

**REPORT  
FROM THE  
INSPECTORATE**

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# **East Surrey College**

**August 1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

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

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

### **GRADE DESCRIPTORS**

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

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

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# FEFC INSPECTION REPORT 67/94

**EAST SURREY COLLEGE**

**SOUTH EAST REGION**

**Inspected March - April 1994**

## Summary

East Surrey College is a significant provider of further education in Redhill and Reigate. It offers a broad range of courses to school leavers and adults. The college is well governed and effectively managed. The college has good links with schools, higher education and industry and is responsive to the needs of the wider community. Staff are well qualified. Students benefit from good pastoral guidance and support. There are well developed facilities for independent learning. Information technology provision is good. Students' achievements vary across courses. The amount of responsibility carried by each head of division is uneven and some need additional support to ensure that course quality and student achievement are continually improved. The quality assurance system should be completed and formal policy review introduced. The management information system should be improved.

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

<b>Aspects of cross-college provision</b>	<b>Grade</b>
Responsiveness and range of provision	1
Governance and management	2
Students' recruitment, guidance and support	2
Quality assurance	3
Resources: staffing	2
equipment/learning resources	2
accommodation	2

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Computing	3	Hospitality and catering	2
		Leisure and tourism	3
Construction	3	Hairdressing and beauty therapy	3
		Health and social care	3
Engineering	2	Art and design	2
		Media studies	1
Business, management and office training	3	GCSE and GCE A level	3
		Students with learning difficulties	3

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## **INTRODUCTION**

1 The inspection of East Surrey College, Surrey, took place in three stages. The college's enrolment and induction procedures were inspected at the beginning of the autumn term 1993. Specialist subjects were inspected between 11 and 15 April 1994, and aspects of cross-college provision in the period between 3 and 6 May 1994. Fourteen inspectors took part in the inspection for a total of 79 inspector days. Inspectors visited 211 classes and examined a representative sample of students' work. Meetings took place with members of the corporation, the senior management team, teaching staff, support staff, students, parents, local employers, community representatives and staff of local schools and colleges. Discussions took place with a representative of the local training and enterprise council (TEC) and the chamber of commerce. Inspectors examined college policy statements, minutes of committees, working papers and documents relating to major aspects of college organisation. An inspector attended a meeting of the college academic board.

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

## **THE COLLEGE AND ITS AIMS**

3 East Surrey College, situated at Redhill and Reigate some twenty miles due south of London, is a general further education college. The college's two largest sites, Gatton Point North and Gatton Point South, are close to each other in Redhill. Gatton Point North, in addition to its curriculum provision, houses the main college management and administrative offices. The Reigate School of Art and Design and the Wallfield annexe, both dedicated to art and design, are in Reigate approximately two miles from the Redhill sites.

4 The college offers a broad range of educational opportunities for learners of differing abilities, age, and prior experience. Students can currently study for General Certificate of Education advanced level (GCE A level) subjects, Business and Technology Education Council (BTEC) first, national, and higher diplomas, General National Vocational Qualification (GNVQ), National Vocational Qualification (NVQ), and General Certificate of Secondary Education (GCSE) courses and a range of professional and higher education qualifications. Full-time 16-19 year olds are increasingly using the college as a route to university, following study of vocational subjects or GCE A levels.

5 At the time of the inspection there were 1,859 full-time enrolments and 361 part-time enrolments expressed as full-time equivalents, giving a total of 2,220 full-time equivalent enrolments. Percentage enrolments by

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age are shown in figure 1. Full-time equivalent enrolments by mode of attendance and curriculum area are shown in figure 2. In 1993-94 the college exceeded its growth target of 8 per cent and has almost doubled in size over the past five years.

6 The college is organised into 15 study divisions and three faculties. Support for learning is provided by central services which include admissions and guidance, student welfare, core skills, resource based learning, and staff development. Other central support functions include general administration, finance, personnel, and estates management. There are 187 full-time equivalent lecturers and 116 full-time equivalent support staff. The staff profile, expressed as full-time equivalents are shown in figure 3.

7 The catchment area for full-time students extends beyond Redhill and Reigate, drawing upon some 60 schools and colleges. Small businesses predominate in the local economy, although a number of national and international companies have located their headquarters in East Surrey. Over 90 per cent of local businesses have less than 25 full-time employees. A small number of organisations have over 200 employees and employ 27 per cent of the active workforce. Local companies are primarily in the service sector and the provision of education and training opportunities has reflected an increasing trend in this direction.

8 The college describes its mission as empowering people to change their lives. Its aims include a determination to maintain a broad, relevant, and sustainable curriculum; to cater for a larger cross-section of the community through controlled expansion; and to provide wider access for learners to the college and its provision.

### **RESPONSIVENESS AND RANGE OF PROVISION**

9 The corporation, managers and staff of the college are aware of and have responded to the national education and training targets for foundation and lifetime learning. These targets are embodied within the college strategic plan. The college expanded by 10.7 per cent during the 1992-93 session. Increasing competition from neighbouring schools and colleges, particularly with the introduction of GNVQ courses, may influence its target for growth for the 1994-95 session.

10 The college offers a comprehensive range of full-time courses. It includes vocational programmes at GNVQ intermediate and advanced levels, BTEC national diplomas and certificates and a flexible programme of GCSE and GCE A level subjects. A foundation course for adults provides progression to a modular science degree course at Kingston University. A higher national diploma in design is franchised from Epsom School of Art and Design and an access course prepares students for degrees in science, education and humanities. There is a continuing education programme for students with moderate learning difficulties. A wide range of other courses with a choice of attendance patterns is available for young people at work or on training programmes, adults and the unemployed. The courses include NVQs at levels one to four, their equivalent in BTEC, City and Guilds of

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London Institute (CGLI) qualifications and GCSE and GCE A level subjects. Percentage enrolments by level of study are shown in figure 4.

11 The college makes an active contribution to the work of the Surrey and South West London Access Agency and to the Surrey Open College Federation. There are regular planning meetings with senior staff of the Surrey Adult and Continuing Education Service which have resulted in collaborative developments such as market research into adult education needs.

12 A number of curriculum areas are identified for expansion in the college strategic plan. Opportunity for further course development exists, particularly for students with learning difficulties and in leisure and tourism.

13 There are good relations with the neighbouring Reigate College including termly meetings to resolve common problems and to exchange assistance and advice. Good links also exist with the four local 12-16 schools. Most students from these schools continue their education either at the college or at Reigate College. The principals of the colleges and schools meet regularly.

14 There are links with a further 25 schools although increased competition between 11-18 schools and colleges is restricting access to some schools. Wherever possible, schools are visited several times each year to inform students and their parents about the courses available at the college and a number of taster days are held each year for students in the penultimate year of compulsory schooling (year 10). The college provides details to the schools of pupils who enrol on its courses. It would be valuable if it later updated schools about students' subsequent progress and success.

15 There are good relations with the parents of full-time students. They are appreciative of the work of the college and the way they are kept informed. Parents interviewed during the inspection were pleased with the progress that their sons or daughters had made at the college. In some cases, their children had gone on to higher education, a development which had not been foreseen when they left school.

16 There is a clearly defined marketing policy, with its aims, objectives and actions linked to the strategic plan. An effective marketing unit co-ordinates the work of staff. The college prospectuses and course leaflets are informative. A sub-group of the academic board ensures that college publicity material is free from bias or discrimination. Regular press briefings are used to keep the college in the public eye. Members of the unit and lecturers attend careers fairs, conventions, and open evenings at schools and colleges. The college's mobile publicity vehicle is taken to shopping centres in local towns on most Saturdays during the summer months. The 'Education Shop' has recently opened in the Belfry shopping centre in Redhill. Open during shopping hours it is used to promote the college and its courses. It also displays publicity material from local

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secondary schools. This innovative development has already attracted many local people to obtain course information and advice.

17 The college has established formal links with similar institutions in Finland and Russia with which it has had exchanges of students and staff.

18 Effective links exist with Surrey Training and Enterprise Council (TEC) for which the college provides education and training courses, some with European Social Fund support. Good links have been developed with other neighbouring TECs including South London TEC and Sussex TEC. It also has contracts to deliver training programmes for TECs in other parts of the country.

19 Links with industry are good. They have been developed through a variety of means including contact with former students who have become employers, student work placement, apprentices and trainees placed at the college for off-the-job training, and membership of the local Chamber of Commerce and the small business club. The college and a local engineering company are discussing the introduction of the new apprenticeship training scheme. An annual lunch and more frequent breakfast meetings for employers and business people are held to discuss developments in education and training. Stronger links could be developed in some curriculum areas, for example, construction. Good relations continue with the local education authority through the careers service.

20 East Surrey Training Ltd is the college company which manages full-cost courses. It is effectively and enthusiastically managed. Courses are run throughout the country and the range available is being expanded.

21 The college has an equal opportunities policy. Although staff were aware of it, there are no procedures to guarantee its implementation. A sub-group of the academic board has been established to address this issue.

## **GOVERNANCE AND MANAGEMENT**

22 The college is well governed by an enthusiastic, forward-thinking corporation board which fully understands its responsibilities and liabilities. The board has nine independent members, a representative from the TEC and one co-opted member from the local borough council. The principal is a member and four other members of the college directorate are co-opted. Independent members have business expertise which they use in dealing with college matters. Audit, finance, employment policy and remuneration committees are established and working. Board members' involvement in the initial strategic planning process was limited, because of the speed with which the first plan had to be produced, but they are fully involved in its subsequent revision. The board is involved in approving major college policies but as yet there is no mechanism for the board or senior management to monitor the effectiveness of these policies.

23 Members of the board recently organised a residential event where their purpose, roles and own performance were reviewed. One of the

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outcomes of this event was to pair independent members with executive members to increase understanding about college and curricular matters and to bring together business and educational expertise.

24 The board receives regular reports and annual performance statistics relating to student enrolments, retention rates, examination results, staff-student ratios and accounts. Additional college quality and performance indicators, and those for the performance of the board, are being considered. Members have a clear view of the direction that the college should take to ensure its viability and to further develop its service to the local community.

25 At the head of the management structure there is a directorate which reports to the principal. There are four directors responsible for resources: administration; marketing; and curriculum and quality, respectively. There are three other directors of studies with both curriculum and cross-college roles. Reporting to the directorate there is a middle management tier of nine support service divisions and 15 academic divisions. The academic divisions are grouped into three faculties each headed by one of the directors of studies. Divisional managers report to one or more directors as required, for academic management or support services. Staff from different divisions work together effectively and cross-college team activity is well co-ordinated.

26 Responsibilities for equal opportunities, health and safety, student support and environmental policies are clearly allocated. The policy for health and safety has been effectively managed by thorough health and safety audits. The college's values, vision, aims and objectives as set out in the strategic plan are understood by most academic staff. Support staff are less clear about their implications. Operational plans for each year are devised with wide involvement of staff at all levels. Divisional managers and their staff make plans which link their areas of responsibility to the strategic plan and recent divisional reviews. The plans include current market intelligence, enrolment targets, retention rates and student achievements. These plans are analysed by the directorate and used to shape the college annual operational plan.

27 Communications in the college are generally good. Regular management meetings are held at directorate, faculty, divisional and course team level. Most are appropriately minuted. Regular meetings between directors and divisional managers are held to agree developments and resolve corporate concerns. The principal produces a weekly briefing sheet which is discussed in most meetings. Academic staff are well informed. Support staff sometimes do not see written briefings and would welcome greater involvement in divisional or course team meetings.

28 The management structure's middle tier is under significant strain for several reasons. The nature, size and scope of the divisions vary widely and the responsibilities of individual divisional managers similarly differ. Whilst carrying a substantial teaching load, some divisional managers are responsible for a diverse curriculum and a large number of students. They

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manage considerable numbers of full-time and part-time staff. Others lead fewer subjects, have fewer students and very few staff. Levels of clerical support vary. Some divisional managers are not discharging their responsibilities satisfactorily; they may need additional management training. Within divisions, team and course management should be strengthened. The current organisational structure is under review to alleviate these shortcomings.

29 Staff and other resources are generally well deployed. The high proportion of part-time teachers in some divisions places a considerable administrative burden on managers. The strategy for allocation of budgets is well understood. Budgets are not fully devolved and the college has not yet introduced unit costing. Divisional managers have budgets for consumables and part-time staff. Financial reports are produced monthly to assist divisional managers to monitor their budgets. Financial regulations and procedures are clearly documented. There are criteria, for prioritising bids for new equipment, but a long-term plan for replacement and improvement has yet to be established.

30 A number of manual and computerised systems are used to collect and disseminate management information. There is a computer system for storing student enrolment and course statistics and a separate computer-based accounts package is used for financial management. Payroll services are provided by the county council. The staff development computer software package has just been upgraded. Whilst the data held in each of these systems is coherent, information in any two or more of them cannot be integrated readily. One consequence is that examination results and associated retention rates are difficult to analyse. The recording of leavers is slow so that retention data appears only at the end of the year when it is too late to address the reasons for withdrawals.

#### **STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

31 The college has a central admissions and guidance unit. It has clear objectives and delivers impartial guidance as part of a standard admissions procedure. The team, which includes county careers service officers, works closely with the faculties. Guidelines produced for interviews and guidance include detailed information and instructions to staff and students, including time scales, deadlines and flow diagrams which make the process easy to follow. Students and their parents speak well of the recruitment procedure and the guidance students receive.

32 The student services unit provides practical student care including health education and monitoring, accommodation services, personal counselling and advice. An enthusiastic student liaison officer works with the students' union.

33 A comprehensive student induction programme is carried out by all divisions. The college's induction policy is successfully adapted to the differing needs of subject areas. Students are introduced to the arrangements for learner support during induction. Diagnostic tests for

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basic numeracy and literacy were incorporated into the induction programme for all full-time students in 1993. Among the results of this careful attention to recruitment and induction are low levels of early student withdrawal and course change.

34 The college has a tutorial entitlement policy and every full-time student has a personal tutor. Personal tutors are supported by the student services team. Tutorials, however, are uneven in quality. In hospitality and catering, tutorial time is being used efficiently to monitor progress and provide academic support, but not other aspects of pastoral care. In leisure and tourism, media, and the GCE and GCSE programmes not all lecturers are confident or conscientious in their tutorial role. Tutorial provision for part-time students is informal though guidance and academic counselling often take place during practical work.

35 The college provides careers guidance through the tutorial system and the guidance unit. The preparation for applications to higher education is thorough. Students appreciate and value both these areas of support.

36 Action planning and the maintenance of records of achievement take place in youth training programmes. Pilot studies have been carried out in other areas of the college with a view to their extension to all full-time students. Accreditation of prior learning is well organised.

37 There is a statement of student entitlement and college expectations in the student record. It is clear and concise and acts for the time being as a proxy for a college charter. Students are aware of college disciplinary and appeals procedures.

38 Induction for new college staff includes information from the admissions and guidance team, and from student services, to ensure that their activities are fully understood.

39 Most of the student support services have been developed recently. Although many are of high quality, the college does not yet monitor their use sufficiently to guarantee consistency and effectiveness. The implementation of the tutorial policy in particular needs to be more carefully monitored.

#### **TEACHING AND THE PROMOTION OF LEARNING**

40 Forty-eight per cent of the teaching sessions observed clearly demonstrated more strengths than weaknesses, and a further 46 per cent had a balance of strengths and weaknesses. There were 6 per cent of sessions in which weaknesses clearly outweighed the strengths.

The following table summarises the grades given to the teaching sessions observed:

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**Teaching sessions: inspection grades by programme of study**

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE A/AS level		1	4	5	3	0	13
GCSE		1	4	7	0	0	12
GNVQ		0	7	12	1	0	20
NVQ		1	22	24	1	0	48
Other		16	45	48	9	0	118
<b>Total</b>		<b>19</b>	<b>82</b>	<b>96</b>	<b>14</b>	<b>0</b>	<b>211</b>

41 The majority of teaching sessions observed were well planned. There were clear schemes of work that supported the overall aims of the courses. Most lessons were thoroughly prepared and, in the best examples, the aims and objectives of each session were clearly communicated by staff and understood by students.

42 In almost every class there was a good rapport between staff and students, often characterised by mutual respect and good humour. In the best classes the teaching was lively and staff had high expectations of students. Most teachers were enthusiastic and had regard for the needs of individual students. Teachers were well qualified and in curriculum areas such as art and design, hair and beauty, and management their expertise was supplemented by part-time staff who were currently active in their professions.

43 In the majority of classes staff used a variety of teaching methods to retain the interest of students and to facilitate learning. In some of the better sessions, notably in business studies, new topics were introduced in a way which built steadily on students' previous learning and developed their confidence. This was particularly apparent with part-time students where their own working experiences were drawn on to good effect. In many areas, including catering, construction and hair and beauty, students participated in a range of activities which matched industrial practice. Many students are provided with opportunities to extend their knowledge through work experience.

44 A few sessions were poorly managed because teachers failed to set a context and clear goals. In some business studies, general education, continuing education and one media class this resulted in meandering direction and a desultory pace to the work which was set by the students, rather than by the lecturer. In a few other classes, students were inattentive or passive throughout the session. In two classes students were seriously disruptive and, in some others, talkative individuals were allowed to dominate. Poor classroom teaching technique sometimes undermined potentially valuable work. For example, the results of a lively discussion in a media class were not summarised by recording key points on the board, summing up at regular intervals or directing discussion towards conclusions.

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45 In some of the weaker classes the teaching lacked enthusiasm and energy. In a number of these classes, for example in business studies, general education and engineering, notes were either dictated or copied from the board. Handouts would have been more efficient. In hair and beauty some classes, especially when client numbers were low, worked at a pace which did not reflect a realistic working environment. In other classes the structure underlying the course as a whole was not made clear to students. For example, leisure students and some NVQ hair and beauty students did not know what the course contained and how it was organised. Some continuing education students could not describe what they were doing and why. In the engineering product design course clear links between the design and manufacturing components of the programme were lacking.

46 In most classes appropriate educational equipment was used to support the teaching. A range of relevant and topical materials was used in many sessions, supported by carefully prepared notes, learning packages, assignment plans or assessment schedules. There were a number of examples of learning packages developed to enable students to study on their own in, for example, computing, the training for skills course, the continuing education courses and the flexible assessment programme in hair and beauty.

47 Teachers generally assessed assignments at the correct level and made students aware of the standards required. Work was normally marked fairly and constructively, but in some areas, for example, in construction, business and professional studies, catering, and engineering teachers' comments were bland and unhelpful. Written comments on assessments did not always indicate clearly what was incorrect or missing or, conversely, give credit for strengths, such as good organisation and clarity. Some test marking in hair and beauty was incorrect and the level of assignment work from second year BTEC leisure students was below that normally expected. Some GNVQ students had difficulty in obtaining a clear understanding of their assessment schedules.

48 The college has a firm commitment to the development of core skills. It has invested in central facilities for mathematics, communications and information technology and a number of workshops for independent learning in selected vocational areas. Most of this provision is new. The integration of core skills into the curriculum as a whole is not yet well established. Whilst most NVQ and BTEC students in construction do not use the independent learning centre in their area, many do use the library or the information technology specialist workshop. By contrast, on both the BTEC and GNVQ programmes in hotel and catering, independent learning is not only well established but is enhanced by tutor support and the use of specific supplementary material. Information technology is integrated into some classroom work and students are also encouraged to use the open access information technology facilities. Numeracy is well

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integrated in leisure courses but communication skills are less satisfactorily linked to the specialist subject.

49 Good work in teaching and learning is marred by absenteeism and lateness in many classes. Although some action is taken to remedy this, the disruption of teaching and the loss of curriculum time is serious. Greater efforts should be made to resolve this problem.

### **STUDENTS' ACHIEVEMENTS**

50 Most students are proud of their achievements. They gain personal confidence and are able to work well with each other. The enthusiasm and commitment of students, and particularly of mature students, is impressive. However, a small proportion of students in GNVQ advanced level courses in care, hair and beauty, the motor vehicle national diploma and general education were dissatisfied with their experiences.

51 Practical work in the college is carried out with due regard for the health and safety policy and regulations. High levels of practical skill were observed in care and media courses, practical catering, engineering workshops and in calligraphy, lettering and sign work in art and design.

52 In most subjects, students work in groups as well as in pairs and as individuals. Successful examples of group work were seen in engineering, construction, catering, business studies and care courses. In graphic design, students using role-play reported back to their fellow students on their recent experience of interviews for higher education.

53 In business studies, general education, media studies, and care courses, students were confident in open discussions, and in giving oral presentations. In media classes attention was given to study skills such as note-taking and essay writing. Students on the more advanced care courses had not developed the ability to write succinctly, incorporating reflection and analysis into their work. Many students in areas including catering and business studies require basic English language support. Most students need help with personal organisation if they are to benefit from the independent learning opportunities that are available.

54 Students with learning difficulties on separate specialist courses are not always achieving the levels of competence and independence they might attain if their learning were less circumscribed.

55 There are many examples of courses with good examination results. Performance is, however, very uneven with marked inconsistencies between courses in the same subject, in the same division and in the same courses in different years. There is evidence of a decline in some results over the past three years.

56 In the faculty of business and professional studies on the BTEC national diploma in business and finance course, 78 per cent of the students who originally registered gained the full qualification in 1992 and 69 per cent in 1993. The BTEC national certificate in business and finance and the BTEC certificate in management studies courses had good results

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over the last two years. On the first diploma in business and finance students have done less well. The pass rate has declined steadily from 73 per cent in 1991 to 44 per cent in 1993. Other professional courses, including the Association of Accounting Technicians at preliminary and final stages and the Chartered Institute of Insurers Certificate in Insurance Practice, have achieved good results. Marketing courses have been less successful. Many skills courses are taken by full-time students, as part of other programmes, and by part-time students. In RSA typewriting skills and other RSA wordprocessing, audio and shorthand qualifications students have generally achieved good results, and between 60 per cent and 100 per cent pass rates have been achieved over the last three years.

57 There are a large number of students studying art and design at the Reigate School of Art and Design. Their examination results are particularly good with the pass rates for all three BTEC courses being well above 80 per cent over the past three years. The first diploma in art and design and the national diploma in graphic design regularly achieve 100 per cent pass rates.

58 Students on the diploma in communications achieved good results both in their three GCE A levels and in the associated CGLI examinations in print and radio journalism or television and video production. All students who completed the BTEC national diploma in media studies gained the award in 1993, its first year of operation, although a third of the original students did not finish the course. In 1993 all students on the foundation course in journalism passed CGLI photography and 90 per cent were successful in print and radio journalism.

59 In construction, students on most CGLI courses in the last three years achieved pass rates of at least 80 per cent. Advanced carpentry and joinery and first year brickwork and masonry programmes were less satisfactory with pass rates in 1993 of 50 per cent or below. The BTEC national certificate in building studies and the national diploma in construction achieved very good results in 1992 but the results in both declined in 1993.

60 In engineering, examination results are generally good. Approximately 30 CGLI courses offered in motor vehicle engineering, electronics, aeronautical engineering and aviation achieved consistently high pass rates, many exceeding 80 per cent in the past three years. In the BTEC first diploma, pass rates over the past three years have been satisfactory but there has been a gradual decline from an 83 per cent in 1991 to 63 per cent in 1993.

61 In health and care, students' achievements are good. BTEC first diploma in care pass rates have risen over the past three years from 76 per cent in 1991 to 92 per cent in 1993. The pass rate for the BTEC national diploma in social care has risen from 57 per cent to 82 per cent over the same time period. In the national diploma in health studies, pass rates have fallen from 85 per cent in 1992 to 45 per cent in 1993. This was the consequence of poor student retention; all who completed the course

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passed the examination. National Nursery Examination Board students who completed the course achieved examination pass rates exceeding 85 per cent over the last two years, but there has been a high dropout rate in each year so real achievement rates are lower. The college has made a major step in recording and accrediting achievement for students with learning difficulties on separate specialist courses. For those students entered for Associated Examining Board achievement tests in numeracy or literacy, results were high with pass rates from 83 to 100 per cent in 1993.

62 Of the 30 students completing the access course through 1992 and 1993, 29 took up places in higher education. In the first year of the science foundation course, seven out of nine students progressed to Kingston University in 1993.

63 In leisure and tourism student numbers increased ninefold between 1991 and 1993 but this has been accompanied by a fall in achievement. Examination results in the BTEC first diploma in leisure studies declined from a 56 per cent pass rate in 1992 to 36 per cent in 1993. The pass rate on the national diploma in leisure studies fell from 90 per cent in 1992 to 61 per cent in 1993. In the national diploma in travel and tourism the pass rate fell from 87 per cent in 1992 to 75 per cent in 1993. The college is taking steps to rectify this by improving staffing in this area.

64 In the International Hair and Beauty Council (IHBC) beauty therapy full-time course a pass rate of 55 per cent was achieved in 1992 and 60 per cent in 1993. Part-time IHBC work in beauty achieved pass rates between 89 per cent and 100 per cent. In the full-time NVQ hairdressing course the percentage of students enrolled, who gained a full NVQ within two years, declined from 56 per cent in 1992 to 33 per cent in 1993. The NVQ system allows partial completion of qualifications over varying periods of time. Many students, especially in part-time hairdressing and beauty courses, choose to take advantage of this.

65 Examination success in hospitality and catering has progressively improved over the last three years. The CGLI cooks professional certificate, guest house management, NVQ floristry foundation level, and accommodation services courses, all had between 83 per cent and 100 per cent pass rates in 1993. In the BTEC national diploma in hotel, catering and institutional operations, the pass rate has risen from 62 per cent in 1992 to 80 per cent in 1993. Less good results have been achieved in CGLI floristry intermediate and advanced levels, NVQ food preparation and cookery (Year 2), craft catering (Year 2), and hotel reception, where the 1993 pass rates were between 40 and 60 per cent.

66 The variability in the GCSE and GCE A level achievements, and some particularly poor subject results, are cause for concern. While the college may wish to give students a second chance, care must be taken to ensure that students are enrolled on courses that are appropriate to their abilities and on which they have a genuine chance of success. In 1993, students

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achieved results above the national averages in only seven of the 17 GCSE subjects offered. In many subjects the percentage pass rates at grades A-C were below 30 per cent. Students performed well in accounting, sociology, English, building studies, mathematics, and media studies. Results were poor in chemistry, physics, business studies, computing, geography, history, law and French. At GCE advanced level, 19 subjects were offered in 1993. Students performed well in history, English, English literature, media studies, psychology and biology. In eight other subjects, 50 per cent or less of the students gained passes at grades A-E. Business studies, economics, physics and mathematics results were very poor in 1993, although all of these had been considerably better in 1992.

67 The average retention rate for full-time courses in the college in 1992-93 was 87 per cent. Engineering courses achieved the highest retention rate at 95 per cent and business and professional studies the lowest with 74 per cent.

68 Student destinations are monitored and recorded. In 1993, 25 per cent of the full-time students went on to higher education, 11 per cent to further education, 19 per cent directly into employment and 10 per cent were unemployed, seeking employment, or placed in youth training or other government-funded schemes. The destinations of the remaining 35 per cent were unknown although the college attempted to contact them by telephone or by letter. The level of unknown destinations is a notable weakness in the monitoring of the college's achievements.

#### **QUALITY ASSURANCE**

69 A procedure for course review and evaluation has been in place for two years. This involves each course team carrying out an annual review. Students are involved and, in a number of divisions, there is a forum in which staff and students meet on a regular basis as part of this process. The reviews include the consideration of data on target and actual enrolments, retention and attendance rates. The better reviews show evidence of reflection, careful reference to the strategic plan, a clear statement of the action required to initiate improvements, the name of the person responsible and a date by which action will be taken. Such action plans have been followed through and course improvements made.

70 The main weaknesses in the system have been its variability in practice and the lack of agreed targets against which progress could be measured. In the weaker course reviews student involvement has been informal, there has been a tendency to ignore the strategic plan, and action for course improvement has not always been clear. Some course teams have not focused on year-on-year improvement because no goals have been set. Although senior management have taken action quickly to deal with urgent issues raised in the annual reviews, they have not responded to all review reports as a matter of routine. The responsibility of directors of study for quality management has been unclear. These matters are

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already receiving attention and the shortcomings of the present system are being addressed by the careful introduction of an improved quality assurance scheme.

71 The new policy for quality assurance was confirmed by the corporation board in September 1993. This policy is understood and widely supported by staff. It sets a framework of clearly defined and agreed standards, against which annual improvement can be measured for all of the college's activities. Detailed work on producing these standards is on schedule, within a timetable set by the academic board.

72 The staff development and quality assurance documents make explicit links between staff appraisal, staff development and quality. Appraisal training for the academic staff is almost complete but appraisal interviews have not taken place below the level of director.

73 The staff development policy makes close connections between the college's strategic plan, staff development priorities, and the distribution of funds. The staff development budget has doubled during the past year to two per cent of college expenditure. All staff interviewed expressed satisfaction with the provision for staff development. There is a comprehensive induction programme for new staff who arrive in September, but its application is more variable for staff who arrive at other times of the year. All staff development activities are evaluated and conclusions used to inform the planning process. The recent appointment to a new post of curriculum and staff development manager is a positive move.

74 Knowledge of the Charter for Further Education amongst staff is variable. The college has not yet developed its own charter, but is confident that the work it has already done on student entitlement will enable it to meet the deadline of the end of the 1993-1994 academic year.

## **RESOURCES**

### **Staffing**

75 Lecturers and support staff are well qualified and appropriately experienced for the work they undertake. Half of the full-time lecturing staff have first degrees and 14 per cent have postgraduate qualifications. Seventy-three per cent of full-time lecturers have a teaching qualification. Lecturers and technicians hold a wide range of vocational qualifications directly relevant to their teaching or technical support roles. There is a good proportion of lecturers with recent industrial and commercial experience.

76 Twenty-three per cent of the full-time teaching staff are aged between 20 to 40 years and 61 per cent aged between 41 to 60 years. Almost half of the full-time staff are female, including two of the eight members of the directorate and 17 of the 26 divisional managers. Sixty-three per cent of all support staff are female.

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77 Part-time lecturers contribute 18 per cent of taught hours to the college curriculum but the proportion in each division varies. In art and design it is often as high as 50 per cent because part-time staff currently employed in the industry are important in bringing additional specialist expertise into the course teams. In leisure and tourism over reliance on part-time staff had started to effect the continuity of student support and curriculum delivery and the college has made additional full-time appointments to redress this balance.

78 The college has improved its student to staff ratio from 11:2 to 13:7 over the last three years. In order to respond to the extra demands of operating as a corporation, additional support has been given to estates management, personnel, finance, clerical and secretarial services.

### **Equipment/learning resources**

79 Equipment and learning resources are adequate to enable course aims to be met. With the exception of some huts, most teaching rooms have good whiteboards, overhead projectors and access to video facilities. There is a good range of motor vehicle and mechanical engineering equipment. In construction there are adequate supplies of handtools. Specialist machinery and surveying equipment have recently been updated. There is a good range of computing equipment to support most courses although some terminals in computing and some computers in electronics are outdated. In media studies, specialist equipment is supplemented by access to more advanced technology in local companies. In hair and beauty, there is a good range of modern equipment. Hygiene equipment in this section is well maintained and effectively used. Catering equipment is of an appropriate standard but is sometimes insufficient for larger groups. The travel shop should be developed to provide experience for first as well as second year students. The science laboratories contain outdated furniture which severely restricts teaching methods and the student group size. There is a lack of any three-dimensional design equipment in art and design.

80 The college is committed to the development of students' independent learning and it has concentrated on the improvement of suitable facilities. An open learning centre with information technology facilities has been developed at the Reigate School of Art and Design. A separate information technology workshop and an open learning centre have been developed at both Redhill sites. While the three open learning centres support core skills development, each centre also provides resource materials for the courses located on the site. A numeracy workshop and a communications workshop have been established at the main campus. Good information technology facilities have been provided on all sites with 230 work stations available for curriculum support. The ratio of students to work stations is about 10:1, and 80 work stations are available on an open access basis.

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81 Library services are available at the main site and at the Reigate School of Art and Design. With the addition of the open learning centres there are sufficient study spaces on the main site but not at the Reigate School of Art and Design. Library expenditure on materials for the library and open learning centres for the last 12 months was £88,250. There are approximately 34,000 books and a range of other learning materials. In most curriculum areas there is a good range of books. The specialist library provision for art and design is of a particularly high standard. In catering there is a need for more modern materials for NVQ courses.

### **Accommodation**

82 The college estate ranges from 1992 purpose-built accommodation to the Wallfield annexe which is a late nineteenth century, grade II listed building. Most buildings are fit for their purpose and many are good. These include high-quality facilities at Gatton Point South for catering and hospitality, hair and beauty and construction. The recently completed John Bell Centre at Gatton Point North provides modern classrooms for general education, business, management and some care courses. At Gatton Point North there are good motor vehicle and mechanical engineering workshops but the electronics laboratories are drab and uninviting. The accommodation for media studies is mostly of a very good standard although some rooms show signs of wear and tear. The science laboratories are outdated and require extensive redesign and refurbishment. Some older buildings at Gatton Point North have been improved recently to provide information technology and open learning facilities. The Reigate School of Art and Design, the Wallfield annexe and the Hawthorns building on the main site are old and poorly maintained. The library at the Reigate School of Art and Design has been extended recently. The college recognises that it is desirable to replace its temporary accommodation with more permanent buildings.

83 An accommodation strategy is being developed to address these issues and to take account of the building condition survey recently undertaken by the college's consultants. The college has not yet undertaken a comprehensive study of its use of space but spare capacity is apparent in the construction workshops and catering kitchen areas.

84 Access for physically disabled people is limited and there are no crèche facilities.

### **CONCLUSIONS AND ISSUES**

85 East Surrey College is making progress towards achieving its mission. The particular strengths of the college are:

- good links with schools, higher education and industry
- responsiveness in serving the wider community
- able and effective governance and management

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- well-developed operational planning
  - pastoral guidance and support for students
  - facilities for independent learning
  - media studies.

86 If it is to succeed in achieving its aims, the college should address the following issues:

- the structure of middle management
- the integration of information systems to provide management data
- the variability in students' achievements
- policy monitoring and evaluation
- the completion of the quality assurance system with standards and improvement targets
- a long-term equipment replacement policy
- the low utilisation of some specialist accommodation.

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## FIGURES

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- 1 Percentage enrolments by age (at November 1993)

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  - 2 Full-time equivalent enrolments by mode of attendance and curriculum area (1993-94)

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  - 3 Staff profile - staff expressed as full-time equivalents (1993-94)

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  - 4 Percentage enrolments by level of study (1993-94)

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  - 5 Estimated income (1993-94)

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  - 6 Estimated expenditure (1993-94)

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

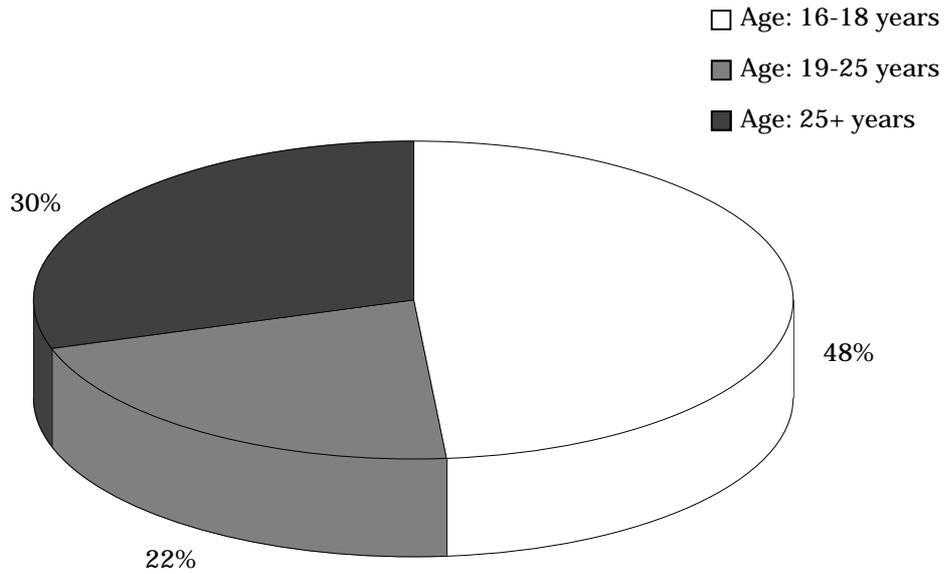
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**Figure 1**

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**East Surrey College: percentage enrolments by age (at November 1993)**

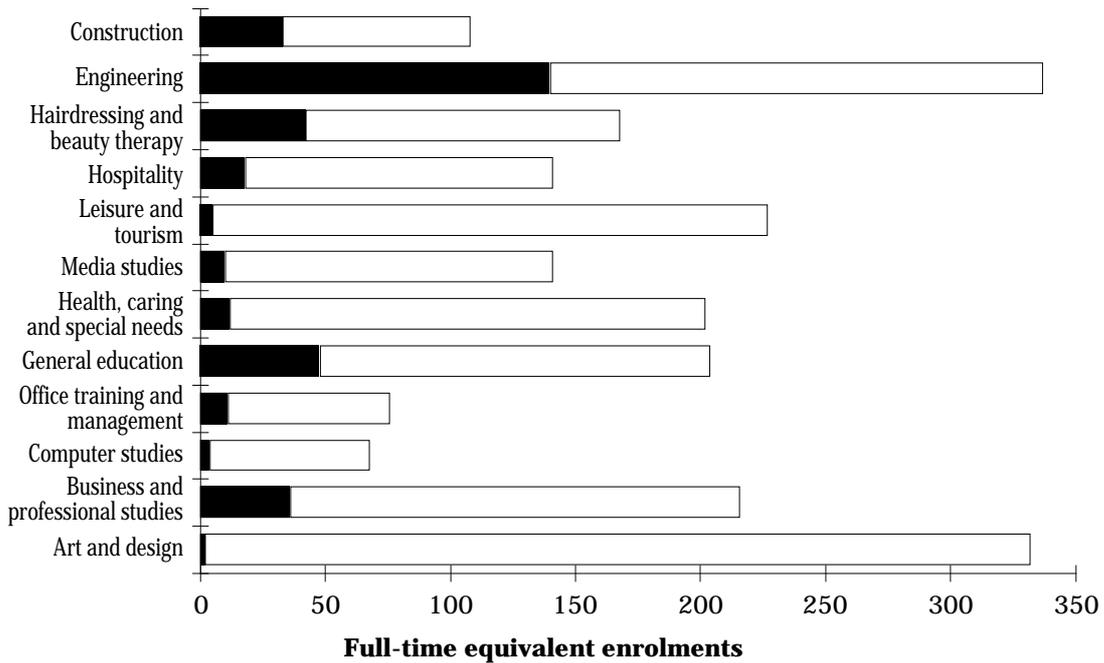


Enrolments: 3,954

**Figure 2**

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



Full-time equivalent enrolments: 2,220

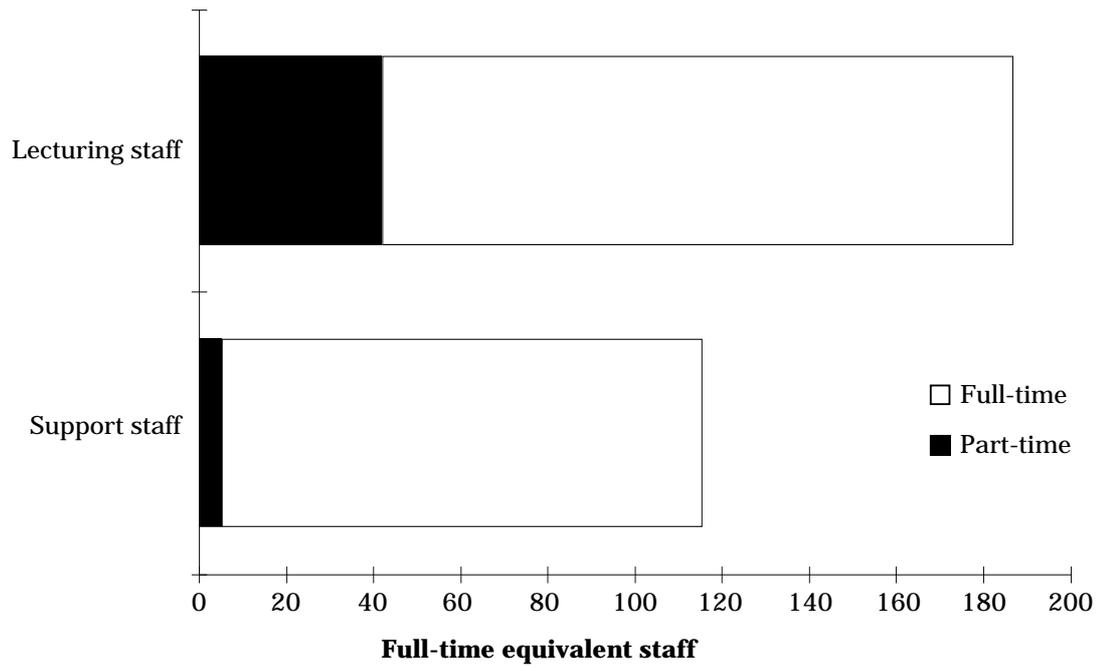
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**Figure 3**

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**East Surrey College: staff profile - staff expressed as full-time equivalents (1993-94)**

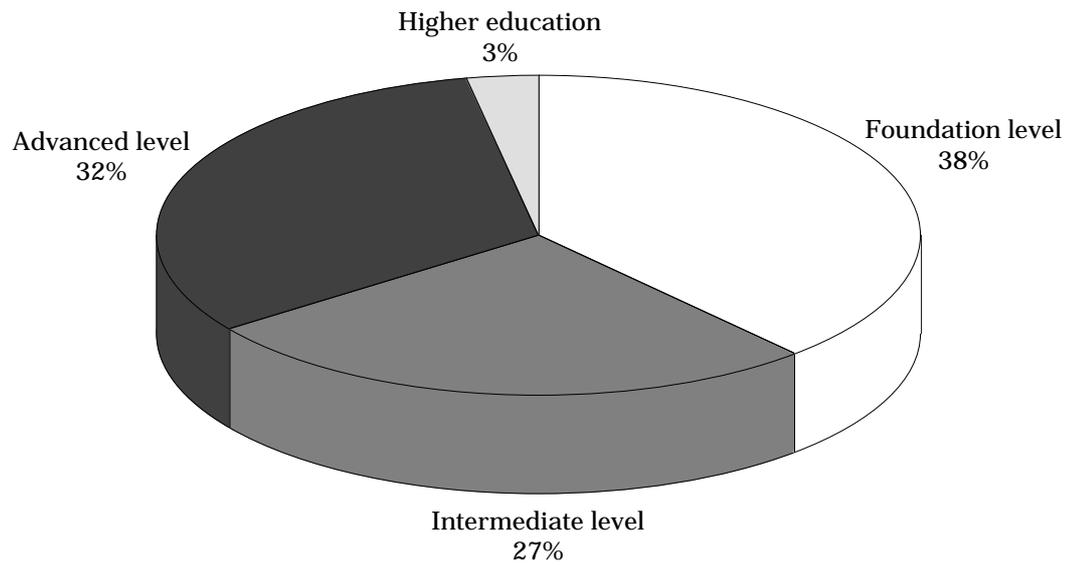


Full-time equivalent staff: 303

**Figure 4**

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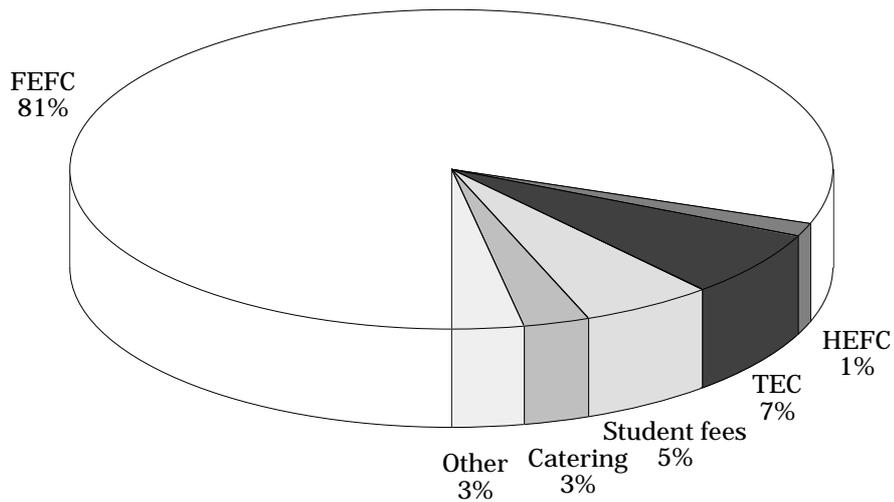
**East Surrey College: percentage enrolments by level of study (1993-94)**



Enrolments: 3,954

**Figure 5**

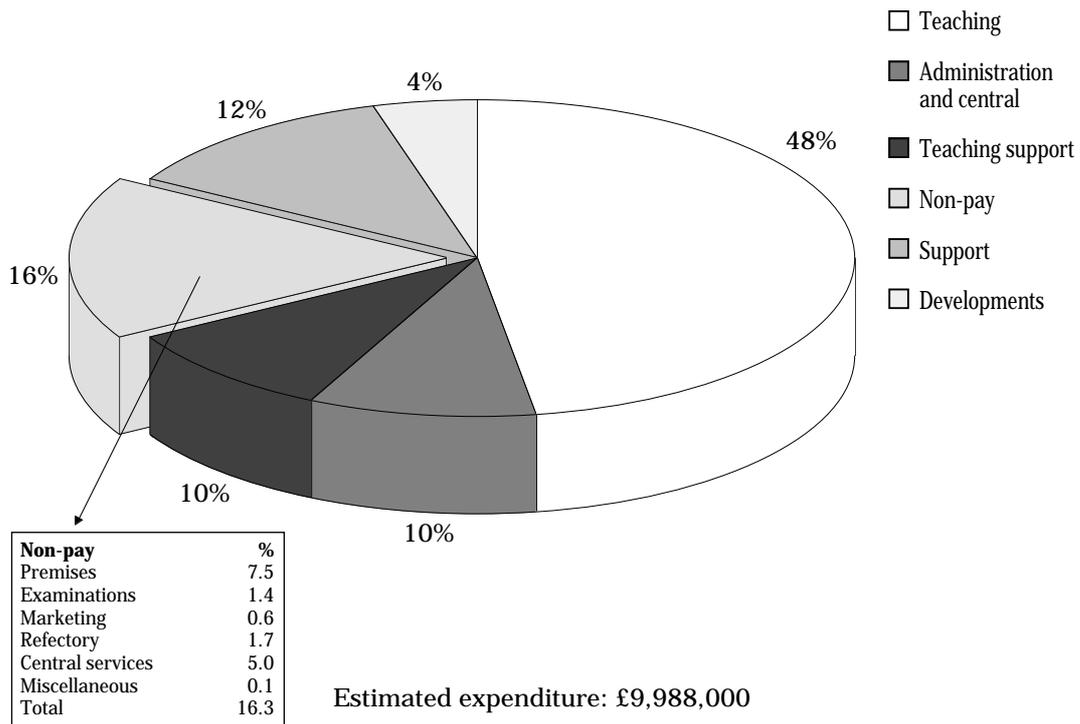
**East Surrey College: estimated income (1993-94)**



Estimated income: £10,138,000

**Figure 6**

**East Surrey College: estimated expenditure (1993-94)**



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