

**REPORT  
FROM THE  
INSPECTORATE**

---

# **East Yorkshire College**

**July 1994**

---

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

---

## **THE FURTHER EDUCATION FUNDING COUNCIL**

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

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

### **GRADE DESCRIPTORS**

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

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

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

---

# FEFC INSPECTION REPORT 56/94

**EAST YORKSHIRE COLLEGE, HUMBERSIDE**

**YORKSHIRE AND HUMBERSIDE REGION**

**Inspected March-April 1994**

## Summary

East Yorkshire College offers a wide range of general education, vocational and adult education courses, which provide well for the needs of the local community especially the adult population. The college recruits nationally for some of its specialist courses. Permanent staff are well qualified and experienced. Students' achievements in examinations and their levels of progression to further and higher education or to employment are generally satisfactory. However, there are some courses where achievements are low. There is a lack of clarity about the roles and responsibilities of middle and senior managers. Staff are not well informed about the activities of the governing body and academic board. Policies to support the college mission statement are lacking and there are few procedures for the regular monitoring and evaluation of existing policies. Other weaknesses include: the lack of course and departmental targets for student retention, achievement and destinations; the lack of co-ordination of curriculum developments; poorly-developed tutorial support, counselling and careers guidance; and the absence of a strategy for evaluating accommodation in relation to growth and curriculum development.

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	2
Governance and management	4
Students' recruitment, guidance and support	4
Quality assurance	3
Resources: staffing	2
equipment/learning resources	2
accommodation	3

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Computing	3	Catering	3
Construction	2	Leisure	3
Engineering	2	Caring	3
Business studies	2	Hair and beauty	3
		Art and design	4

---

---

# CONTENTS

	<b>Paragraph</b>
Summary	
Introduction	1
The college and its aims	3
Responsiveness and range of provision	8
Governance and management	14
Students' recruitment, guidance and support	22
Teaching and the promotion of learning	33
Students' achievements	47
Quality assurance	53
Resources	60
Conclusions and issues	66
Figures	

---

---

## **INTRODUCTION**

1 East Yorkshire College was inspected in two stages during March and April 1994. Thirty-one inspector days were used for the inspection of specialist subject areas. In addition, 33 inspector days were used to inspect aspects of cross-college provision during the week commencing 11 April 1994. Inspectors visited 112 classes and examined samples of students' written and practical work. They held discussions with governors, staff, students, parents, local employers, representatives of the Humberside Training and Enterprise Council (TEC) and local headteachers.

2 The report is based on inspections 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 Yorkshire College occurred early in the cycle, the opportunity for such a response was not available.

## **THE COLLEGE AND ITS AIMS**

3 East Yorkshire College was formed in 1980 from the merger of Bridlington and Driffield Technical Institutes which were originally established as centres for part-time adult education and day-release vocational training. The college currently occupies five sites, four of which are in the Bridlington area and one in Driffield. Two of the sites are industrial workshops. One of these sites is leased and the other was purchased in 1993.

4 The college employs 275 staff of whom 95 full-time equivalents are teachers and 76 full-time equivalent are support staff. Staff expressed as full-time equivalents are shown in figure 1. At the time of the inspection 1,301 full-time equivalent students were enrolled at the college on courses funded by the FEFC. Approximately 870 of these were full-time students and 3,058 students attend on a part-time day or evening only basis. A further 208 full-time equivalent students were enrolled on full-time higher education courses, youth and adult training programmes, and adult non-vocational courses. Just under half of the students enrolled were over 25 years of age. Almost one-third of the students were receiving discretionary awards from local education authorities. Enrolments by age and level of study are shown in figures 2 and 3. Full-time equivalent enrolments by mode of attendance and curriculum area are given in figure 4. The college is organised into three major departments: business studies, client services and technical studies. Departments are in turn organised into sectors, each sector leader being responsible for a group of related courses. The college recruits nationally for some of its specialist programmes, for example motorcycle engineering. Links are well established with some colleges in Russia and Poland.

---

5 The college is one of four major post-16 providers in the immediate catchment area. The other three are local education authority (LEA) maintained 11-18 schools. The proportion of 16 year olds staying on in full-time education has risen from 50 per cent in 1991 to 60 per cent in 1993. The LEA policy, prior to incorporation, was that the schools offered General Certificate of Secondary Education (GCSE) and General Certificate of Education advanced level (GCE A level) courses post-16 and that the college provided vocational education and training programmes. The nearest further education colleges are in Scarborough 17 miles away, Beverley 25 miles, and Hull 30 miles. There are several local independent training providers, funded mainly through TEC training schemes, and the local borough council operates a training centre in Bridlington.

6 The East Yorkshire region has a significant agricultural sector and a sizeable tourist industry. Other industries include engineering, building, clothing manufacture, food processing and motor vehicle distribution. The population of the catchment area is about 100,000, with a growing proportion of retired people. Bridlington is the administrative centre for the borough and Driffield maintains its role as a substantial market town. Unemployment is 14.3 per cent, the highest in Humberside. The qualifications of school leavers are below the national average.

7 Against this background, the college has an appropriate mission statement which is to create, maintain and develop an accessible and high quality service in response to the educational, training and cultural needs of its client groups. Its strategic aims include: working towards national objectives and targets for a qualified workforce; offering a curriculum which is flexible, accessible and relevant; promoting overseas links; optimising cost effectiveness through greater internal efficiency and additional external income; developing the potential of all staff through a structured system of training, development and support.

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

8 The college is the main provider of vocational education and training in the area. It faces little competition from other colleges in the region. The relatively small GCSE and GCE A level provision at the college reflects the LEA policy, prior to incorporation, of restricting this provision mainly to the local schools.

9 The college offers a wide range of vocational courses and programmes which provide good opportunities for students to advance within further education and to progress to higher education and employment. There is a good balance of students at foundation, intermediate and advanced levels. Approximately 11 per cent of students are enrolled on higher education programmes, most of them studying on higher national certificate and higher national diploma courses validated by the Business and Technology Education Council (BTEC). The further education courses cover a wide range of occupational areas: business and administration, computing,

---

health and social care, leisure and catering, hair and beauty, construction, engineering, electronics, and art and design. The college also provides access to further education and access to higher education courses and programmes for students with learning difficulties and/or disabilities. Many of the courses are designed to meet the needs of adults and those who are unemployed. For example, in the construction section, which has increased its student numbers, none of the students are on release from employment.

10 The various vocational sections within the college have been able to respond to the needs of adults owing to the well-developed community networks. A training annexe located on the main college campus houses the adult training provision, a job club and restart programmes. These are successful in providing access routes for further education and training.

11 The college has substantially met its growth targets. The increase has occurred mainly in catering, caring, wood trades, students with learning difficulties and/or disabilities, engineering and access provision. There has been a steady growth in the development of National Vocational Qualification (NVQ) programmes. The development of the General National Vocational Qualification (GNVQ) has been slower. Only two programme are currently offered, although several are planned to commence in September 1994.

12 There are good relations between the college and the local TEC. The TEC has provided funding for a wide range of activities. There are also good links with employers and external agencies. The college provides accommodation and secretarial support for the local chamber of commerce and industry. It assists the chamber in developing initiatives of mutual benefit to employers, the college and the wider community. These links, together with the support of the TEC have resulted in a number of new course developments such as small engine maintenance and the servicing of domestic appliances, which attract students throughout the region and beyond. Communication and liaison with local schools are generally satisfactory.

13 The college provides a comprehensive range of information about its courses. Course leaflets and other printed materials are well presented and informative. Many of the teachers have been active in the design of courses. They have reacted readily to suggestions from the TEC for new courses. Developments have been largely dependent on individual teachers' enterprise. The overall marketing strategy of the college is not well developed. The marketing plan is weak and the promotional activity at the programme level and the central activities of the college are not fully co-ordinated. The extent of externally-funded work is relatively small. There is scope generally for a more effective analysis of the needs of potential students in the area.

---

## **GOVERNANCE AND MANAGEMENT**

14 The East Yorkshire College Corporation has 17 members. Nine members represent industry and commerce; there is a representative from the local TEC; the principal, two members of the college staff and a representative of the student body are members and one member represents community interests. There are currently two vacancies. Women are under-represented on the board.

15 Governors understand their statutory duties, and support the college's mission statement and strategic plan. The college's strategic planning process is consultative and systematic with sector development plans contributing towards the overall strategic plan. Teachers and support staff have ready access to all senior managers. Corporation meetings are held once a term; they are well attended and members are provided with appropriate supporting documentation and minutes. Good use is made of individual governors' background and expertise. It is inappropriate that the board's finance committee undertakes both audit and financial functions. Governors do not participate on a planned or regular basis in the activities of the various departments, and many of the staff, including the deputy heads of department are largely unaware of the activities of the governing body, and of the college's academic board.

16 The senior management team comprises the principal, a vice-principal, three assistant principals and a chief administrative officer. The current management structure has been in place since 1992 when the then heads of department were promoted to assistant principals with cross-college functions. Assistant principals continue to have responsibility for their respective departments and are assisted by deputy heads of department. The relative roles and responsibilities of the assistant principals, deputy heads of departments and sector heads are vague and not understood by staff. This has resulted in poor lines of communication, slow decision making and lack of accountability. No member of the senior management team has a designated responsibility for the co-ordination of curriculum development throughout the college.

17 There are no tutorial, marketing or accreditation of prior learning policies to support the college's mission statement and there are no strategies for the monitoring, evaluation and review of existing policies on, for example quality, student induction and annual course reviews.

18 A system of delegated financial management to sector heads has been introduced. This is currently limited to the purchase of consumables and equipment up to £1,000 in value. Sector heads bid directly on an annual basis to the assistant principal, finance. Deputy heads of department, whilst receiving monthly profiles of their sectors' income and expenditure are not involved directly in the financial allocations. Sector heads are not aware of the basis for the allocations to individual cost centres. There is no system for calculating the unit costs of course provision by programme area.



---

19 The college's unit of funding for 1993-1994 was recorded in the FEFC report, *Funding allocations 1993-1994*, as £2,934 per weighted full-time equivalent student. The median for general further education and tertiary colleges was £2,444. The college has a 16 month budget of six million pounds of which 62 per cent is funded by the FEFC. About 13 per cent of its income comes from the Humberside TEC. The college's estimated income and expenditure for the 16 month period ending July 1994 is given in figures 5 and 6.

20 The college's computerised management information system was installed last year. Functional areas supported by the system include finance, timetables, room utilisation, student attendance and withdrawals and admissions. The monthly reports provide data on student numbers by course, student withdrawals and finance. The assistant principals are aware of their management information needs and are planning to obtain more detailed data, relevant to their management requirements.

21 The sector heads are collectively involved in setting the overall college enrolment targets but are not given specific targets for their programme areas. The college has achieved 96 per cent of its enrolment target for 1993-94. Data on student retention and absences are monitored on a regular basis at course and sector level. There are monthly returns to the Humberside Careers Service which investigates the reasons for early leavers where these are not known by the college. Departments and sectors do not have targets for student retention.

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

22 Applications for entry to the college are dealt with promptly and efficiently. Most students are interviewed by teachers before entry. Fifty eight per cent of new students stated in a recent questionnaire that they had received no pre-course careers advice. Interviewers do not receive training or guidance in interview technique, to help them fulfil their role effectively. School leavers are not specifically encouraged to bring their national record of achievement to their interview.

23 The college is in the process of developing systems, and training staff, to assess and accredit the learning and experience which students have acquired before entering the college. In the absence of a college policy however, these systems are not widely or consistently applied.

24 Most students receive a satisfactory introduction to the college and its courses, including an informative student handbook and course induction materials of a high quality. In some courses, the induction period includes some diagnostic assessment, but there is no comprehensive screening of new students to diagnose the support in basic skills which they may require.

25 Students requiring additional help in English or mathematics are supported by staff from the college's educational support service. They may also attend English or mathematics workshops, although these are

---

not available on a drop-in basis. Links have recently been established between the educational support service and the vocational sectors, but there are no procedures in place to ensure that learning support is offered to all those students who need it.

26 The college offers a good level of practical support to students by assisting them in applying for awards and benefits, and by giving financial help in the form of loans and bursaries from college funds to those who would otherwise be deterred from enrolling because of financial hardship. Day nurseries are available at two of the college sites, and for over half the places the college has reduced the fees payable. Rail warrants are provided to enable students experiencing financial hardship to attend college. A job club is located on the main college site with good facilities to help unemployed students find work. An accommodation officer helps students living away from home to find suitable accommodation locally.

27 Each full-time and part-time student is allocated a personal tutor. There is a tutorial hour in all students' timetables during which individual review takes place on a twice-termly basis. Helpful documents and guidelines are available to facilitate discussion, but they are not used by all tutors. They do not lead to a record of achievement or focus sufficiently on detailed career and personal targets. Review processes are inconsistent across the college and vary widely in their effectiveness.

28 There is no structured group tutorial programme in which personal, social or careers issues can be explored. Some tutors invite guest speakers or conduct group discussions but there is no college tutorial policy.

29 It is not college policy to offer a comprehensive personal counselling service. Students who are experiencing personal problems are encouraged to talk to their tutor, who will endeavour to refer them to appropriate agencies or individuals in or outside the college. Such arrangements are informal, and tutors do not receive adequate support or guidance in this aspect of their role. The lack of suitable accommodation for private discussion also hinders them in their work. A significant number of students cite personal reasons for leaving college before finishing their course, and the college should consider ways of reducing this number by improving access to personal counselling.

30 The Humberside careers service supplements the work of tutors by offering individual interviews and group talks to students through a contract drawn up with the college. However, the extent to which this provision is effectively used varies widely. Some course tutors are insufficiently aware of the service. Guidance about higher education choices is unco-ordinated with some students not being given adequate or timely help in submitting their applications. Overall, careers education and guidance is poorly developed.

31 Attendance is monitored through class registers, and also centrally, using a computerised system. Tutors are provided with monthly returns showing individual students' attendance patterns. The swiftness of

---

response in following up students' absences on a day-to-day basis varies considerably and there are no college guidelines or monitoring procedures to ensure consistent practice among tutors.

32 Tutors' relations with students are good. They attempt to give students the support they need. However, they are not helped by the lack of a co-ordinated framework and of clear college policies and procedures. If the college is to achieve its stated objective to improve the personal support given to students it should give higher priority to this aspect of its work and establish appropriate college-wide structures.

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

33 Of the 112 sessions inspected, 53 per cent had strengths which clearly outweighed weaknesses. The strengths and weaknesses of the work were evenly balanced in a further 37 per cent of the sessions. The following table shows the grades awarded as a result of the inspection.

#### **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	0	0	0	0	1
GCSE		0	0	2	0	0	2
GNVQ		0	3	3	2	0	8
NVQ		2	7	6	1	0	16
VOC DIP		4	22	13	0	0	39
VOC CERT		0	2	1	0	0	3
Other		2	16	17	7	1	43
Total		9	50	42	10	1	112

34 Teachers had a good knowledge of their subject, and most of their teaching was effectively planned. In general, students demonstrated knowledge, skills and practical applications appropriate to the stage and level of their studies. Students worked together well in groups and demonstrated the ability to transfer skills and knowledge to new contexts. In the majority of curriculum areas, information technology was integrated into the subject teaching. On some courses, there were high levels of absenteeism and low student retention figures.

35 On business courses, students participated in theoretical and practical activities. Most classes had a wide age and ability range which teachers drew upon to good effect. Teachers catered well for the abilities and needs of all students. Information technology was integrated well into course work and assignments.

36 Teaching in social care was generally well organised. Students, when encouraged to do so, readily participated in discussion. Students' work was assessed fairly, and teachers' marking included supportive comments.

---

Students' progress in some classes was hindered by the limited use of teaching aids. Students' learning experiences on work experience programmes could be improved with better communication between college staff and the placement providers.

37 Students in leisure and public services were motivated and enjoyed their studies. The teaching methods suited the ability range of the students and were vocationally relevant. The students spoke with confidence and enthusiasm about their experience on two-week work placements and readily described what they had learned. The teachers used the exercise to draw attention to situations in which students might expect to find themselves in their future careers.

38 Hospitality and catering courses made good use of the college restaurant and college refectory to provide realistic learning environments. The quality of learning aids used by teachers and students was good. In some sessions, teachers failed to inform students about the potential uses of information technology or to involve them in its applications. Specialist accommodation for hotel reception and accommodation operations was of poor quality. Students' achievements were hindered by high levels of absenteeism.

39 The engineering sector has successfully developed as a national centre for motorcycle engineering. Students benefited from a combination of theory and practical work. Practical activities were well organised. Students used a wide range of modern equipment which enabled them to develop practical skills and competences to high standards. Student retention was poor on some courses. Electronic engineering classes were well planned and presented making good use of dual purpose laboratory and lecture facilities. Students demonstrated good practical skills and the confidence to use them.

40 In modern foreign languages, teaching material was well prepared and there were a range of activities to cater for different language abilities. Good use was made of the modern foreign language workshops. In one instance, students were engaged in simulated shopping exercises, the classrooms being laid out to resemble a shop. Teachers had high expectations of the students and they successfully created an atmosphere which encouraged them to feel confident enough to speak in the languages they were learning.

41 There was good staff-student interaction in art and design. The teaching and learning strategies did not pay sufficient attention to individual students' needs. Nevertheless, the standard of the students' work was generally satisfactory. The schemes of work prepared by individual teachers were not co-ordinated at team level to ensure adequate coverage of the specified topics on one syllabus.

42 Students on construction craft courses achieved high standards in practical work and displayed a strong sense of pride in their craft. There were good levels of supervision in the workshops and teachers readily

---

assisted students and demonstrated particular practical techniques as required. Students were anxious to do well and there was a good pace to the work in practical sessions. Insufficient attention, however, was given to the assessment of students' theoretical work or to the provision of additional support in numeracy and literacy. Course teams had not given adequate time to the development of suitable learning materials.

43 Mathematics classes were characterised by a high level of student interaction and good use of mathematical language in class discussion. Teachers frequently used the effective technique of getting individual students to tackle problems in different ways and compare the results. The mathematics workshop provided sound learning support for individual students who needed additional attention. In some mathematics classes, practical activities and the use of information technology were too restricted.

44 In hairdressing and beauty lessons, there were good relationships between teachers and students. Most of the sessions were satisfactory, but a minority were dull and did not relate sufficiently to commercial practice or to the students' recent work experience. Information technology was not used sufficiently and there was no suitable reception area to assist in the development of students' communication skills.

45 In computing, students' project work was of a good standard. Teachers employed a variety of teaching and learning strategies and good use was made of video and case studies. In computer programming, there was good emphasis on modern structured approaches to software design and an associated programme of integrated assignments based on the needs of small businesses. Students on most of the vocational courses were confident users of information technology and able to apply their developing skills in class and in assignments. There were effective arrangements for students to use equipment by themselves, as and when they wished to do.

46 Provision is made for students with a wide range of learning difficulties and/or disabilities, including those with profound and multiple learning difficulties. There are individual programmes of study within each subject area which specify short, medium and long-term objectives. Although lessons were generally well planned and the work covered was recorded, many were predominantly teacher directed and little opportunity was given to students to take some initiative. Some of the learning activities lacked a relevant context and were inappropriate for adult students.

### **STUDENTS' ACHIEVEMENTS**

47 Students were well motivated, enjoyed their studies and contributed positively to classroom discussions. In the engineering and construction workshops, students worked independently and spoke positively about the opportunities offered to them. In caring programmes, students demonstrated the capacity to apply their knowledge and understanding to

---

a range of theoretical and practical tasks. Group work was used effectively on business, catering and leisure courses and high standards were set in practical tasks. In a BTEC first diploma course in public services, for example, students themselves managed a physical fitness programme, displaying technical competence and leadership skills whilst paying appropriate attention to health and safety issues. In art and design, students were less confident about their work particularly in relation to the skills of evaluation, exploration and diagnostic thinking.

48 Practical work was carried out competently and safely. However, opportunities for students to develop the full range of practical skills were limited by the lack of work placements particularly in caring, construction and information technology courses. Standards in written work were variable. On some programmes, students maintained well-organised sets of notes. On others, for example on some of the BTEC first diploma courses, standards of work were poor; students had untidy and disorganised notes, which were not monitored by staff. Core skills such as numeracy and communication were generally well integrated into learning programmes.

49 Attendance patterns vary considerably between courses. In a number of cases poor attendance was affecting achievement. In business, catering and caring, for example, many students at intermediate level did not achieve full awards due to irregular attendance. In GNVQ art and design, an average attendance of 19 per cent was recorded for one mathematics unit. There is no reliable college framework to ensure the monitoring of attendance and tracking of students. Similarly, overall retention rates are poor on some course programmes. Of the 22 students enrolled on the computer studies BTEC national diploma course in 1992, only 13 remain in the current second year. There are similar patterns in the BTEC national diploma programmes for catering and leisure. Retention in the BTEC engineering first diploma is poor; only 36 per cent of the initial enrolments are currently attending.

50 For those students entered for the 1993 awards in the main vocational areas offered by the college, many achieved the qualification they were seeking. For example, all students passed in some catering, craft furniture and business administration courses. Generally, achievements at advanced level were good, and there were pass rates of higher than 85 per cent in the majority of programmes. Results in hairdressing and beauty therapy were poor, with pass rates of 54 per cent and 31 per cent, respectively. At intermediate level, high pass rates were achieved in construction and business administration but across the majority of the remaining vocational areas, pass rates averaged about 60 per cent. In art and design, only 3 out of the 17 students entered achieved the BTEC first diploma award. At foundation level, pass rates in relation to those entered for the award were high, averaging 88 per cent. There were similar patterns to results in 1991 and 1992.

51 Students' achievements were good in GCE A level law, art and English. For example, all students passed in art, and in English the pass rate was

---

91 per cent. In GCE A level economics and photography 67 per cent of the students achieved a pass. Results were weak in psychology, sociology and history where 33 per cent achieved a pass. GCSE results have been consistently satisfactory over the last three years. No information was available to show the grades awarded in individual subjects.

52 The achievements of students with learning difficulties and/or disabilities were not fully recorded. Students did not have records of achievement or portfolios which might provide evidence of their progress. Few opportunities are made available to these students to achieve nationally recognised qualifications or for them to progress to mainstream vocational courses.

### **QUALITY ASSURANCE**

53 The college's policy on quality assurance contains a statement of student entitlement and describes the contributions to be made by students, course teams and employers. However, it is narrow in scope and does not include all the major college functions. The policy is included in the staff handbook and is known to teachers. The college is aware of the need to strengthen quality assurance processes and a subcommittee of the governing body has recently been established to facilitate the process.

54 Reports on courses include minutes of meetings, annual planning documents and reports of course statistics such as enrolments, retention and examination results. Whilst procedures meet the needs of the various examining and accrediting bodies, courses are not subject to systematic internal evaluation. There is no process for drawing together the separate reports and for evaluating the quality of course provision against targets as part of a continuous cycle of planned improvement. None of the reports measures the performance of the sector or department against targets set by the college.

55 The methods used to collect the views of students are appropriate. They include questionnaires and feedback obtained during tutorials. Questionnaires are analysed centrally and the results are fed back to course teams. In some programme areas, employer advisory bodies have been established but their contribution to the quality assurance process is weak. The college is planning to strengthen the contribution made by employers by introducing an annual questionnaire on their perceptions of college provision. At present, employers' views are collected informally as a result of work placement arrangements.

56 There are no documented procedures for the introduction of new courses. New course proposals are considered on an individual basis and do not systematically involve the academic board or other quality committees. This limits the ability of management to take strategic decisions concerning resources and curriculum development.

57 The college introduced an internal inspection of course provision during the current year. Eighty classes were observed and teaching

---

materials inspected by college managers including the principal. This process led to improvements in classroom facilities and the speedier return of work to students.

58 Staff-development activities are well planned and support the needs of course development. The college has recently obtained the Investor in People award. Induction procedures for new teachers are well established and include regular review meetings and the support of a mentor. The majority of full-time and part-time teachers have been appraised. The appraisal contributes to decisions about the staff-development programme.

59 Staff development includes secondment to industry and assessor training to support the introduction of GNVQs and NVQs. Detailed records are kept and activities are thoroughly evaluated through the systematic gathering of participants' views.

## **RESOURCES**

### **Staffing**

60 Permanent teaching staff are appropriately qualified and experienced; most have a degree or equivalent professional qualification and practically all staff are teacher trained. Some teachers are updating their experience with short secondments to industry and commerce. Generic job descriptions have been produced for all teaching staff and are currently being revised for all support staff. At present there is no system for reviewing the performance of staff, measured against agreed criteria for success.

61 The levels of administrative and technical support staff in the college are good. Support-staff are also well qualified and experienced. There are regular meetings of support staff and there is a clear line management structure. Opportunities for professional development are discussed with support staff at a bi-annual appraisal interview.

### **Equipment**

62 The levels and quality of equipment in the college are generally satisfactory and in some cases match industrial standards. Sponsorship from industry has contributed to the wide range of advanced equipment available for motorcycle and marine engineering courses. Similarly, for wood trades and furniture courses there is a good range of modern wood machinery including one which is computer numerically controlled. A well-equipped electronics workshop has been created at Driffield and the hairdressing and beauty salons have been updated with equipment of a commercial standard. The quality and amount of information technology equipment is at least satisfactory. There are 160 workstations, largely allocated to specialist computer suites. There is a reprographic facility available to all staff, with photocopiers located at strategic points around the college sites. The majority of teaching rooms are well equipped with overhead projectors, screens and whiteboards.



---

63 The main college library is located at the St Mary's site with a smaller facility at Driffield. There are no library facilities at the other college sites. The library has suffered historically from under-funding and, as a consequence, the current book stock is low in relation to the number of students: there are five items per full-time equivalent student. The current annual spending on library resources, however, is generous at over £20 per full-time equivalent student. There are CD-ROM facilities and a small number of computer work stations available on an open-access basis. Periodicals account for 25 per cent of library spending and their use is closely monitored by the librarian. There is no college library committee which might support and co-ordinate the development of methods of learning which encourage student to work on their own, using library resources. The library is open four evenings per week.

### **Accommodation**

64 The college is located on four separate sites in the Bridlington area and one in Driffield. The St Mary's Walk site forms the main college campus and is situated in a residential part of Bridlington. Accommodation on the whole is well furnished and decorated, clean and satisfactorily maintained. The accommodation on all sites is adequate to meet the needs of students with restricted mobility. At the St Mary's Walk site in particular, there are insufficient staff work rooms and facilities for student counselling. Social, recreational and dining facilities for students at Carnaby, Bessingby and West Street are inadequate and there is inadequate storage space at the St Mary's Walk and West Street sites. There is good workshop accommodation of an industrial standard at the Carnaby and Bessingby sites. Accommodation at the West Street annex in Bridlington is of poor quality, particularly for art and design courses. The college is considering abandoning this site.

65 A comprehensive condition and valuation survey has been completed by consultants but as yet there is no written accommodation strategy nor whole-college property maintenance plan. An effective health and safety policy has been implemented throughout the college, supported by briefings for employees. Although practices are monitored, there are some safety aspects still to be addressed, particularly at the St Mary's site.

### **CONCLUSIONS AND ISSUES**

66 The college is working towards achieving its mission to create, maintain and develop an accessible and high quality post-16 education and training provision. Particular strengths of the provision inspected are:

- the mission statement and strategic plan which has been derived from a fully consultative process
- a wide range of courses which reflects the needs of the community
- responsiveness to the needs of mature students

- 
- suitably-qualified and experienced teaching staff
  - the well-planned staff development programme
  - the well-equipped workshop facilities
  - good staff-student relations.

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

- the lack of clarity over management roles and responsibilities and the poor lines of communication
- inadequate strategies for the regular evaluation, monitoring and review of policies and procedures
- the lack of course and departmental targets for student retention and achievement
- teaching and learning strategies for students with learning difficulties and/or disabilities
- poorly-developed careers education and guidance
- the lack of policies and procedures relating to student tutorial and counselling support
- the lack of co-ordination for curriculum development
- the absence of a strategy for evaluating accommodation in relation to growth and curriculum development.

---

## FIGURES

---

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

---

2 Percentage enrolments by age (at November 1993)

---

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

---

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

---

5 Estimated income (for 16 months to July 1994)

---

6 Estimated expenditure (for 16 months to July 1994)

---

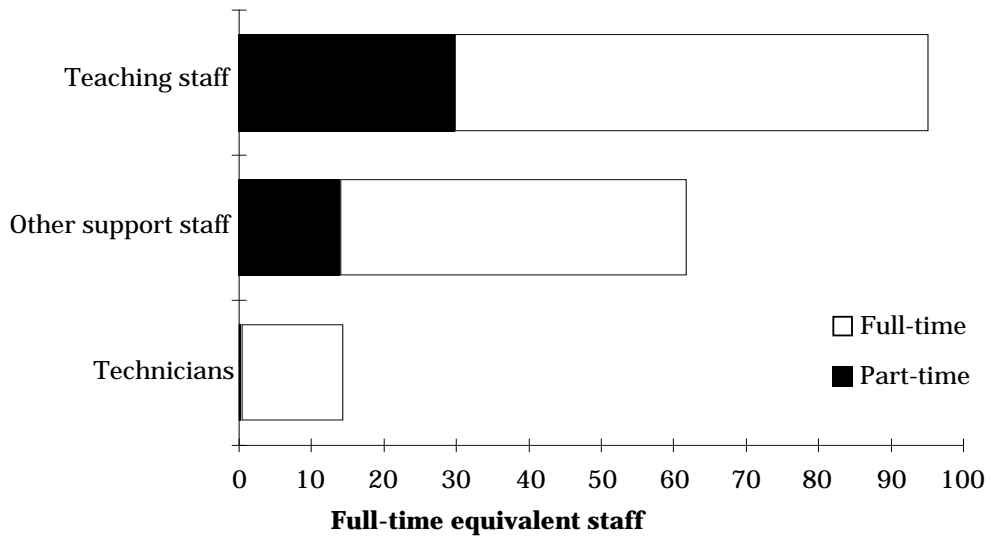
**Note:** the information contained in the figures was provided by the college to the inspection team.

---

---

**Figure 1**

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

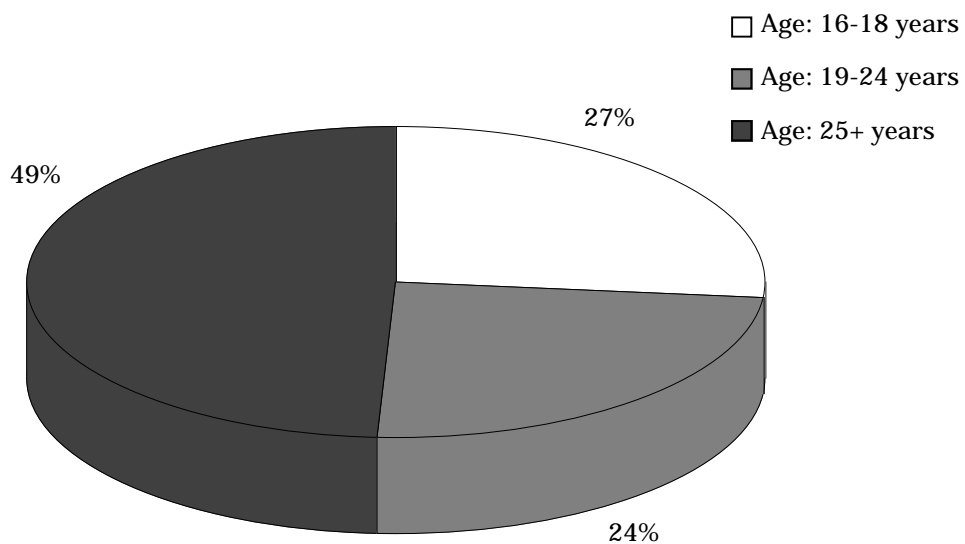


Full-time equivalent staff: 171

---

**Figure 2**

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



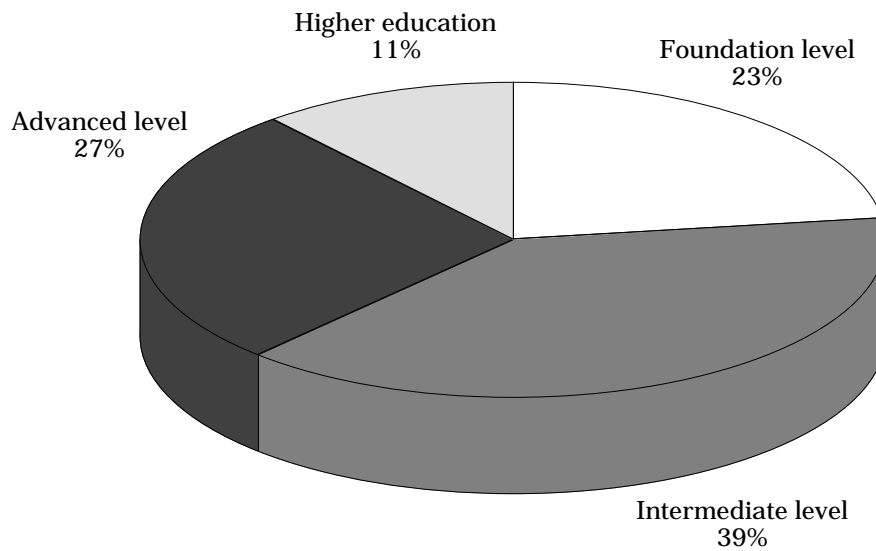
Enrolments: 4,136

---

**Figure 3**

---

**East Yorkshire College: percentage enrolments by level of study (at November 1993)**

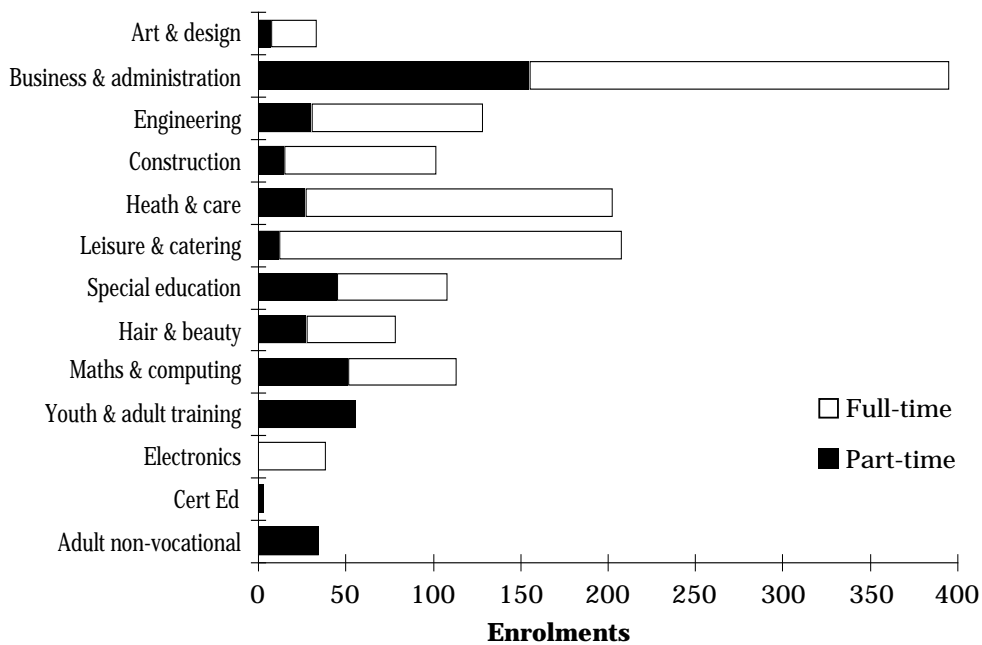


Enrolments: 4,136

**Figure 4**

---

**East Yorkshire College: full-time equivalent enrolments by mode of attendance and curriculum area (1993-94)**



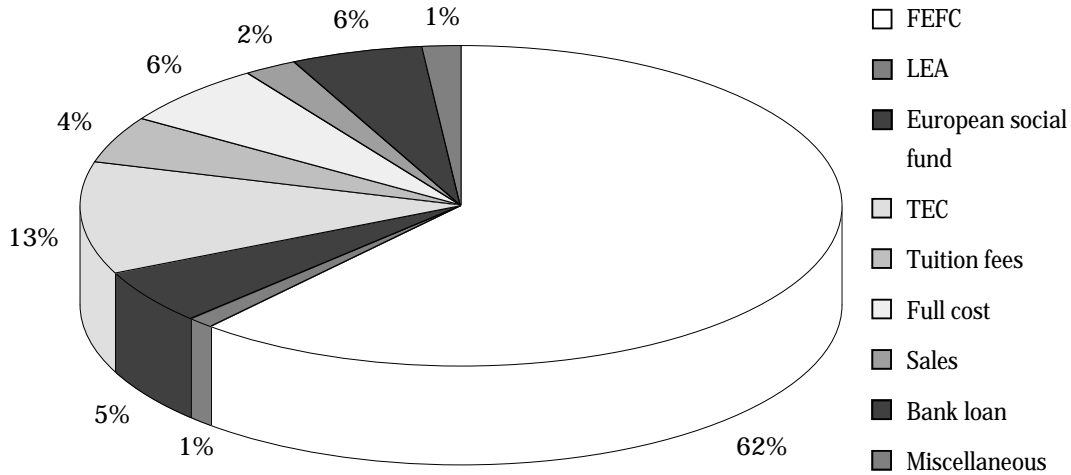
Full-time equivalent enrolments: 1,509

---

**Figure 5**

---

**East Yorkshire College: Estimated income (16 months to July 1994)**



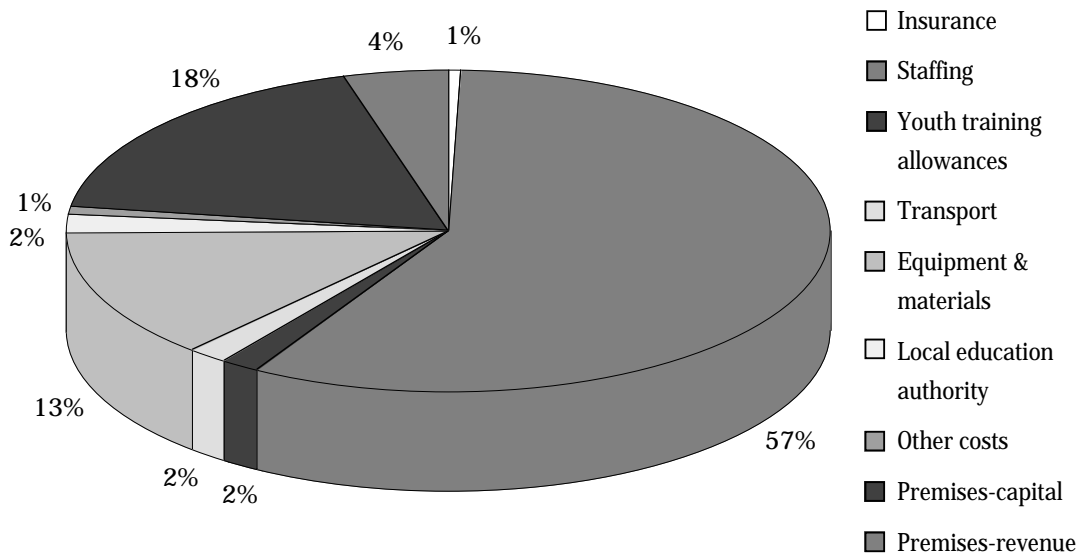
Estimated income: £6,291,000

---

**Figure 6**

---

**East Yorkshire College: estimated expenditure (16 months to July 1994)**



Estimated expenditure: £6,199,004

Published by the  
Further Education Funding Council  
July 1994