

# Hertford Regional College

**REPORT FROM  
THE INSPECTORATE  
1997-98**

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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

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## Grade Descriptors

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

The descriptors for the grades are:

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

Aggregated grades for aspects of cross-college provision, curriculum areas and lesson observations, for colleges inspected during 1996-97, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	59	30	2	–
Cross-college provision	18	51	27	4	–
Lesson observations	19	42	31	7	1

Source: *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report.* Grades were awarded using the guidelines in Council Circular 93/28, *Assessing Achievement*.  
Sample size: 122 college inspections

## Retention and Pass Rates

Where data on students' achievements appear in tables, levels of achievement are shown in two ways:

- as a retention rate, which is the proportion of students who completed a course in relation to the number enrolled on 1 November in the first year of the course
- as a pass rate, which is the proportion of students which passed examinations in relation to the number entered. Pass rates for GCE A level are quoted for grades A to E unless otherwise specified. Pass rates for GCSE courses are quoted for grade C or above unless otherwise specified. Pass rates for vocational and professional awards are for successful completion of the full award.

# Summary

## Hertford Regional College

### *Eastern Region*

#### **Inspected October 1997**

Hertford Regional College is a general college of further education located on two major sites in east Hertfordshire. The college's self-assessment report was detailed and comprehensive. The report identified 'areas for development' but did not always clearly specify underlying weaknesses in these. The report contained clear references to evidence and most of the judgements reached by the college were confirmed by inspectors. The action plan accompanying the report addressed the key issues which were also identified by the inspection.

The college offers a wide range of courses. Main areas of provision include vocational courses in health and social care, art and design and business studies. Inspection was made of five curriculum areas together with aspects of cross-college provision. The curriculum is effectively managed. Support for students is good. There are strong links with the TEC, industry and the local community. The standard of teaching is generally satisfactory. Examination results in computing and health and community care are outstanding. There is a strong commitment to the continuous improvement of all aspects of the college's provision and quality assurance processes are rigorous. Governors and managers set clear

priorities which are effectively communicated to all staff. If it is to continue to improve the quality of its provision the college should address: the quality of some tutorials; the unco-ordinated development of library and learning resource centres across the college; the poor facilities for students with restricted mobility; the insufficiently-reliable arrangements for assessing the quality of classroom practice; and the need for further improvements in the reporting of academic performance to the corporation.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Computing and information technology	1	Support for students	2
Engineering	2	General resources	2
Business studies	2	Quality assurance	1
Business administration	2	Governance	1
Child, health and social care	2	Management	1
Art and design	2		

# Context

## The College and its Mission

1 Hertford Regional College was established in 1991 following a merger between the former Ware College and East Herts College. The college is located on two major sites at Broxbourne and Ware. It provides adult education at more than 40 other sites across east Hertfordshire. The college's catchment area includes two distinct parts of east Hertfordshire. The centre at Ware is in the rural East Hertfordshire District Council area. The centre at Broxbourne, seven miles from the Ware Centre, is in the Broxbourne Borough Council district. The combined population of East Herts and Broxbourne is 207,000. Most employment opportunities are provided by small employers but there are some large national employers in pharmaceutical and retail distribution. In recent years there has been an increase in the number of self-employed people and small companies in the area. There has also been an increase in the number of women entering the workforce. The unemployment rate for the east Hertfordshire district is 2.2 per cent and for the Broxbourne district it is 4.0 per cent (April 1997).

2 The educational achievements of school-leavers in the area around the college are amongst the highest in the region. The participation rate of students in education after the age of 16 is above the national average at 81 per cent and is amongst the highest in the region. The college is one of many providers of education and training serving the community. In east Hertfordshire, there are well-established consortia for the comprehensive schools. Of the 28 schools, 10 are grant maintained, 10 are independent and all but one have sixth forms. The majority of schools now offer courses leading to general national vocational qualifications (GNVQs) at intermediate and advanced levels in at least two subjects. There are three special schools with pupils of secondary age. Five other further education sector colleges are situated within a 12 mile

radius: Harlow College, Enfield College, Southgate College, Oaklands College, and North Hertfordshire College.

3 The mission of Hertford Regional College is to 'assist individuals and organisations to achieve their full potential by providing quality education and training services'.

# Context

## The Inspection

4 The college was inspected during the week beginning 13 October 1997. The inspection team had previously evaluated the college's self-assessment report and had studied information about the college held by other divisions of the Further Education Funding Council (FEFC). The inspectorate validated students' achievement data for the three academic years from 1995 to 1997 against primary sources such as class registers and pass lists issued by examining bodies. Inspectors notified the college of the sample of its provision which would be assessed approximately two months before the inspection. The inspection was carried out by 12 inspectors working for 48 days. They observed 74 lessons, and examined samples of students' work and college documents which provided evidence to support the self-assessment report. Inspectors met local employers and evaluated with them the links between the college and external bodies such as the Hertfordshire Training and Enterprise Council (TEC), local industry and commerce, universities, local education authorities (LEAs) and community groups. Meetings were held

with governors, managers, college staff and students.

5 Of the lessons inspected, 62 per cent were rated good or outstanding and 4 per cent were less than satisfactory. This profile is similar to the average for colleges inspected in 1996-97, according to *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report*. The average level of attendance in the lessons inspected was 78.4 per cent, compared with the average for the sector at 77 per cent. College records show that during 1996-97 the average attendance for full-time courses was 83 per cent and for part-time courses it was 76 per cent.

### Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
NVQ	4	7	1	1	0	13
Other vocational	8	27	24	2	0	61
Total	12	34	25	3	0	74

*Note: includes two tutorial observations*

# Curriculum Areas

## Computing and Information Technology

### Grade 1

**6 The inspection included observation of nine lessons on the GNVQ and City and Guilds of London Institute (C&G) courses in information technology. These courses are managed by the school of information technology which is part of the faculty of business and information technology. The self-assessment for the information technology curriculum area is comprehensive. The judgements made by the college were well supported by the evidence from inspection.**

#### Key strengths

- well-planned teaching and learning and effectively-organised practical work
- a good range of learning and assessment methods enabling students to achieve nationally-approved awards
- consistently-good retention and pass rates on GNVQ intermediate courses
- the good professional standards of students' written work
- a broad range of well-managed courses
- effective learning support for students to meet their individual needs
- the regular and systematic monitoring of students' progress
- the good level of up-to-date specialist equipment to support teaching and learning

#### Weaknesses

- insufficient momentum and a lack of clear objectives in a few lessons
- some inadequate schemes of work and lesson plans

7 A diversity of modes of study and assessment is available on a comprehensive range of courses. The wide range of provision on offer to students has led to increased participation, and high levels of recruitment indicate these courses are meeting the needs of the local community. Many students progress to further courses within the college and to higher education. Nearly all students are working towards externally-verified national awards. Students are made fully aware of the objectives and assessment requirements of their programme of study.

8 Courses are effectively managed and lecturers monitor students' progress regularly and systematically. There is detailed recording of students' achievements. Course teams meet regularly to review the operation of courses and the progress of students. Most schemes of work and lesson plans are produced in a standard format but some are insufficiently detailed.

9 Overall, the quality of teaching and learning is good and lessons are well planned and effective. Staff provide students with good support in their practical work. Students used information technology skills with competence and confidence. Teachers make effective arrangements for students who have difficulty with numeracy or communications to receive additional help with their learning. The judgement made in the self-assessment report that some teaching methods need to be improved, was borne out by a few lessons which had insufficient momentum and lacked clear objectives and in which students were given work which was insufficiently demanding. There are arrangements for identifying students' learning needs when they join the college. In some instances, however, these arrangements do not work effectively, and some students who need additional help with their learning are not identified early enough in their course.

10 Students' work is of an appropriate level and most written work is of good professional

# Curriculum Areas

standards. Students achieve good levels of skills in using hardware and software. Students' achievements on the GNVQ advanced course improved significantly last year. Students' levels of achievement on the GNVQ intermediate course and courses leading to C&G qualifications have been consistently high for a number of years.

11 The college has made a significant investment in information technology equipment in the past two years and specialist facilities for teaching and learning are up to date and of high quality. The majority of the specialist information technology courses are provided at the Broxbourne Centre where five rooms, most of which are well designed and recently refurbished, provide access to over 100 modern computers.

## **Examples of students' achievements in computing and information technology, 1995 to 1997**

<b>Course grouping</b>		<b>1995</b>	<b>1996</b>	<b>1997</b>
Advanced vocational (GNVQ, national diplomas and certificates)	Retention (%)	73	64	81
	Pass rate (%)	73	56	77
Intermediate vocational (GNVQ, first diplomas and certificates)	Retention (%)	82	90	85
	Pass rate (%)	86	83	88
Part-time courses (RSA, C&G)	Retention (%)	99	91	92
	Pass rate (%)	65	93	87

*Source: college data*

*\*full achievement information not available at the time of inspection*

# Curriculum Areas

## Engineering

### Grade 2

**12 Twelve lessons were inspected on a range of part-time and full-time engineering courses, from level 2 to level 4. The inspection identified strengths and weaknesses additional to those noted in the college's self-assessment report. The evidence from inspection broadly supports the judgements in the self-assessment report for the curriculum area.**

#### Key strengths

- stimulating teaching
- the key role of information technology in teaching and learning
- very good retention rates
- the high standard of students' written work
- the students' ability to handle equipment competently and safely
- the efficient management of courses

#### Weaknesses

- some ineffective planning and management of teaching and learning
- poor examination results on advanced vocational courses
- insufficient attention to the checking of students' learning

13 The school offers a broad range of courses and students can progress from intermediate level to higher education. Courses in electronics have been recently introduced. Modern apprenticeships in motor vehicle engineering and in manufacturing are provided. A good feature of the manufacturing course is the significant amount of assessment of students' work in the workplace or under workplace conditions. A small number of specialist short courses are provided.

14 Courses are effectively managed and course teams meet regularly to discuss the curriculum and its implementation. Assessment schedules are produced to ensure that students are not overloaded with assignment work. College staff have informal links with employers but there are no formal advisory committees upon which employers are represented. Course information is clearly set out in the full-time and part-time prospectuses. The decision to introduce flexible timetabling arrangements has resulted in Saturday schools for information technology and welding. There are plans to increase flexibility in the timetabling of a number of part-time courses.

15 All teachers have industrial experience and are appropriately qualified. Almost all full-time and most part-time teachers have a teaching qualification. The quality of teaching is often high and there is good practice on most courses. Teachers make good use of the well-equipped resource centre to help students to learn effectively. In most lessons, the teaching was lively and stimulating and students were given plenty to do. The self-assessment report did not refer to the ineffective planning and management of teaching and learning nor to the insufficient checking of students' progress in some classes. Assignment work is successfully managed to test students' technical expertise and develop their key skills.

16 The quality of the students' written work is usually high and often demonstrates the use of information technology. GNVQ and national vocational qualification (NVQ) portfolios are generally well presented and organised. In practical sessions, students demonstrated their ability to handle equipment, machinery, and computing hardware competently and safely. In classroom sessions, students were responsive and often posed questions to the lecturer that triggered lively and interesting discussions.

17 The self-assessment report comments on the high levels of retention on most courses, many being above the national averages

# Curriculum Areas

reported in the FEFC curriculum area survey, *Engineering*. Recently there have been some notable achievements by individual students. For example, a student registered on a modern apprenticeship programme received a runner-up prize in the apprentice of the year award, and a former higher national certificate student was chosen as young woman engineer of the year, a prestigious award sponsored by the Institution of Electronics and Electrical Incorporated Engineers.

18 In general, the laboratory and workshop facilities are well equipped although, as the self-assessment report acknowledged, the engineering machine tools are dated and no longer used in modern industrial practice. The resource centre is equipped with modern computers that use computer-aided design software of a good standard found in industry.

## Examples of students' achievements in engineering, 1995 to 1997

Course grouping		1995	1996	1997*
Advanced vocational (GNVQ)	Retention (%)	75	90	68
	Pass rate (%)	43	53	64
Intermediate vocational (GNVQ)	Retention (%)	80	80	100
	Pass rate (%)	41	88	56
NVQ and C&G (over two years)	Retention (%)	64	44	73
	Pass rate (%)	62	33	46
NVQ and C&G (over one year)	Retention (%)	90	91	86
	Pass rate (%)	60	46	47
Higher national certificates	Retention (%)	78	94	75
	Pass rate (%)	83	59	67

Source: college data

\*full achievement information not available at the time of inspection

# Curriculum Areas

## Business Studies

### Grade 2

19 Twelve lessons were observed covering courses for both full-time and part-time students. These included intermediate and advanced GNVQ courses, BTEC national certificate and higher national certificate courses and Association of Accounting Technicians courses at foundation and intermediate levels. The college's self-assessment report for the curriculum area was comprehensive. The report listed all the strengths and most weaknesses, but in many instances inspectors considered that it overemphasised the strengths and understated the weaknesses.

#### Key strengths

- very good rapport between staff and students resulting in a relaxed but purposeful classroom atmosphere
- good development and monitoring of key skills, particularly the skill of working in a group
- comprehensive and regular feedback to students on their progress and achievement
- the high standards demonstrated by some students' work
- a broad curriculum with some provision at foundation level
- good access to modern information technology equipment

#### Weaknesses

- some poorly-managed learning
- a decline in retention rates over the last three years
- insufficient analysis of the match between course aims, entry qualifications and levels of students' success

20 The new faculty structure introduced in September 1996 has successfully brought together separate departments across two sites. A wide and varied curriculum covers NVQ level 2 to level 5, with some provision at foundation level. Effective arrangements are made to plan courses and the curriculum is efficiently organised. Enrolments have been maintained despite the fact that the college is in competition with other providers. Accreditation of students' prior learning is not carried out, but students may start at a number of stages throughout the year. A summer school is offered and it has helped students to complete their GNVQ courses. It is also open to school-leavers. There are close links with the University of Hertfordshire and other higher education colleges.

21 Teaching is generally sound and helps students to learn effectively. There is a very good rapport between staff and students resulting in a friendly and purposeful atmosphere in the classroom. Students are aware of the aims and objectives of their course. The purpose of assessments and assessment criteria is well understood. During tutorials comprehensive and regular feedback is given to students on their progress. Appropriate records of students' achievements are maintained. Students develop key skills effectively. They complete key skills logbooks, the assessment of which counts towards accreditation by the awarding body. In a few lessons, insufficient checks were made on students' progress, learning was not effectively managed and some students became confused. Although lesson plans were generally well structured, there was little variety in the teaching methods used. Some handouts, overhead projector slides and teachers' work on the board were not always well presented.

22 Students' work is generally sound and some is of a high standard. Students' notes and files are not always well organised. In their lessons and in assignment activities, students were able to demonstrate good teamworking

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skills when working in groups. The faculty's self-assessment overstated the strengths of students' achievements and some key weaknesses are understated. For example, retention rates have declined over the last three years and although pass rates are above the national average, the faculty has not given sufficient importance to monitoring the overall success of students who enrol. In its self-assessment report, the college identified the need for more detailed analysis of students' destinations. Insufficient analysis is carried out of the match between course aims, entry qualifications and levels of students' success.

23 Students have good access to modern information technology facilities; software is of a good industrial standard and there are sufficient printers. The business studies staff are appropriately qualified and experienced. Teaching and specialist rooms are generally suitable for the activities which take place in them and they are kept clean and tidy.

## Examples of students' achievements in business studies, 1995 to 1997

Course grouping		1995	1996	1997*
Advanced vocational (GNVQ, national diplomas and certificates)	Retention (%)	84	77	74
	Pass rate (%)	87	77	64
Intermediate vocational (GNVQ, first diplomas and certificates)	Retention (%)	81	84	78
	Pass rate (%)	60	76	55
Higher national certificates	Retention (%)	56	76	73
	Pass rate (%)	64	92	88
Professional courses	Retention (%)	94	92	99
	Pass rate (%)	83	72	73

Source: college data

\*full achievement information not available at the time of inspection

# Curriculum Areas

## Business Administration

### Grade 2

**24 Twelve lessons were observed during the inspection. The inspection covered a range of full-time, part-time and evening courses in administration, secretarial, and wordprocessing. The college's self-assessment report for the curriculum area is comprehensive and clearly written. However, inspectors considered that the report does not fully reflect the strengths and weaknesses of the provision as some weaknesses are understated. The inspection identified additional weaknesses.**

#### Key strengths

- separate accreditation of key skills on NVQ programmes
- good feedback to students on their progress
- students' work of a good standard covering a suitable range of office skills
- efficient and effective management of the curriculum
- well-equipped classrooms providing good learning environments
- good accessibility of learning facilities to students

#### Weaknesses

- some poor management of lessons and ineffective use of students' time
- insufficient variety in learning methods
- poor retention rates on part-time courses
- low pass rates on a significant number of courses
- some unattractively-presented and poorly-organised learning materials

**25** The range of courses provides progression routes from level 1 to level 4. The majority of

courses lead to NVQ accreditation in administration. However, most students also register for additional qualifications in secretarial and information technology skills. The number of students enrolling on both full-time and part-time courses has declined in recent years. Apart from courses funded by the TEC, there is little take-up of part-time courses by students. There is no provision made directly for employers, such as short courses or assessment of employees for NVQs. The self-assessment report acknowledges the decline in full-time enrolments and action is being taken to introduce courses for adults.

**26** The curriculum is effectively managed and well co-ordinated across the school. The revised and recently-introduced faculty structure enables teachers on the two sites to work more closely together. There is a programme area manager on each site, one of whom is also the head of school. Staff are committed and enthusiastic and they work well as a team sharing curriculum development work and school responsibilities. Inspectors supported the self-assessment report's conclusion that courses are well planned to meet the needs of students.

**27** The quality of teaching is generally good. Some workshop sessions were particularly well organised and students received good support from the teacher. Most students attend regularly and are well motivated in class. Key skills have been introduced as part of the programme for all NVQ students. The teaching of key skills is well organised and where possible, it is an integral part of the NVQ programme. Teachers provide informative feedback to students on their progress. A few lessons were poorly managed or lacked variety in appropriate teaching methods.

**28** Students are set assignments at an appropriate level and they are regularly assessed. Their work is of a good standard and they develop a suitable range of office skills which prepares them for employment. Full-time students progress successfully to employment.

# Curriculum Areas

Some courses have good pass rates but the self-assessment report understates the issue of low retention and poor achievement rates.

29 The school of administration is well equipped with computers and software of a good industrial standard. It is accommodated in spacious, well-furnished rooms, many of which simulate the office environment. Facilities are sufficient and accessible to students outside timetabled hours. Learning and assessment materials are comprehensive in their scope but, in some cases, are poorly organised or unattractively presented.

## Examples of students' achievements in business administration, 1995 to 1997

Course grouping		1995	1996	1997*
NVQ (over two years)	Retention (%)	57	63	58
	Pass rate (%)	63	55	53
NVQ (over one year)	Retention (%)	89	81	81
	Pass rate (%)	47	70	49

Source: college data

\*full achievement information not available at the time of inspection

# Curriculum Areas

## Child, Health and Social Care

### Grade 2

**30 Fourteen lessons were observed by inspectors. They covered the range of courses in child and social care. Although many of the judgements reached by inspectors accorded with those of the college, the self-assessment report for the curriculum area did not provide a detailed assessment of the quality of provision. Few strengths of provision were identified and inspectors considered the quality of work in the area was generally understated.**

#### Key strengths

- much well-planned and well-structured teaching and learning
- teachers' detailed and useful feedback to students on their written work
- the good quality and often high standard of students' assignment work
- good pass rates on most courses and outstanding rates on some
- high levels of retention on most courses

#### Weaknesses

- poor classroom management in some lessons
- the failure of significant numbers of students to achieve their qualification until some time after the end of their course

31 Courses in childcare and social care are provided by two schools within the faculty of service industries. There is a comprehensive range of programmes in childcare and a smaller range of programmes in social care, most of which are full time. A planned increase in adult provision on social care courses has not been achieved.

32 Both schools have well-qualified and committed teaching and support staff. Part-time

teaching staff are often able to draw from current experience in the fields of childcare and social care. The inspection confirmed the college's claim that staff provide good support for students and have a good relationship with them. Most staff prepare their teaching thoroughly. In the best lessons, teachers used an appropriate variety of methods to ensure that students are involved in the learning process and to extend their knowledge and understanding. The quality of handout material and overhead transparencies is consistently good, although in some lessons teachers failed to make the most effective use of the material they had prepared. Just under half of the lessons observed by inspectors contained some aspects of poor management and classroom organisation. Teachers' feedback on students' written work achieves a good balance between praise and comments on how students may improve their performance. In some instances, teachers demonstrate particularly good practice by paying special attention to literacy and presentation and their feedback is related clearly to detailed assessment criteria.

33 Inspectors agreed with the judgement in the curriculum area's self-assessment report that both schools have a well-established work experience programme. Appropriate work placements in a variety of health and social care establishments are carefully monitored. The recent appointment of a work placement co-ordinator has enabled the schools to make the best use of the work placements available to them and to maintain an effective level of liaison with placement providers.

34 Most students' performance in assignment work is good and is often of an exceptionally high standard. Portfolios of evidence on the diploma in nursery nursing and GNVQ advanced health and social care programmes are particularly well organised and presented. On higher level courses, students acquire sound theoretical knowledge and develop the ability to reflect and analyse. Many students demonstrate

# Curriculum Areas

high levels of confidence in using a range of information technology including the use of the Internet to assist their research for assignments.

35 The pass rates on most programmes are good and, in some cases, outstanding. On some programmes, including the Council for Awards in Childcare and Education (CACHE) diploma in nursery nursing programme for mature students, pass rates regularly reach 100 per cent. The pass rate on the GNVQ advanced health and social care programme was 88 per cent in 1997, significantly above the national average. There are high levels of retention on most courses. On some courses, such as the CACHE certificate in childcare and education, significant numbers of students do not achieve their qualification until some time after the end of the course. Both schools enable students to complete their studies at a later date by allowing them to attend classes in the following year, or by making special arrangements for a 'resit' group, or by providing support through a learning resources workshop.

36 A learning resources workshop providing good access to information technology has been established to support childcare and social care programmes. Twenty computers have CD-ROM

capability and provide access to the college's intranet facility. The workshop also holds a range of books, pamphlets, and videos relating to health and social care. The space available for students to work on their own is limited.

## Examples of students' achievements in child, health and social care, 1995 to 1997

Course grouping		1995	1996	1997*
Advanced vocational (GNVQ, national diplomas and certificates)	Retention (%)	92	77	86
	Pass rate (%)	98	82	74
Intermediate vocational (GNVQ, CACHE certificate in childcare and education)	Retention (%)	90	70	83
	Pass rate (%)	79	65	48
NVQ levels 2 and 3 (childcare only, including playgroup leaders)	Retention (%)	96	89	84
	Pass rate (%)	66	74	59

Source: college data

\*full achievement information not available at the time of inspection

# Curriculum Areas

## Art and Design

### Grade 2

**37 Thirteen lessons were observed covering a range of BTEC national diploma and GNVQ courses in art and design. The evidence from the inspection supports the assessment and judgements made in the college's self-assessment report.**

#### Key strengths

- well-planned teaching and learning
- the effective communication of clear assessment arrangements to students
- achievements on most vocational courses above national averages
- a wide range of courses providing good progression to both further and higher education
- good pre-course and on-course advice and guidance for students

#### Weaknesses

- the failure of some teaching to meet the needs of all students effectively
- in a few instances, a lack of contextualised and supporting material for assignments
- poor retention and pass rates on some vocational courses
- inadequacies in information technology facilities to support a suitable range of current applications

38 The extensive range of subjects in art and design includes part-time courses leading to NVQs and higher education provision, as well as full-time courses leading to BTEC national diplomas and GNVQ at intermediate and advanced levels. Most of the advanced vocational courses are well established and the college has developed opportunities both internally and externally for students to progress to full-time or part-time courses in further and higher education.

39 Teaching is based upon well-planned schemes of work. In some lessons, students' responses are innovative and lively. All assignment briefs include aims and objectives and teachers explain assessment arrangements clearly to their students. The self-assessment report emphasises the importance which the college places on the students' acquisition of key skills. On all courses, students are provided with comprehensive guides on key skills and they maintain logbooks on their key skills. In studio assignments, teaching is not always sensitive to students' levels of attainment and experience and in some lessons, teachers do not effectively meet the needs of all students. In particular, few assignment briefs are put into context with enriched supporting material or references. Some lessons are dull and do not challenge students to think or use their initiative.

40 The level of students' work across the range of programmes is appropriate for the courses they are following. Students' records are well kept in standard formats. The students are set appropriate performance targets and their actual achievements are compared with these. Achievements on most vocational course are above national averages. However, there has been a decline in both retention and pass rates on some vocational courses.

41 Students appreciate the advice and guidance that they receive on entry to the college. This is reinforced in tutorials by several staff who are practitioners in the art and design profession. Effective monitoring and evaluation are clearly linked to strategic and operational planning and have led to improvements in such areas as students' induction programmes.

42 Teachers are well qualified and many staff, particularly those on fractional and part-time contracts, have relevant and recent professional experience. There is an effective mentor system for new staff. The level and quality of technical support are good. In general, the faculty has a range of equipment appropriate to the demands

# Curriculum Areas

and level of courses. Most students have good access to information technology and its use is an integral part of course programmes. The self-assessment report acknowledges that the specification of the majority of computers is such that current industrial application packages cannot be used on the machines. Some studios are spacious but in other areas, notably photography, access to equipment is not always easy and rooms are cramped or unsuitable for the activities taking place in them.

## Examples of students' achievements in art and design, 1995 to 1997

Course grouping		1995	1996	1997*
BTEC foundation studies	Retention (%)	100	96	93
	Pass rate (%)	82	96	85
Advanced vocational (GNVQ, national diplomas and certificates, BTEC access)	Retention (%)	76	73	71
	Pass rate (%)	92	78	78
Intermediate vocational (GNVQ)	Retention (%)	85	70	84
	Pass rate (%)	80	74	53
C&G courses	Retention (%)	81	76	79
	Pass rate (%)	90	79	50

Source: college data

\*full achievement information not available at the time of inspection

# Cross-college Provision

## Support for Students

### Grade 2

**43 The findings of the inspection confirm the college's self-assessment report of support for students. However, the college included in its self-assessment report a number of descriptive comments which were neither statements of strengths nor weaknesses.**

#### Key strengths

- the comprehensive range of services available to students
- the organisation, structure and management of student support
- the range of policies on and procedures and services for student support
- the range of opportunities for students to express their views
- the extensive review of tutorial practice across the college

#### Weaknesses

- the quality of some tutorial provision
- some aspects of the support for part-time students

44 In general, student support is well organised and managed. There is an extensive range of services to support students before, during and after their time at college. Each faculty has appointed a manager with responsibility for co-ordinating student support. A standing committee of the academic board makes a significant contribution to implementing improvements in student support services and helps to ensure consistent practice in procedures for the admission, induction, and day-to-day support of students. Students are provided with good opportunities to raise any concerns they may have about the college or their course. In addition, student representatives attend meetings of the academic board and of the board of the faculty of student

services. However, there is no student on the governing body.

45 Information and guidance services are effectively co-ordinated at both centres. Discussions with students confirmed that college publicity material is readily available and that students find it informative and attractive. All full-time students are offered an interview with subject teachers who can, if necessary, call upon specialist careers guidance staff. Part-time students are required to enrol in person so that they may be given appropriate advice and guidance. Each year the college carries out a detailed survey on the accessibility of its provision and services. The results of the survey for 1996 show that 93 per cent of students had an interview before they started their course, and that 96 per cent of them found the interview helpful. The self-assessment report identified a lack of procedures to ensure that admissions tutors act impartially. A policy on admissions is being drafted to address this issue.

46 All full-time students take part in an induction programme at the beginning of the academic year. Teachers are issued with guidelines designed to ensure that all students across the college follow a similar induction programme. Students are given a useful and comprehensive file containing information about the college and their chosen course. Part-time students are given a handbook of selected information relevant to their needs. Surveys of students' opinions indicate that a very high percentage of students thought that the help they received in settling into their course was good. However, in discussions with inspectors, some full-time students thought that induction was too long and wasted some time, and some part-time students considered the quality of their induction was poor. The self-assessment report identifies the need for further staff development to improve the effectiveness of induction and to find improved methods of measuring its effectiveness.

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47 The standing committee of the academic board has conducted an extensive and thorough review of tutorial practice. It has identified a number of areas in which the tutorial entitlement was not being met, resulting in variable quality of tutorial provision.

Appropriate action is planned to address the issues. All full-time students are assigned a personal tutor and have at least one hour of tutorial time each week. A comprehensive tutorial handbook assists tutors to design the tutorial programme to meet the needs of their particular group. Students understand what they can expect from their personal tutor and agree there is enough time in tutorials to discuss personal issues. The findings of the inspection supported the college's claim in its self-assessment report that students value the help and support provided by their tutors. Some tutors, however, do not explain to the students the programme which they have arranged for them. As a result, some students consider the tutorials to be an unplanned and ad-hoc series of events.

48 The college has established clear procedures for assessing full-time students' basic skills in numeracy, literacy and information technology. Students are offered additional support with these skills as part of the extensive supportive studies programme. The findings of the inspection confirmed the need, as stated in the self-assessment report, for further refinement of diagnostic arrangements to enable a clearer identification of the individual needs of students. A significant number of students do not attend the additional classes. Targets have been set for increasing attendance at these. Discussions with students confirmed that there is scope for improving the monitoring and follow-up of absence. The self-assessment report makes no reference to the absence of diagnostic assessment for part-time students before they begin their course. At present, part-time students can obtain learning support by self-referral or through referral by their tutor. There are

comprehensive arrangements for assessing and supporting students with learning difficulties and/or disabilities.

49 In response to the last inspection, the college now provides a GNVQ foundation course covering most curriculum areas and which suits a wide range of students. The course is well managed by the school of pre-vocational education which has responsibility for the management of all foundation level courses. The course is effectively organised and the school maintains close links with all curriculum areas. There are excellent relationships between the students and staff. The students are well motivated and they express satisfaction with their programmes of study. A good level of support is provided for the development of key skills. The course team is addressing the issue of students' low achievements during the first year that the course has been in operation.

50 The careers and guidance service promotes its services to students effectively. There are well-resourced careers information centres on each site. Students can also obtain assistance on careers from members of Hertfordshire Careers Service who visit the college regularly. The self-assessment report identifies the need to agree a standard process to ensure that appropriate advice and impartial guidance is provided across the college. On each site students can talk to professionally-qualified advice and counselling staff and through them they can gain access to a comprehensive range of personal support services. Students are provided with comprehensive details of these services in a variety of ways. For example, they are given information on them during induction, in tutorial sessions, and in their student file.

## General Resources

### *Grade 2*

**51 There have been a significant number of improvements in general resources since the last inspection of the college in 1995,**

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**particularly in relation to accommodation and in the provision and accessibility of information technology. Inspectors agreed with the college's overall assessment of its strengths and weaknesses.**

## Key strengths

- appropriate specialist equipment to support teaching and learning
- pleasant, well-resourced library provision on both sites
- overall provision of, and strategy for, good college information technology
- well-maintained teaching accommodation
- significant improvements in specialist accommodation

## Weaknesses

- insufficient links between the library and curriculum areas over the planning and provision of learning resources
- absence of a college-wide rolling programme for the replacement or enhancement of general equipment
- poor facilities for students with restricted mobility
- poor common room facilities for students

52 There is appropriate specialist equipment and other resources to support teaching and learning. Faculties maintain inventories of equipment and match resources to the requirements of teaching programmes effectively. However, there is no college-wide rolling programme for the replacement of equipment. The college has a comprehensive information technology strategy and students have good access to high-quality information technology resources. Across the college, there are over 622 computers capable of running modern commercial software.

53 Libraries provide pleasant environments for private study and access to a wide range of

facilities which include CD-ROMs, video facilities, books, journals, reports, reference materials and well-organised careers sections. Careful attention is given to ensuring the books are relevant to the students' needs. Even though a substantial amount of old stock has been removed at both sites, the number of books has increased by almost 10 per cent since the last inspection. The library service is highly regarded and it is well used by both students and staff. There are two image enhancers in each library for use by visually impaired students. The development of the learning resource centres in faculties has been independent of the developments within the library and learning service. Inspectors agreed with the college's assessment that there is a need to strengthen the links between the library and the curriculum areas.

54 Inspection confirmed the college's assessment report that most teaching areas are bright and well maintained. However, many lack decoration or display to stimulate and encourage learning. Temporary huts, some dating from the 1960s, form 17 per cent of the classroom accommodation at Broxbourne. They are unsuitable for teaching purposes. Plans are well advanced for their early replacement by a new building. Evidence from the inspection also verified the significant improvements in facilities that are listed in the self-assessment report. These include the building of a construction centre, the conversion of a redundant motor vehicle workshop into dance and performing arts suites and the equipping of several classrooms with computers.

55 The college continues to improve the accessibility of its accommodation for students with restricted mobility. The lack of lifts is acknowledged in the self-assessment report. The college has constructed additional entrances at different floor levels in some buildings which are on sloping ground. Handrails and embossed direction signs have been installed in response to suggestions from groups of students with physical disabilities. Access to the guidance and

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counselling units has been improved. The refectories are pleasant. The self-assessment report recognises that the common room facilities for students are poor on both sites. A wide range of sports activities is available for students at both main sites. The college's facilities are enhanced through arrangements with local sports centres.

## Quality Assurance

### *Grade 1*

**56 Steady and substantial progress has been made in addressing the issues identified through the previous inspection. The college's self-assessment report was detailed and comprehensive and inspectors agreed with its judgements on the quality of provision. The report contained clear references to evidence. The action plan which accompanied the self-assessment report addressed key issues which were also identified during the inspection.**

#### **Key strengths**

- comprehensive quality assurance arrangements
- the college's strong commitment to the continuous improvement of the quality of its provision
- the support for, and understanding of, quality assurance arrangements by staff
- rigorous self-assessment procedures including verification and auditing of evidence
- comprehensive staff development linked through appraisal to strategic objectives

#### **Weaknesses**

- insufficiently-reliable arrangements for assessing the quality of classroom practice

57 The development of quality assurance procedures involves consultation with staff at all levels of the organisation. Quality assurance arrangements are understood and supported by staff, as claimed by the college. One of the college's aims is to create a self-critical culture in which responsibility for quality development lies with every individual. Inspectors reviewed the arrangements for managing the development and implementation of quality assurance and they support the college's claim, made in its self-assessment report, that procedures are rigorously and consistently applied and that their results are reported fully.

58 A well-documented and comprehensive quality assurance system covering all aspects of the college's work has operated since 1994. It has been regularly reviewed and updated, and has been extended to include self-assessment. The planned schedule for producing the self-assessment report was disrupted and had to be brought forward as a result of the timing of the college's inspection. The college acknowledges that self-assessment is not yet at a stage where it is an integral part of the planning cycle. There is a hierarchy of self-assessment reports covering all curriculum and service areas. Each report has been rigorously reviewed, internally assessed and the evidence has been audited to ensure that the judgements are justified. The college has decided not to use observation of work in the classroom as a means of gathering evidence for the self-assessment reports. Self-assessment reports have been produced to a standard format giving strengths which are referenced to evidence. Areas for development are identified although they have not been prioritised. Detailed action plans for improving provision have been compiled and these specify who has responsibilities for action and the dates by which the action must be completed. Following internal verification, the college's self-assessment report was approved by the academic board and the corporation. Inspectors substantiated that there are rigorous procedures

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for the internal verification of reports and the auditing of evidence.

59 There are well-established and effective procedures for the monitoring of courses and programmes. Full-time students' views of their courses are systematically collected, analysed and reported on three times a year. The analysis of responses to questionnaires enables trends to be highlighted, shows where improvements over time have been achieved and highlights areas for development. Each year, key performance indicators are set against which courses are judged. All programmes are graded using a five-point scale and those graded 4 or 5 must compile an action plan for implementing improvement which is carefully monitored. The college places importance on ensuring its continuous improvement. The results of surveys of students' satisfaction demonstrate that measurable gains have been achieved in improving the quality of provision. Students' responses from mid-year reviews show that students are increasingly satisfied with their course and with the support they receive from their tutors. In its self-assessment report, the college recognises that it should improve the way views from part-time students are collected.

60 The college has identified the need to establish arrangements for improving teaching and learning methods and integrate these with the arrangements for staff appraisal. Also there are insufficient reliable procedures for assessing the quality of teaching and learning. The college acknowledges that all the quality improvement initiatives have not yet had a full impact upon students' achievements and that more detailed analysis of students' performance is needed. Work has begun on making a comparison between the level of performance of individual students with the level of their attainment and qualifications when they started their course, in order to measure the extent of their achievement at the college. The college's strategic objectives clearly identify targets for

improving retention rates and examination results. Targets are set for enrolment, attendance, retention and students' achievements for all programmes and progress towards achieving these is carefully monitored. In some curriculum areas, there has been a marked improvement in examination results and retention rates. In other curriculum areas, however, examination results and retention rates remain poor.

61 The college's charter is in the form of a leaflet which outlines the college's commitments to students and directs them to sources of information about the college and its services. The self-assessment report recognises the need for the charter to specify more clearly the standards of service which students can expect. The college monitors the extent to which it meets many of the standards set out in the charter. Responses from staff questionnaires show that they are increasingly satisfied with the college's services and facilities. Service areas are working towards developing service level agreements which can be more easily monitored. The procedures for recording complaints have recently been reviewed with the aim of ensuring that they operate effectively. There is regular and routine reporting of the progress made in dealing with complaints.

62 Since the last inspection, a staff appraisal system has been fully implemented for all full-time staff. Appraisal is now entering its third annual cycle. The observation of the work of staff in the classroom is an optional element of the appraisal process. Plans are progressing to have one unified staff appraisal system for both teaching and support staff. Part-time staff are invited to complete a self-appraisal process through which they identify their staff development needs but only a few have taken part in this. The college ensures that its priorities for staff development are relevant to the key objectives in its strategic plan. Progress towards meeting targets for staff development is closely monitored. In many areas, for example,

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the management development programme and the initial teacher training, the targets were exceeded. Inspectors agreed with the college's judgement that staff development arrangements constituted a strength. Investor in People status was achieved by the college in 1996.

## Governance

### Grade 1

**63 The inspection team agreed with many of the strengths identified in the self-assessment report. However, it considered that the self-assessment report overstated the effectiveness of the arrangements for governors to monitor performance.**

#### Key strengths

- clear and comprehensive procedures for the conduct of corporation business
- the effective contribution of governors to strategic planning and review
- the corporation's commitment to continuous improvement
- the active and effective search panel

#### Weaknesses

- the arrangements for the corporation to review faculty and business support performance

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

65 There are detailed and comprehensive procedures for the conduct of the corporation's business. The corporation's committees have appropriate terms of reference and membership. A search panel has been established and this

meets regularly to identify the skills and experience which new governors need to possess. The search panel has been effective in recruiting committed governors. The corporation conducts business in an open manner, and attendance by governors at both corporation and committee meetings is good. The purpose of corporation and committee papers is clear. Governors are provided with summaries of these papers when necessary. All governors are fully informed of the business of the corporation's committees through the receipt of each committee's agenda and papers. Governors are involved in the strategic financial planning of the college. Members of the finance and general purposes committee do not receive sufficiently frequent information to enable them to monitor the college's performance effectively. The corporation has established a voluntary register of interests which most governors have completed.

66 The corporation contributes effectively to the college's strategic planning and review and sets clear targets against which the college's performance may be measured. The corporation as a whole, and members of the personnel and planning committee have early involvement in the college's planning process. Governors have emphasised the need for the college to give greater priority to identifying and meeting the needs of its clients. The corporation has ratified overall objectives for the college, such as increasing the enrolment and participation of adults, and the improvement of retention rates. A performance review panel reviews the college's progress in meeting its objectives.

67 The corporation is committed to continuous improvement. Members are provided with an informative pack which helps them to have a clear understanding of their role. They also attend external training sessions. Governors attend residential meetings to debate matters affecting the whole corporation. Recently, governors carried out a review of their own

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performance. As a result of this, governors identified that they needed to improve the induction of new governors and the overall monitoring and evaluation of their own performance. Some governors have effective links with faculties and administrative areas of the college. The corporation is considering how these links can be extended to all parts of the college. The college's self-assessment report describes the actions which governors are taking to develop and improve their own performance.

68 Arrangements for the corporation to review the quality of the work of faculties and administrative areas of the college are not fully effective. The panel receives presentations and written reports on students' achievements and reviews the performance of some business support areas. There are systematic arrangements for the panel to report on the performance of the college to the full board of the corporation. The panel's work has been impeded by the lack of established performance indicators and it has identified the need for improvement in the way performance data are presented. The formal link between governors and curriculum areas also enables the corporation to monitor quality in the college.

## Management

### *Grade 1*

**69 The inspection confirmed that the college's self-assessment report analyses the quality of management rigorously and objectively.**

#### **Key strengths**

- effective strategic planning involving staff at all levels
- an effective management and committee structure
- effective communications within the college, formally and informally

- effective links and good working relationships with external bodies
- clear marketing strategy and high-quality publicity materials
- a clearly-documented budgetary process providing senior managers with appropriate financial information
- effective curriculum management in faculties and across the college

#### **Weaknesses**

- financial reporting not fully integrated with the accounting system

70 Managers work together well and are highly regarded by staff who particularly value their accessibility and the support they give. Staff and managers understand their roles and responsibilities. The senior management group comprises the principal, the four directors of curriculum and quality, planning, finance and support services and six heads of faculty. This group is responsible for the strategic management of the college. A smaller steering group, consisting of the principal and some directors, is responsible for executive policy. The effectiveness of communications within the college helps to sustain high morale among staff. All staff interviewed by inspectors claimed to be well informed about developments in the college. The academic board and college committees consult staff over the development of policy. The subcommittees of the academic board mirror the arrangements of those of the governing body. The academic board is highly valued by staff. Staff recognise that the academic board and its committees enable them to make an important contribution to the development of strategy and policy in the college.

71 There is good management of the curriculum within faculties and across the college. Courses are effectively managed and well administered. The action of course teams

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and a summary of curricular developments are recorded in standard documentation, known in the college as 'programme organiser files'.

Clear targets are set, including those for enrolment and retention rates. On the basis of their examination of documentation, and their meetings with staff, inspectors confirmed the judgement made in the self-assessment report, that planning within the college is effective.

Faculty teams operate flexibly to ensure they work productively across all the college's sites.

72 The college has developed good working relationships with the Hertfordshire TEC, Hertfordshire County Council, local district councils and universities. In planning its provision, the college makes effective use of the local economy assessment provided by the TEC. The college is a substantial provider of the TEC's main programmes, including modern apprenticeships and is regarded highly for its adult guidance work. Training sponsored by employers has been provided to support new employment opportunities in areas such as multimedia and sciences for the pharmaceutical industry. Managing directors of local construction and engineering companies were complimentary about the work of the college. They particularly valued the quality of information provided by the college about courses for their employees. The college has helped to set up Business Link, an organisation sponsored by the TEC. Business Link made over 300 requests to the college for training over the last year and all but one of these has been met. Other training offered by the college, such as training in skills for small businesses, was less in demand in 1996-97.

73 The college has a clear marketing strategy. It has made significant improvements to the quality of course promotion and publicity. Through a three-year plan, the college aims to develop a more sophisticated use of market intelligence. Marketing is well co-ordinated. The college is known and respected within the community. Faculty staff make good use of their

local knowledge to promote courses. In its self-assessment report, the college acknowledges that it does not carry out enough market research in the local community. Research being undertaken by a marketing officer within the local community will be used to improve the future planning of provision.

74 The improvement of management information is identified as a key objective in the college's strategic plan which covers the years 1995-96 to 1997-98. Significant progress has been made in fulfilling this objective. Most aspects of the information strategy, developed in 1995, have been implemented. There are monthly reports on student admissions and these cover the number of applications received, interviews held, offers made and acceptances confirmed. Annual reports on the efficiency of the college and its faculties contain information on room usage, average class size, and academic staff to student ratios. The college has a good record in supplying reliable information to external customers. Some areas of management information are in need of further development. The management information system unit's self-assessment report acknowledges the need to improve the quality of information on students' destinations.

75 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The budgetary process is documented and appropriate. The budget clearly reflects priorities in the college's strategic plan. Monthly management accounts are prepared in good time. They are regularly reviewed by the senior management group and include a written commentary on significant issues arising. Separate monthly reports are provided to heads of faculty. The financial reporting system, however, needs to be fully integrated with the accounting system. The college is aware of the need to develop a course costing model. The college's finance team is appropriately skilled. The turnover of finance staff is low. Financial regulations are

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comprehensive and widely distributed within the college, although they require updating. The college has effective internal audit arrangements. There is no fully developed cross-college strategy for ensuring value for money is achieved within college operations.

76 Inspectors substantiated the college's claim to have a clear policy on equal opportunities supported by effective procedures to ensure the policy is implemented. The policy is comprehensive and detailed. It does not, however, identify clear targets against which the college's progress in ensuring equality of opportunity may be measured. A strategy to take account of issues of inclusive learning is at an early stage of development. There are examples of good practice in the support offered to students with learning difficulties and/or disabilities.

## Conclusions

77 The self-assessment report provided a useful basis for planning the inspection. Most of the judgements reached by the college were confirmed by inspectors. The report identified 'areas for development' but did not always clearly specify the underlying weaknesses. In some areas weaknesses were given less significance than attributed by inspectors. Inspectors agreed with all the grades awarded by the college for cross-college provision. There was less agreement about curriculum grades awarded by the college in the areas inspected.

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

# College Statistics

## Student numbers by age (July 1997)

Age	%
Under 16	1
16-18 years	16
19-24 years	10
25+ years	68
Not known	5
Total	100

Source: college data

## Student numbers by level of study (July 1997)

Level of study	%
Foundation	9
Intermediate	27
Advanced	15
Higher education	2
Leisure/recreation (non-schedule 2)	47
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (July 1997)

Programme area	Full time	Part time	Total provision %
Science	265	1,047	7
Agriculture	0	150	1
Construction	50	306	2
Engineering	204	770	5
Business	431	1,586	10
Hotel and catering	276	1,124	7
Health and community care	689	1,593	11
Art and design	606	2,312	14
Humanities	326	7,691	40
Basic education	27	619	3
Total	2,874	17,198	100

Source: college data

## Staff expressed as full-time equivalents (July 1997)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	175	6	0	181
Supporting direct learning contact	48	6	0	54
Other support	109	8	0	117
Total	332	20	0	352

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

# College Statistics

## Three-year Trends

### Financial data

	1994-95	1995-96	1996-97
Income	£12,491,000	£13,260,000	£13,289,00
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£16.34	£16.04	£17.22
Payroll as a proportion of income	72%	72%	*
Achievement of funding target	108%	110%	*
Diversity of income	33%	26%	*
Operating surplus	-£675,000	-£714,000	*

Sources: Income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

ALF – Performance Indicators 1995-96 (1994-95 and 1995-96), Funding Allocations 1996-97 (1996-97)

Payroll – Council Circulars 96/29 (1994-95), 97/35 (1995-96)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96)

Diversity of income – Council Circulars 96/29 (1994-95), 97/35 (1995-96)

Operating surplus – Council Circulars 96/29 (1994-95), 97/35 (1995-96)

\*data not available

### Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	124	144	146
	Average point score per entry	3.2	2.7	2.9
	Position in tables	middle third	bottom third	bottom third
Advanced vocational	Number in final year	337	337	356
	Percentage achieving qualification	83%	69%	73%
	Position in tables	middle third	bottom third	middle third
Intermediate vocational	Number in final year	*	149	204
	Percentage achieving qualification	*	70%	55%
	Position in tables	*	top third	bottom third

Source: DfEE

Note: the majority of the college's students are 19 years of age or older

The achievements of these students are not covered in published DfEE performance tables

\*1994-95 intermediate vocational results not available

+college data

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