minimum of one hour a week timetabled for tutorials. Students on short courses and evening courses have access to a named tutor. Most group tutorials are effective in keeping

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students informed about course administration, timetables, and assessment issues. Tutorials for individual students provide an opportunity for students to review their progress, develop study skills and prepare action plans for improvement. A handbook, containing good supporting materials, provides guidance for tutors on how to organise tutorials. Inspectors agreed with the judgement in the self-assessment report that the quality of tutorials varies considerably and that some tutorials are poor.

42 The college has partnerships with organisations and special schools responsible for students with learning difficulties and/or disabilities. These contacts are used to identify individual students' support needs. A range of work placements provide valuable experience for students. The college has developed good support for students with dyslexia but this is not recognised in the self-assessment report. As a result of a college-wide audit on 'inclusive learning', which examined the extent to which support matched students' needs, staff are developing ways of supporting students with learning difficulties or behavioural problems.

43 Students receive outstanding counselling and welfare support. A counsellor helps students with a variety of issues relating to accommodation, finance, and personal matters. The college's access fund, supplemented by a trust fund, helps students to buy books and materials and pay for travel and childcare. A 'bonus scheme' provides additional funding for students and opportunities to participate in activities designed to enhance their employability, including team building activities and practice interviews. Some students have mentors from local companies and voluntary organisations. Students participate in the Prince's Trust programme and some are currently working on a number of community projects. The college's careers advisers work closely with a local careers service and provide effective careers education and advice. In its self-assessment report, the college recognised the high quality of its careers service and the

range of up-to-date careers information available to students. Students can take part in a variety of recreational activities and the college has negotiated free membership of a local leisure centre where students are given substantial discounts. A multi-faith group provides support for students from a range of religious beliefs.

General Resources

Grade 2

44 Inspectors mainly agreed with the judgements made in the self-assessment report about general resources but they identified some additional strengths. The self-assessment report was produced before the recent improvements in the IT learning centre.

Key strengths

- a clearly articulated accommodation strategy
- attractive, well-resourced and well-used learning centres
- good-quality accommodation at the Plumstead site
- good access for students with physical disabilities
- good standards of maintenance and cleaning

Weaknesses

- some poor accommodation at the Charlton centre
- some inefficiencies in the use of teaching accommodation

45 The college occupies three very different sites. Plumstead is a compact site where the purpose-built buildings date from 1964. At Charlton, the premises were formerly a Victorian school. A centre for travel and tourism studies is located in central Greenwich.

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The college has identified that some accommodation, particularly at Charlton, is underused. Since maintenance costs are also higher at Charlton the college is considering selling the site and the plan to do this is included in the college's well-considered accommodation strategy.

46 The main centre at Plumstead is secure and well maintained. The work of cleaning staff is effectively monitored. Although the same cleaning arrangements apply at Charlton, the age and nature of the building there makes it difficult for the accommodation to be maintained to the same standard of cleanliness as at Plumstead. At both centres, many areas are carpeted, and reception spaces are well organised and attractive. Access for people with physical disabilities is good at both sites. The centre for travel and tourism is sited in a busy shopping area to provide students with valuable contact with the public.

47 A rolling programme of updating teaching accommodation has ensured that all teaching rooms are equipped with video, chalkboard and display areas. The condition of teaching space is checked each week. The large sports hall is underused and the college is considering converting it to a learning support area. Good use is made of off-site accommodation, including local leisure facilities. A partnership with Charlton Athletic Football Club, whereby the college will deliver recreation and leisure courses at the club's premises, is about to be launched.

48 The three learning resource centres are attractive, welcoming and easily accessible. They contain a good range of modern published material and electronic search facilities. The bookstock is good. The use students make of the centres is carefully monitored. Customer satisfaction surveys indicate praise for the skill and helpfulness of the well-qualified and trained staff. As the Plumstead centre closes at 18.00 hours, it is not open for evening class students.

49 The IT learning centre at Plumstead is now one of the college's major resources. Deficiencies in hardware and software have been made good and students have access to high-quality IT equipment. Students are timetabled to use the centre regularly and their attendance is checked. Technical support arrangements have been improved substantially since the last inspection and are now good.

50 Staff workrooms vary in size and most are appropriately equipped. There is a programme to install a computer in each room. There is an attractive staff lounge. The college's refectories cater for staff and students. At Plumstead, the refectory has been refurbished recently. Customised dishes are available for students with special dietary needs. The students' lounge provides a good range of leisure activities and is well used.

Quality Assurance

Grade 3

51 Inspectors found strengths and weaknesses in the quality assurance system which correspond broadly to those identified by the college. The evidence for the college's judgements is clearly shown in the self-assessment report. Some of the statements of strengths in the report, however, relate to practice which is in no way exceptional and is normally found in a satisfactory quality assurance system. Too little prominence is given to some significant weaknesses.

Key strengths

- an energetic, wide-ranging response to weaknesses identified in the previous inspection
- comprehensive monitoring and accountability procedures
- active participation of staff and students in the evaluation of college performance

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- an effective staff development programme

Weaknesses

- complex, time-consuming quality assurance procedures
- insufficient use of performance indicators by course teams
- underdeveloped use of targets
- insufficient integration of self-assessment with quality assurance

52 After the 1995 inspection, the college set up a comprehensive system of annual course review and evaluation. Course review procedures require teams to evaluate their strengths and weaknesses and devise action plans to address weaknesses. The course review process is rigorously monitored. The process has been evaluated and following teachers' questioning of the value of the extensive paperwork entailed, it will be made less complex in 1998-99.

53 The quality assurance manager is responsible for setting up and maintaining the quality assurance process throughout the college and for producing the self-assessment report. The quality panel, a subcommittee of the academic board with members drawn from across the college, monitors the quality assurance process conscientiously, thoughtfully and thoroughly. Eight members of staff support the work of the quality panel by 'auditing' aspects of the college's work against agreed quality standards.

54 Although the strategic plan includes targets for the college as a whole, targets for achievement and retention are not systematically set by course teams. The college has carried out an analysis of the added-value factor in students' achievements but the findings from this are not usually taken into account at subject level in reviews of students' performance. The quality of the completed

course review documents varies considerably and in some instances, it is poor. The college is working towards achieving ISO 9002 and much time has been spent on measuring the efficiency of college activities against industry standards. In addition, all support teams have devised 'quality standards' which are monitored by line managers. Support staff are committed to achieving these standards and there have been some measurable improvements in areas of their work. Although quality assurance findings influence the planning and implementation of the curriculum, they are not systematically taken into account when the college's operational objectives are determined.

55 Each year, a large number of surveys are conducted to assess students' satisfaction with aspects of their experience of the college. The results are analysed centrally and fed back to staff who record the outcomes and the action they take in response to them. There is evidence of the college responding to concerns expressed in these surveys. For example, when students identified that their initial guidance had been poor, a special advice team was formed to provide a better service.

56 Teachers carry out a programme of lesson observations and they watch one another teach on a regular basis. Course teams use the evidence from lesson observations to make judgements about the quality of teaching in their area. Some lesson observations are not carried out effectively. The judgements which teachers make about one another's performance in the classroom are not subject to formal moderation. Inspectors' judgements on the quality of teaching and learning differed to some extent from those in the self-assessment report. All staff are also observed by line managers as part of appraisal procedures.

57 The college produced its first self-assessment report for the inspection. The self-assessment report covers all areas of the college's work. Whilst agreeing with many of the strengths and weaknesses in the report,

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inspectors considered that some of the statements of strengths in provision related to routine practice which was in no way remarkable or exceptional. Although evidence sources are extensively catalogued in the report it is not always clear how judgements have been reached. The report says little about the extent to which the college has met targets based on performance indicators. The process of self-assessment is not yet fully integrated with quality assurance procedures.

58 Inspectors agreed with the judgement in the self-assessment report that the staff development programme is a strength. Procedures to identify and meet staff development needs are well documented and efficiently managed. The staff development programme reflects both the college's strategic objectives and the development needs of individual teachers and support staff. Training events are rigorously evaluated.

Governance

Grade 2

59 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report.

Key strengths

- wide-ranging skills and professional expertise of governors
- governors' close involvement in strategic planning
- supportive relationship between the corporation and senior managers
- effective committees
- good clerking arrangements

Weaknesses

- the failure of the corporation to provide governors with sound data to enable them to monitor academic performance

- the failure of governors to identify performance indicators against which to measure their own performance
- lack of monitoring of the effectiveness of certain college policies

60 The FEFC's audit service concludes that, within the scope of its assessment, 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.

61 The governing body has a membership of 16, comprising eight independent governors, a SOLOTEC nominee, two co-opted governors, one governor nominated by a community organisation, two staff governors, a student governor and the principal. At the time of the inspection there were three vacancies which the search committee was seeking to fill in the near future. An 'audit' of governors' skills had been carried out to determine what expertise is required of the new governors. The college benefits from the skills and professional expertise which governors bring to the corporation. This includes knowledge of finance, personnel and education. Of the independent business governors, most are senior executives in local private or public sector businesses. New governors are provided with adequate information about the college and the duties of governors. In its self-assessment report the college stated that new governors would benefit from a more formal induction programme. Inspectors agreed with this identified weakness.

62 Inspectors confirmed that governors have a clear understanding of the distinction between governance and management and work in effective partnership with managers. There is frequent contact, formally and informally, between the chair and the principal. The work

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of the corporation is assisted by a code of conduct for governors. There is a register of interests which has been completed by all governors and by college staff with positions which involve significant financial responsibilities. The corporation does not yet have standing orders covering the conduct of meetings. The corporation meets at least once a term and governors also take part in an annual conference with senior college staff. Recent conferences have considered self-assessment and strategic planning, and have reviewed the college's mission.

63 The corporation has established an appropriate committee structure. Committees cover finance and general purposes, audit, remuneration of senior postholders and nominations of prospective governors. The committees operate effectively and report appropriately to the corporation. The most recent monthly management accounts are a standing item on the agenda for each meeting of the finance and general purposes committee. The accounts are circulated to members in those months when the committee does not meet. The audit committee effectively monitors the plans and reports of the internal and external auditors. The effectiveness of the corporation is facilitated by efficient clerking arrangements. The self-assessment report acknowledged the excellent quality and timeliness of papers received by governors. Draft minutes, providing a clear record of proceedings, are available soon after meetings. Minutes are sufficiently detailed and decisions are clearly recorded. Governors receive the agenda papers for the meetings of those committees of which they are not members. They then receive reports of these meetings. Corporation minutes, with the exception of confidential items, are available for public inspection. Both corporation and committee meetings are well attended.

64 Governors make a positive contribution to the college's strategic planning process. The strategic plan was drafted by the college

executive and approved by the corporation, following extensive discussion. The strategic plan and corporate objectives clearly reflect the college's mission. Governors receive regular reviews of progress in meeting targets arising out of the strategic plan. Governors receive a regular report from the academic board on equal opportunities in the college. Until recently, the corporation had not monitored the effectiveness of some of the college's policies, such as health and safety and equal opportunities, and its failure to do so is included as a weakness in the self-assessment report. Governors are kept up to date with issues and developments in further education. A new scheme links individual governors with areas of activity in the college, including curriculum areas and student services. The extent to which governors participate in this scheme varies considerably. Those governors who have helped to make this scheme successful have been able to contribute more effectively to the strategic planning process.

65 The corporation has not ensured that members have sound data to enable them to monitor students' performance. This was not identified as a weakness in the self-assessment report. The corporation reviews its own performance as part of the self-assessment process. Members have drafted an action plan to address issues, but it includes few performance indicators against which performance can be measured.

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Management

Grade 3

66 Many of the statements in the self-assessment report about management were descriptive rather than evaluative and they did not constitute judgements. Inspectors agreed with some of the strengths and weaknesses. They considered, however, that the report underestimated weaknesses relating to the management and effective use of information on students' performance.

Key strengths

- the strategic vision of the executive
- strong external links and effective collaboration with a range of partners
- good working relationships between managers and staff at all levels
- high-quality financial reporting
- the effective promotion of equality of opportunity

Weaknesses

- little reliable management information about students' performance
- the lack of monitoring of students' performance across the college
- inaccurate ISR information data for 1995 and 1996
- insufficient action to redress weaknesses in management information
- some poor action-planning and target-setting in curriculum areas

67 College managers work effectively to ensure that the college fulfils its strategic objectives in line with its mission. The college does not record students' achievements centrally. The monitoring of students' achievements does not lead to reliable data which can be used with confidence in the making of management decisions. Governors

and staff are aware of this major weakness in data on students' performance, but it is not identified in the college's self-assessment report. The underdevelopment of the management information system was identified by inspectors as a weakness in the last inspection and the college has been slow to take action to improve it. The ISR information for 1995 and 1996 was inaccurate. Many staff rely on their own manual records. Inspectors found these to be sometimes inaccurate and often difficult to use. The college is attempting to produce more reliable data using an integrated management information system and this has been in operation since the start of the academic year.

68 The college executive consists of the principal and three assistant principals. They hold fortnightly meetings to discuss strategic and operational issues. The minutes of these meetings are not sufficiently detailed. Inspectors agreed with the statement in the self-assessment report that the strategic planning process includes extensive consultations with staff and external agencies. Working to broad objectives set by the corporation, operational business plans are produced by academic and cross-college teams for approval by the executive. The college executive together with heads of curriculum, student support and cross-college areas constitutes the college management group and this meets monthly. Assistant principals meet regularly with appropriate managers to discuss operational issues. The curriculum management team meets with the assistant principal responsible for curriculum. In general, curriculum planning and delivery are good but there is little target-setting and monitoring of students' achievements and retention rates at course team level. The self-assessment report acknowledged these weaknesses.

69 There is a clear management structure which is understood by staff. Managers' roles are well defined through their job descriptions. There is considerable delegation of

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responsibility to managers at all levels within the college. Regular performance reviews against targets are conducted within the line management structure. In general, communication across the college is effective. Senior managers attach considerable importance to communicating effectively with staff which they do in a number of ways, including a structured programme of meetings. The executive has undertaken a survey of the effectiveness of communications in the college and some improvements are being made.

70 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Governors and managers monitor the college's financial position frequently. They receive timely, comprehensive management accounts. A qualified accountant manages the finance team. The financial regulations and procedures are in the process of being updated. Budget holders receive timely, user-friendly reports which assist them to manage their budgets effectively. Budgetary and other processes enable most teaching and other resources to be allocated efficiently and effectively. The college increasingly relies on part-time teaching staff. They are well supported and encouraged to take part in curriculum planning and staff development. No serious internal control weaknesses have been identified by the internal or external auditors.

71 The college has been recognised nationally as a model of good practice in its partnership with public, private and voluntary organisations. It collaborates with local schools to provide advice and guidance to prospective students. The college is also involved in regeneration projects in Greenwich which are beginning to meet the needs of the unemployed in the area. The college has a good range of appropriate policies and their effectiveness is reviewed on a regular basis. The college's strong commitment to equal opportunities pervades all its activities. Inspectors agreed with the judgement in the

self-assessment report that equality of opportunity is upheld in the college's procedures for appointing staff and enrolling students, and that it is promoted through the curriculum. Strategic planning targets are being developed and these are based on data derived from an analysis of the college's work to promote equal opportunities.

Conclusions

72 The college's self-assessment process is at an early stage of development. The self-assessment report produced immediately before the inspection was of a higher quality than earlier versions, and demonstrated that there had been some improvement in the college's self-assessment process. The difficulty in the production of college-wide, reliable data on students' achievements has hampered the college making sound judgements. Inspectors agreed with three of the five cross-college grades and four of the five grades awarded for the curriculum areas. The remaining grade was lower than the college grade.

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

College Statistics

Student numbers by age (July 1998)

Age	%
Under 16	0
16-18 years	13
19-24 years	28
25+ years	59
Not known	0
Total	100

Source: college data

Student numbers by level of study (July 1998)

Level of study	%
Foundation	47
Intermediate	30
Advanced	17
Higher education	6
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	238	775	17
Construction	118	232	6
Engineering	197	608	14
Business	99	308	7
Hotel and catering	61	94	3
Health and community care	151	241	7
Art and design	82	139	4
Humanities	502	1,615	35
Basic education	30	366	7
Total	1,478	4,378	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 65% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	83	30	0	113
Supporting direct learning contact	25	2	1	28
Other support	54	13	2	69
Total	162	45	3	210

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£10,668,000	£10,663,000	£8,783,000
Average level of funding (ALF) Out-turn to 1997; funded 1998	£21.38	£20.25	£18.86
Payroll as a proportion of income	71%	53%	59%
Achievement of funding target	103%	108%	100%
Diversity of income	18%	36%	21%
Operating surplus	-£314,000	£205,000	£285,000

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)

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