

**REPORT  
FROM THE  
INSPECTORATE**

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**Huddersfield  
Technical  
College**

**January 1996**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**THE FURTHER EDUCATION  
FUNDING COUNCIL**

*The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to FEFC's quality assessment committee.*

*College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.*

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## **GRADE DESCRIPTORS**

*The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses.*

*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.*

*By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.*

### **College grade profiles 1993-95**

	<b>Inspection grades</b>				
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

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# FEFC INSPECTION REPORT 10/96

## HUDDERSFIELD TECHNICAL COLLEGE YORKSHIRE AND HUMBERSIDE REGION Inspected October-November 1995

### Summary

Huddersfield Technical College offers a wide range of general educational, vocational and adult education courses which provide effectively for the needs of the local community. Senior management and the governing body have a productive working relationship. Teaching staff are well qualified and experienced. Teaching is effective. Students achieve examination results which are above average in vocational examinations and in some GCE A level and GCSE subjects, but achievements are low on some courses. A substantial number of students go on to further and higher education or enter employment. The college has strong links with the Calderdale and Kirklees TEC, the local authority, higher education institutions and community organisations. The college should: improve the quality of course teams' evaluation of their provision; ensure that relevant college committees receive evaluative reports of student achievements; put procedures in place to enable governors and senior managers to evaluate some aspects of college activity including quality assurance; reduce inconsistencies in the implementation of the tutorial system; and consider the poor learning environment in some areas of the college accommodation.

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	2
Students' recruitment, guidance and support	2
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>
Science, mathematics and computing	2	Hair and beauty, health and caring	3
Construction	2	Art and design and performing arts	2
Engineering	2	Humanities	2
Business studies	3	Adult education	2
Leisure and tourism, hotel and catering	2	Students with learning difficulties and/or disabilities	2

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## **INTRODUCTION**

1 Huddersfield Technical College was inspected in two stages during October and November 1995. The enrolment and induction of students were observed at the beginning of the academic year in September 1995. A team of six inspectors spent a total of 31 days in the college from 30 October to 3 November 1995 examining cross-college issues. Earlier, 66 inspector days were devoted to the inspection of specialist subject provision. In all, inspectors visited 255 classes, examined samples of students' written work and college documentation, and held discussions with college governors, college management, staff and students, parents, employers, representatives from the Calderdale and Kirklees Training and Enterprise Council (TEC), and the local authority, head teachers, and other members of the wider community.

## **THE COLLEGE AND ITS AIMS**

2 Huddersfield Technical College, located near the town centre, traces its origins to the Huddersfield Mechanics Institution which was founded in the 1840s. It was formally established as a technical college in 1896. In 1958, the technical college became the College of Technology, which in 1963 split into the College of Advanced Technology, now the University of Huddersfield, and Huddersfield Technical College. The college operates within a highly-competitive environment; there are three other further education colleges, two sixth form colleges and 17 schools with sixth forms within a 10-mile radius. The college has entered into a collaborative agreement with one of the sixth form colleges, Greenhead College. The agreement includes liaison on admissions procedures.

3 Huddersfield and its travel-to-work area has a population of approximately 176,000. The local economy is dominated by small to medium-size enterprises. A particular feature of the Huddersfield economy is the strong manufacturing base in engineering, chemicals and textiles. Several world-class companies have locations in the town. Growth in manufacturing employment is at the skilled technician level. In sectors other than manufacturing, small firms predominate. The level of self-employment is below the national average. The main growth sectors in the local economy are leisure and tourism, business and financial services and education. Inner-city Huddersfield exhibits many of the features of a deprived and depressed urban environment. A large percentage of the local labour force does not possess qualifications relevant to the needs of employers. In the past, this group has relied on unskilled manufacturing jobs for employment. Unemployment has risen over recent years and currently stands at 10.5 per cent, compared with the national rate of 8.5 per cent. Minority ethnic groups, mainly of Asian origin, form 11.7 per cent of the general population and 11.6 per cent of the college's enrolments.

4 The college's provision is delivered through 16 schools, grouped into four faculties: art, business, community studies, and technology. The

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faculties are headed by deans who have a co-ordinating role. They are in post for one year and are drawn from the heads of schools. In the academic year 1994-95, the college had 27,308 enrolments. Of these, 3,444 were undertaking full-time courses and 23,864 were part-time students attending in a variety of modes including day release, block release and evening only. While the college has maintained its share of the local 16-19 age group, a significant trend has been the growth in numbers of adult students. The college anticipates continued growth in this area as a result of its community-based activities. It has also developed an extensive franchise provision which is delivered nationally by other providers. A substantial part of the planned growth in student numbers for 1995-96 rests on its franchised provision. Enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college employs 356 full-time equivalent teaching staff and 399 full-time equivalent support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

5 The college's mission is to provide 'as comprehensive a range of courses and services as possible, with open access for all, with the highest possible quality, and with increasing flexibility of delivery'. In working to meet its mission, the college places great emphasis on collaborative strategies. It has a major part in plans to create a subregional, integrated manufacturing centre, supported by the TEC, local employers and the University of Huddersfield. This will provide high technology training, updating and consultancy for trainees, employees and employers. The college made a significant contribution to the planning of Huddersfield's single regeneration budget bid, whose successful outcomes are leading to substantial growth in the college's community-based vocational education. A financial allocation from the competitiveness fund will also contribute to this initiative.

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

6 The range of general and vocational courses available to full-time and part-time students is extensive. It includes a substantial non-vocational programme, contracted from the local education authority. Across the 16 schools, 100 full-time, 340 part-time day and 220 evening courses are offered in all the major programme areas. In addition, over 30 subjects are offered at General Certificate of Secondary Education (GCSE) and at General Certificate of Education advanced level (GCE A level). Specific programmes are also offered for adults who wish to prepare for entry into higher education. These are available full time or through flexible learning. The college operates courses for unemployed adults and a 'next step' programme, part of the youth credits scheme, for young people aged 16 and 17 years which leads to National Vocational Qualifications (NVQs). Higher education links exist through the provision of programmes franchised from the universities of Huddersfield, Leeds Metropolitan and Sheffield Hallam.

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7 A number of full-time vocational programmes have been converted to General National Vocational Qualifications (GNVQs), although after consultation with senior managers, schools were allowed to defer conversion. In the case of leisure and caring programmes, for example, this has resulted in GNVQ programmes being introduced at intermediate level whilst the existing national diploma awards are retained at advanced level. A number of programme areas offer NVQs at different levels, most notably catering. The opportunities to obtain these qualifications in caring, tourism, sport and engineering are more limited.

8 The college met its growth target for 1994-95, achieving a 7 per cent increase in unit funding and a 12.5 per cent rise in the number of enrolments from 21,645 to 27,308. There was significant growth in adult education, foundation level provision, care, leisure, performing arts, construction, and professional and management programmes. Business studies and business administration enrolments have fallen over the last two years. In order that the college can offer minority GCE A level subjects, some first and second-year classes have been merged and a GCE A level centre with improved study facilities has been set up. There was also a significant drop in enrolments for some GCSE subjects, notably geography, psychology and sociology. The college has set a target of 11 per cent growth in units for 1995-96.

9 The adult and community programme is extensive. Provision is made at 19 outreach centres as well as at the main college site; three of the centres offer Saturday schools. The college has good links with minority ethnic groups and courses have been devised to meet their specific needs and interests. As part of the community outreach initiative, over 800 students per annum are offered programmes which range from basic skills and language support to preparation for employment. The college is developing systems which encourage students to progress from outreach provision to mainstream courses.

10 There is effective liaison with the local authority and the TEC. The college has worked in partnership with them to promote economic and social regeneration and to increase participation by the minority ethnic community. It has collaborated with the local authority, the TEC, community groups and other agencies to provide skills training for a number of local employment initiatives.

11 The college has well-established relationships with employers, and employer liaison is particularly strong in hairdressing, catering and engineering. There are productive links involving the National Hairdressing Federation; engineering employers use the college's computer-aided engineering facilities; and the catering school organises a wide range of regional competitions which are sponsored by employers. Extensive links with employers provide work placements for the 'next step' programme. However, links with employers through industrial liaison committees are often weak. Attendance at these groups is irregular.

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The college has sometimes been slow to respond to opportunities to provide assessment and consultancy services. Market intelligence gathered by one school which is relevant to the interests of another is not always effectively communicated.

12 Three prospectuses promote courses to school leavers, adults, and the wider community. In addition, a booklet promotes a free help-line number for those needing advice about the programmes on offer. The college's marketing team includes graphic designers and information, press and exhibitions officers. It is accountable to an external relations steering committee which meets quarterly and is chaired by the assistant principal responsible for client services. The college has won a national award for a recent public relations campaign. However, it does not always make full use of current students to promote the college. The revised draft marketing policy lacks clarity. The college intends to extend links with industry and the wider community by appointing an industrial liaison officer.

13 The college earned £207,000 for its full-cost work in 1994-95. Manufacturing, together with caring and languages, were major contributors. Other schools contributed less, and some made no contribution. The establishment of a college marketing and enterprise manager post is intended to provide more coherence to this area of work. Full-cost income targets have been set for schools. The college was recently successful in obtaining a management training contract for over £41,000.

14 The number of open-learning enrolments is small, and open and flexible learning opportunities are not consistently developed across the college. However, the college has targeted 1997-98 as the date by which flexible learning routes and options should be available for 20 per cent of the total college provision throughout the year. The college has designated co-ordinators to promote the development of cable television and telematics. Pilot projects in telematics have been introduced and staff development initiated to support the use of the Internet. Modularisation of the curriculum is at an early stage of development. A project to encourage the development of separately accredited modules and units is being introduced. There are some good facilities to support flexible learning: the flexible learning centre, the learning support centre, the library and the information technology centre. However, in some curriculum areas there are insufficient learning materials to support this mode of study.

15 The college has no explicit policy on curriculum enrichment or entitlement, and the monitoring of practice at course team level is inconsistent. Core skills units are offered as an entitlement to all full-time students in the college, although currently there is no planned strategy to meet the revised national targets which specify the percentages of students to acquire core skills by the year 2000. A programme of cross-college activities including sport, music, modern languages and wordprocessing

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has recently been introduced, but take-up is low. While there is a growing level of European activity involving study visits and work placements, the European dimension of the curriculum is underdeveloped. The college policy on European activities requires updating and curriculum planning currently takes insufficient account of the European dimension. The proportion of full-time students on vocational courses taking modern language units is relatively small.

16 A college co-ordinator and two additional staff are responsible for promoting equal opportunities issues. An equal opportunities subcommittee, on which the principal is represented, meets six times a year to receive reports and develop awareness-raising activities for college staff. A detailed annual action plan is prepared by the co-ordinator, setting targets for the forthcoming year. A policy dealing with personal harassment has recently been completed. Students with learning difficulties and/or disabilities have access to a wide range of programmes within the school of foundation studies, including provision for students with severe learning difficulties and basic skills support for students across the college. Programmes include vocational placements. Outside agencies have played a productive role in supporting course provision and development.

#### **GOVERNANCE AND MANAGEMENT**

17 The Huddersfield Technical College corporation has 18 members who possess a wide range of appropriate expertise and experience. Nine governors are experienced in business and industrial areas which are relevant to the college's activities. The corporation also includes a representative from the Calderdale and Kirklees TEC, the principal, two staff governors, a member from the community, and four co-opted members. There is no student governor. The retired college chief administrative officer is clerk to the governors on a part-time contract.

18 Governors support the college's mission statement and have firm views as to the college's broad purpose and strategic direction, the range of provision and the college's relationship with the community it serves. They have made an effective contribution to the design of key policies and decisions. For example, a corporation working group has taken a close interest in the developments leading to the proposed integrated manufacturing centre. The corporation committee structure makes good use of governors' background and expertise, for example, in determining the membership of the audit committee. Corporation meetings are held six times a year; they are well attended and members are provided with appropriate supporting documentation and minutes.

19 The clerk to the governors works closely with the chair and principal in managing the governing body's business and in advising the chair on procedure. The corporation has agreed a register of interests and a code of conduct for members to ensure that individual governors share equally

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in the responsibilities and accountabilities of the corporation. The audit committee has considered aspects of the Nolan committee report, and made recommendations to the corporation, for example, that they should advertise in the local newspapers for the appointment of governors. The corporation has established criteria to assess the effectiveness of the senior management team in the operational management of the college; the college's internal auditors have audited the operation of the senior management team and presented a report to the governors.

20 The finance committee meets monthly and receives information regarding cash-flow forecasts and budget variance. The audit committee has met with the internal and external auditors, and monitored the college response to the reports. In addition to the normal work of governors, there are arrangements to enable individual governors to become better acquainted with particular aspects of the college operation, for example, through membership of college committees and through receiving presentations on relevant topics such as the Further Education Funding Council's (FEFC's) funding methodology.

21 The information that the corporation receives does not allow it to monitor some key aspects of college policy. For example, at the time of inspection it had not received a commentary on the academic results for the last two years. Governors do not receive annual reports on the college's policies on equal opportunities and health and safety.

22 The current management structure has been in place since 1994. The senior management team comprises the principal, vice-principal, director of finance, and four assistant principals. The college management team comprises the senior management team and the heads of schools and cross-college units. The roles and responsibilities of the college management team are understood by staff. The four deans of faculty have no line-management functions. Staff in some schools are unclear as to the roles and responsibilities of the deans.

23 Responsibility for curriculum planning lies with the heads of schools and the assistant principal (curriculum). A programme with clearly-stated objectives and timescales ensures the consistent implementation of curriculum policies between the schools. Teachers and support staff have ready access to managers and feel adequately briefed on current issues within the college. The flow of information across the college is maintained through a weekly college bulletin and a principal's letter to staff on important issues. A weekly cross-college meeting hour facilitates course team management and curriculum planning. However, attendance by staff on a regular basis is sometimes hindered by their teaching commitments on full-cost activities. There is no published calendar of team meetings, and inconsistent practice between schools and course teams in the minuting of meetings and in the attendance of part-time teachers. Although responsibilities for implementing college policies, for example, on health and safety and environmental issues, are clearly

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allocated, there are no formal annual reporting and review procedures to monitor their implementation.

24 The college strategic plan is clear and concise and includes measurable objectives and targets. The senior management team has set performance targets for managers and staff which are related to the college's strategic objectives. The strategic planning process is well defined. Teaching and support staff have the opportunity to attend briefing sessions on the strategic plan run by the assistant principal (curriculum). Not all teaching and non-teaching staff consider that they are given the opportunity to contribute to the development of school annual operational plans to support the strategic plan.

25 The college's average level of funding for 1995-96 is £19.14 per unit. The median for general further education and tertiary colleges is £17.84. The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. Figures provided by the college show that a substantial proportion of its deficit for 1994-95 was costs associated with college restructuring.

26 An effective system of delegated financial budgeting has been introduced for consumable items. The budgets are delegated to the heads of schools on a weighted formula basis. The director of finance meets with the heads of schools on a monthly basis in order to monitor expenditure and to provide advice on budget management. Financial procedures are in place to ensure that school expenditure does not exceed agreed budgets, and course costing procedures ensure that school full-cost activities cover costs. Teaching staff were generally unaware of school budget allocations and spending decisions.

27 The college's computerised management information system provides assistance to managers to help them monitor and review college policies. The college information unit provides staff with access to comprehensive, relevant and up-to-date information. The unit issues a wide range of reports to meet the needs of managers, teachers and support staff; for example, reports inform college marketing and the monitoring of equal opportunities. A programme of staff development for teaching and non-teaching staff covers the use of computerised management information. A wide range of staff use the system. For example, the college caretaker uses it for stock control purposes.

28 The college is developing a methodology to calculate unit costs by course and student, using data derived from the computerised management information system. Managers make use of the information to monitor, for example, course delivery costs. Data users groups, established for finance, enrolment and statistics, health and safety, and environmental issues, help the college information unit to ensure it meets the needs of staff. Managers were well informed about the FEFC's funding methodology and its implications for their programmes.

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29 Teachers and heads of schools are involved with the senior management team in setting course enrolment targets. Data on student retention are monitored on a regular basis by senior management. Figures provided by the college show a student retention rate for 1994-95 of 83 per cent. Monitoring of student retention and the implementation of strategies to address low levels of retention vary between course teams. Course tutors complete, during the summer term, a return on intended student destinations and progression. The returns are monitored against student course lists. The heads of schools in their annual school review provide an evaluative commentary on known student destinations and progression. The senior management team monitors destination trends.

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

30 The central clients' and students' services unit plays a major role in recruitment, guidance and support. Students are well served by the range of guidance and support services which it provides. The unit co-ordinates schools liaison, admissions, student welfare, counselling and careers guidance. Eighteen staff work in the unit which is led by the director of student services. The unit has good accommodation, conveniently located in the main reception area; it comprises a suite of offices, interview rooms, and an open-plan careers and information bureau. It remains open throughout vacations, Monday to Friday, from 08.30 to 17.00. The student services committee, a subcommittee of the academic board, brings together representatives of the student services unit, the four college faculties, and the students. It is chaired by the assistant principal, client services. It meets four times a year and provides a forum for discussion and policy making on a college-wide basis.

31 School leavers benefit from an extensive range of information and guidance events, organised by the college's schools links co-ordinator. In 1994-95, approximately 1,000 pupils from local schools were given conducted tours of the college during the college's open week. Subsequently, they had the opportunity to spend half a day sampling work in their chosen vocational area. This was followed by a period of up to a week shadowing a college student. Three hundred pupils took advantage of the shadowing scheme in 1994-95. The youth award link courses also provide school pupils with an extended opportunity to find out about life at college and the courses available to them. The schools liaison team, which is a part of the central clients' and students' services unit, co-ordinates and supports a variety of links between schools and college staff. As part of the agreement between the two colleges, the team also attends enrolment sessions at Greenhead College, to provide information and advice to applicants who may be unsure which college is most suitable for them.

32 Adults receive effective pre-enrolment guidance. 'Fresh start' courses are free of charge; they last for one morning or evening a week for six weeks and provide information about a variety of courses at the college. The college's information bureau, part of the student services unit, holds

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advice sessions for applicants every Monday throughout the summer vacation. An advice team attends adult and part-time enrolment sessions, both at the college's main site and at its outreach centres, to offer impartial advice about courses. Bilingual advisers also visit the various sites to discuss courses with prospective students.

33 The admissions process is efficient and provides impartial advice to potential students. The central admissions unit receives and processes all applications and provides valuable administrative support to course tutors who conduct the admissions interviews. Interviewers use common documentation, including a checklist which students sign to confirm that they have received appropriate guidance. School leavers are encouraged to bring their national record of achievement to the interview. Central admissions staff offer pre-course counselling to those applicants who are undecided about their choice of course, and to those who fail to secure a place on their chosen course. After enrolment, they counsel students who wish to change course or are considering leaving college before completing their studies.

34 The quality and extent of financial advice and support are appreciated by students. Student services staff administer the college's access fund, which is supplemented from the hardship fund. In 1994-95, these funds provided financial support to 530 students for items such as meals, travel, childcare and examination fees. Student services staff also provide comprehensive information and guidance about financial matters concerning students. A helpful 'Student Money Guide' has information on grants, awards and benefits, and includes a list of useful addresses. Student services staff also maintain a database of local accommodation which has been inspected and approved by the college.

35 The college's childcare provision is good. There is a creche with 16 places, a nursery with 20 places, and access to other local childcare facilities which have over 100 places available. Student services staff take care to find suitable childcare places and provide subsidies from the college access and hardship funds where necessary.

36 The college has a well-established policy and good college-wide procedures for the accreditation of students' prior learning. The service is advertised in the college's prospectus and referred to in the interview and enrolment forms used by interviewers. Student services staff act as a first point of contact and refer candidates to the college's accreditation of prior learning co-ordinator for further discussion. Despite these arrangements, few students currently avail themselves of the opportunity for the accreditation of their prior learning.

37 All full-time students are assessed at the start of their course for basic numeracy and literacy skills. Learning-support staff work alongside regular staff in teaching groups where the basic skills of 30 per cent or more of the students are below the level thought to be necessary to succeed on the course. Further diagnostic assessment and support is available in

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the drop-in learning support centre. However, only a small proportion of those identified as needing support actually make use of the centre. The college is currently strengthening the links between the learning support centre and course teams in order to address this problem.

38 Students follow a well-planned induction process which introduces them to the college and their course. Staff from the college counselling service organise and deliver an introduction to college facilities and services, and give students a helpful information pack. A small proportion of course tutors have not taken up this opportunity for cross-college induction. Course teams work to a common checklist for induction to courses, which includes a briefing on the student charter and the key study skills required on the course. Students and their course tutors sign a learning agreement in which they set learning targets and agree an action plan for meeting them. In most cases, induction is effectively carried out. In the college's franchised provision, however, there is no formal learning agreement between the college and the students and no formal college input or guidance about induction processes.

39 The college has a student support policy in which it commits itself to providing personal and academic support and careers guidance. Under the policy, all students, whether full time or part time, have a minimum tutorial entitlement. All full-time students receive a one-hour weekly tutorial; students on substantial part-time courses receive two scheduled tutorials per year; and all part-time students are offered tutorial support. For example, part-time GCE A level students have the opportunity to seek tutorial guidance from specified tutors on two evenings a week.

40 Inspectors observed 16 tutorial sessions during their visit. Overall, strengths outweighed weaknesses in the sessions observed. The tutorials are used predominantly for course administration and to review and record progress on an individual basis. On some courses, tutors leave it to students to make contact whenever they feel it is necessary but, in most cases, tutors arrange a rota of appointments to ensure that they see every student regularly. Students appreciate these opportunities to discuss their progress. The college provides course tutors with a common set of documents to help students review their learning agreements and action plans. Tutors may use alternative documents for recording tutorials provided they have the minimum inclusions in the college documentation. However, the recording of progress and action planning is sometimes superficial and does not always refer to students' personal development. Students are not generally encouraged to maintain their national records of achievement. There is no common job description or handbook for tutors to guide them in their work and the guidelines for tutors contained in the student support policy are too brief. The statement of entitlement in the learning agreement does not include topics such as health education nor the discussion of social or personal issues. The college lacks a health education policy.

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41 The college's policy on attendance specifies that action should be taken after three consecutive, unjustified absences or where attendance falls below 70 per cent over a fixed period. The implementation of the policy varies considerably between courses. On some courses tutors take prompt action, whereas on others absences are followed up less rigorously. Some students are unaware of the policy.

42 Students with learning difficulties and/or disabilities receive a comprehensive induction and tutorial programme, which they value. There is effective support for students with physical disabilities. The college maintains good links with outside agencies and parents. In some cases, the initial planning of students' individual programmes does not adequately match the curriculum to the needs of the student.

43 The counselling support available to students is strong. Two full-time professional counsellors are available to students and staff from 08.30 to 17.00 hours during term time and holidays. Their location in the student services unit provides easy access as well as private interview facilities. The counsellors have achieved a high level of awareness amongst staff and 50 per cent of student referrals are made by course tutors. Through their responsibility for providing cross-college induction sessions for all course groups, the counsellors meet a large number of tutors and students at the beginning of the course. Course tutors regularly consult them about how best to help students who are experiencing personal problems. The counsellors have extensive outside links, including access to a bilingual counsellor. The demand for personal counselling is increasing. Recent developments include the establishment of supervised self-help counselling groups for students.

44 Careers and higher education guidance is centred on the student services unit, which contains a well-equipped careers suite with interview facilities and a good stock of reference materials, some of them held on computer. Student services staff arrange a series of open workshops on topics such as higher education applications, writing a curriculum vitae and preparing for interviews. They arrange talks by higher education admissions tutors. A member of the unit has responsibility for the co-ordination of higher education and careers guidance within the college and for liaison with careers officers from the local careers service. Together they offer students good opportunities for careers information and advice. The agreement between the college and the careers service for 1995-96 has been revised in order to promote greater involvement with the work of course teams. The college lacks a careers education and guidance policy to make clear the respective roles of the student services unit, the careers service and the course tutors, and to ensure that all work together to provide a comprehensive and coherent service.

45 The students' association currently makes little contribution to student welfare. It is housed in poor accommodation which is some distance from the students' social areas, and awareness of its activities

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among fellow students is low. It does not act as an effective channel to represent students' views and was not involved in drawing up the students' charter. However, the newly-elected officers for 1995-96 have made a start on rectifying this situation. For example, officers of the association have recently been nominated to serve on four college committees, including the academic board.

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

46 Of the 255 sessions seen, 61 per cent had strengths which clearly outweighed weaknesses. The weaknesses clearly outweighed the strengths in 11 per cent of sessions. The grades awarded for the teaching sessions inspected are shown in the following table.

#### **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 AS/A level		3	20	4	3	0	30
GCSE		2	7	8	1	0	18
GNVQ		2	7	9	5	0	23
NVQ		11	19	7	7	1	45
Other vocational		18	58	40	9	1	126
Other		3	6	4	0	0	13
<b>Total</b>		<b>39</b>	<b>117</b>	<b>72</b>	<b>25</b>	<b>2</b>	<b>255</b>

47 During the inspection, the number of students attending classes as a percentage of those on register varied from 95 per cent in health and community care to 43 per cent in hair and beauty. The average attendance was 80 per cent.

48 Relationships between teachers and students were good and students were generally well motivated. In a few classes there was some indiscipline among students. Teachers were knowledgeable about their subjects. Programmes of study were generally coherent and well organised. In almost all cases schemes of work and lesson plans were available. In the best practice, these specified activities to be undertaken by both the teacher and the student and the resources to be used. Documentation and planning were particularly thorough on courses such as the teaching certificate courses. However, some schemes of work merely specified the topic to be covered and there were instances when lesson plans were too brief. Poor teaching was often associated with inadequate planning. For example, in some classes students had not acquired the background knowledge necessary to benefit fully from the lesson and in others there was insufficient practical work.

49 On most courses, work was set according to planned schedules which had clear deadlines for completion. After marking, teachers usually returned work within a reasonable time and added helpful notes on how

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the work could be improved. In a small number of cases, written comment was of too general a nature to be useful. Tests and assignments which contributed to the students' assessment were of an appropriate standard, were marked fairly and were relevant to the aims and objectives of the course. Records of students' progress were usually maintained and used to inform future learning.

50 In several areas of work, such as catering, business, science, and health and caring, good use was made of work experience. In travel and tourism, for example, students spent 10 weeks in the college's travel centre and in industry. Students were well prepared for this work and closely monitored.

51 Methods of developing numeracy, communication and information technology skills varied among the curriculum areas. In some, assignments were carefully designed to develop core skills within a vocational context. Other areas relied on the college's learning centres. The attendance and progress of students using these centres, however, were often poorly monitored by course teams. In some cases, work in the centres failed to provide the relevant vocational context. In science, for example, this resulted in weaknesses in the students' ability to apply mathematical skills in a scientific context. In some areas, learning centre teachers were working more closely with vocational specialists in order to address this.

52 Students of business administration receive methodical and competent teaching. Workshop activities in typing, audio typing, and wordprocessing were well structured and catered for a variety of student abilities. Secretarial courses benefited from a range of modules which allowed smaller specialist options to be provided within a broader framework. However, there was over-reliance on the use of text books and in many classes students were passive. Shortcomings in resources, for example, an incomplete office resources area and the lack of modern integrated software packages, limited students' learning.

53 On professional and management courses, teachers generally used a variety of teaching and learning strategies which maintained the interest of the students. Group work was effective and benefited from clearly-stated tasks and accompanying documentation. The content of learning materials matched the needs of the students. Teachers made effective use of students' work experiences to extend their learning. On the full-time business administration programmes, however, many classes were dull and lacked variety in teaching strategies. Insufficient account was taken of the students' diverse backgrounds. Students were poorly motivated and slow in response.

54 Science classes were well structured, and provided a balance of practical and theoretical work. In most sessions a range of teaching methods and materials was used to give pace and variety to the work. Students displayed an appropriate level of practical and analytical skills. Well-chosen and well-designed assignments motivated the students. In

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one such assignment, students undertook a variety of interesting activities in their study of the pollution in a local river. However, in some classes students spent too much time copying notes.

55 In specialist mathematics courses, effective classroom work was usefully reinforced by time spent in the college's learning centre where students worked with good-quality learning materials and drew on the teacher's support as required. Mathematics students made good use of computer support to illuminate mathematical principles. For example, graphical presentation of data helped students gain a better understanding of equations.

56 In computing courses, software design methods were similar to those used in industry. Students' projects were well presented. Information technology courses for adults were underpinned by comprehensive course manuals containing, for example, schemes of work and assignments and the teaching was well suited to the needs of these students. On some full-time courses there was an insufficient use of methods such as case studies to help those students who lacked business experience.

57 Good workshop management characterised construction work. Lesson materials were generally of a high quality and students were actively learning from a variety of tasks. Some areas had developed innovative methods of teaching. These allowed students to progress at a pace that matched each student's proficiency and enabled students following courses at different levels to work in the same workshop. A positive feature was the requirement for students to assess their own work before it went for marking. This placed the responsibility for the production of good-quality work on the student and allowed the teacher more time for monitoring and supporting students. Not all teachers had, however, modified their approach and some still used teaching methods ill-suited to the new courses. Some sessions suffered from a lack of variety and a failure to match teaching methods to the students' abilities and achievements.

58 In travel and tourism courses, teachers had designed programmes which incorporated the use of, for example, work placements, educational visits, a programme of visiting speakers and realistic working environments. In one class a speaker from a national park authority gave an excellent presentation on 'Tourism in the Park'. This was to be followed by a visit to the park to gather information for use on a range of assignments. In most classes the teaching was matched appropriately to the needs and abilities of students. However, in some sessions the teaching failed to capture the interests of students.

59 High standards were expected of catering students who responded well to the demands made of them. A valuable feature was the opportunity to gain qualifications in addition to the main course, for example, in food hygiene. Students enjoyed a wide range of practical, industry-related experiences. In addition to work experience, they worked in a variety of

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college areas such as the restaurant and bistro and their associated food preparation areas, the bakery, and the college's retail outlet. The use of industrial personnel to contribute to assignment work gave added relevance to the teaching. In one class, students worked with staff from a commercial restaurant to design a menu for a major catering function.

60 Students of health and community care generally worked well. However, the teaching approaches used in some sessions were uninspiring and not all tasks drew sufficiently on students' experiences to provide added interest. In one class dealing with the topic of maturation, the teacher used effective questioning to allow the students to contribute their own experiences. These contributions were received in an encouraging manner and then linked to the teacher's own illustrations. The class was lively and enjoyable. In other classes, even the recent experiences of students went unused.

61 Lessons in hairdressing and beauty therapy courses varied in quality. Some were well organised and teachers linked theory and practice, and made good use of the students' commercial knowledge. A variety of learning activities helped to sustain students' motivation in these classes. In other classes, however, the pace of work was too slow and theory was inadequately related to commercial practice.

62 Engineering teachers provided opportunities for students to work in groups and to use independent learning materials. They frequently questioned students both to check on learning and to stimulate interest. In several sessions, practical and theoretical work were brought together effectively. For example, in one class on electronic circuits, the theory was introduced and then the students were provided with a stimulating and relevant task to design, build and test a circuit. In some areas of work, for example a mechanical craft course, teaching and assessment materials required the students to research information individually. The students responded well to the demands of this approach and achieved good results. In other areas such as computer-aided engineering, learning materials developed for commercial work were benefiting the students on full-time courses. The resources of the metrology laboratory were well used by students in assignments which allowed them to develop a range of skills such as drawing, measurement, design and mathematics. In some areas of work, however, such as electrical principles, there was insufficient practical work. In a small number of classes there was student indiscipline and in some classes the pace of work was too slow.

63 The teaching of humanities subjects was of high quality. Teachers were enthusiastic and knowledgeable and students were committed to their work. This was especially so on GCE A level and GCSE courses and on teacher training courses. In some areas, the need to combine classes for economic reasons meant that some students were poorly served by the college. English teaching benefited from teachers who were thoroughly versed in the requirements of the various examining boards. In one poetry

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class, the enjoyment experienced by both teacher and students was obvious and was illuminated by the teacher's in-depth knowledge of the poem being studied. A small number of lessons, however, were unimaginative and poorly suited to the needs of the students.

64 In most foreign language classes, teachers varied the activities appropriately and regularly checked on students' learning. Language laboratory work was successfully integrated with classroom activities, and work in pairs encouraged the development of oral skills. For example, in a session on the French press students were required to record a short talk, which they had previously prepared in the language laboratory, and then give the talk to a fellow student. A short televised extract on the press then followed. The students demonstrated good levels of fluency and confidence in the use of the language. Few sessions, however, exploited the potential of technical aids as effectively. In some classes students spent too little time speaking the foreign language.

65 Art and design teaching prepared students well for the specialist choices they needed to make later in their course. Students on one course spent short periods in the first term sampling a range of specialist options such as fine art, sculpture, fashion and photography before selecting their options for the rest of the year. Students worked on a wide range of innovative and well-structured projects which were supported by clear and informative briefs. A feature of these projects was the use of critical sessions when students were required to display and explain their work. The variety of teaching methods and the wide range of specialist options available helped to provide the students with a good learning experience.

66 Students of the performing arts undertook an appropriate blend of practical and theoretical work. Students were regularly informed of their progress. Consistency in the marking of students' work was achieved through a system of cross-marking. The students were enthusiastic about their work and worked confidently, especially in practical activity. Teaching was generally competent but classes rarely used teaching aids such as overhead and slide projectors to complement the teaching. Deficiencies in accommodation and equipment detracted from the learning experience. In some lessons students arrived late.

67 Teachers on basic education learning programmes were sensitive to the needs of adult learners; learning materials and teaching styles were appropriately adapted to their needs. Effective use was made of volunteer assistants to provide individual tutoring. Students were encouraged to work at a pace and level suited to each individual. Staff and student relationships were supportive and purposeful and most teaching was confident and skilled. However, there was insufficient use of audio and other visual material, and staff in outreach centres made little use of the expertise of mainstream teachers. The low level of full-time staffing limited curriculum development in some sections.

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68 Courses for students with learning difficulties and/or disabilities provided students with clear progression routes and good opportunities to gain nationally-accredited qualifications. Supportive relationships between staff and students contributed to the learning. Students were encouraged to work on their own initiative, to co-operate with each other and to use a variety of resource materials. The use of outside staff, for example, social services personnel and staff from residential homes, in the planning and support of teaching for students with severe learning difficulties made the teaching more relevant and improved the students' achievements. Learning targets and action plans had not been established for all students. Teaching in a small number of classes was poorly matched to the needs of the students.

### **STUDENTS' ACHIEVEMENTS**

69 Students in most classes applied themselves diligently and enjoyed their work. The majority of students spoke favourably of their experiences at the college. Assignments and other written work from students were generally of appropriate quality. In humanities, standards were high and many other courses, including those in engineering and construction, hairdressing, and health and social care, set assignments that allowed students to demonstrate good levels of understanding.

70 The extent to which students were developing appropriate skills varied between courses. In hospitality and catering, adult basic education, business administration, mathematics, art and design, and health and social care, students made effective use of computers, and worked with a range of relevant software. Catering students made effective use of information technology in the design of menus. Students on the Business and Technology Education Council (BTEC) national diploma in social care demonstrated their information technology skills in the preparation of assignments. In some other programme areas, for example, construction, modern European languages, hairdressing and science, students were given insufficient opportunity to develop information technology skills. Full-time students on business studies demonstrated competent mathematical and note-taking skills. Student achievement in the application of numeracy and mathematical skills was poor in some areas of work, for example, science, catering, and leisure and tourism. Numeracy and literacy skills were inadequately integrated into business administration programmes. Reading and study skills were insufficiently developed amongst students on modern European languages courses.

71 Students worked well in practical sessions. Catering students worked with confidence, speed and dexterity, displaying appropriate standards in food production, and food and drink service. In construction and science courses, students carried out tasks safely and to a high standard. In art and design, students' drawing work was of a high standard and well presented. Hairdressing and beauty therapy students had sufficient opportunities to demonstrate their practical competence which reached

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industrial standards. In engineering, students demonstrated satisfactory levels of competence in the use of instruments and followed safe working procedures and practices.

72 In some areas of work, for example management and professional studies, modern European languages, health and social care, hairdressing, music and performing arts, and construction, students worked together effectively in groups to complete assignment work. In other subjects, such as business administration, students were given insufficient opportunities to work in group situations. In art and design, students did not always work together effectively.

73 Figures provided by the college show that the overall retention rate for students enrolled for the academic year 1994-95 was 82 per cent for full-time and 84 per cent for part-time courses. On GCSE programmes, the retention rate was much lower, at 74 per cent. On one-year GCE A level programmes, the retention rate was 73 per cent. There were a few subject areas where the retention rate was poor; for example GCSE physical education was 43 per cent and GCE A level law 35 per cent.

74 In 1995, there were 454 entries for GCE A level examinations in 34 subjects. Excluding absences, the overall pass rate was 65 per cent, compared with an 84 per cent provisional pass rate nationally. The average points score per candidate for those 16-18 year olds taking two or more subjects was 5.1 (where A=10, E=2) and the average points score per entry was 3.2. This places the college among the middle third of colleges in the further education sector on this performance measure, based on the data in the performance tables published by the Department for Education and Employment. In comparison with 1994 it represents a significant increase of 0.8 in the average GCE A level point score per entry. A number of subjects, for example physics, had 100 per cent pass rates and other subjects, including psychology and philosophy achieved pass rates greater than 80 per cent. In a number of subjects, including politics, geography, law, physical education, and sociology, results fell below a pass rate of 50 per cent. The pass rate for students at grades A-C was 31 per cent. This is below the provisional national average of 52 per cent for comparable colleges.

75 The GCSE results for the college were better than the national average; 49.5 per cent of students aged 16-18 were awarded grades A-C in 1994 compared with the average for general further education and tertiary colleges of 38 per cent. Some of the results were especially worthy of note. For example, 95 per cent of students in psychology gained A-C grades. Some courses were less successful on this measure: the corresponding percentages were 38 per cent in history, 33 per cent in sociology, 30 per cent in law, 33 per cent in accounts, and 10 per cent in English literature.

76 There were 4,416 entries for vocational examinations in 1995; of these 83 per cent were successful. The performance tables for further education sector colleges for 1995 issued by the Department for Education

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and Employment show that students aged 16-18 in their final year of study for GNVQ advanced, BTEC national or City and Guilds of London Institute (C&G) national diploma achieved a 79 per cent pass rate which places the college in the middle third of colleges in the further education sector on this performance measure. Students achieved 100 per cent pass rates in the legal secretary's course, the medical secretary's course, and NVQ business administration. In GNVQ intermediate art and design, students achieved a 96 per cent pass rate and students on teacher training courses also achieved high pass rates. In engineering, a high proportion of students gained the qualifications they were seeking. Pass rates at technician level were average. Pass rates were low for students on the GNVQ intermediate in leisure and tourism; only 5 per cent obtained the award. Results were poor for the foundation course in music, where only 17 per cent of students achieved the award.

77 Of the students who completed full-time vocational courses in 1994-95, 71 per cent replied to the request for information on destinations. Of these, 47 per cent went on to courses in further and higher education and 24 per cent entered employment.

#### **QUALITY ASSURANCE**

78 After receiving comments from college staff and students the college charter has been modified to increase the emphasis it gives to the college's commitments to its students. Staff are provided with guidance notes on the charter and the induction programme for new staff covers the college's charter responsibilities.

79 A quality policy is distributed to all staff and key college documentation, such as the strategic and operational plans, gives quality developments suitable attention. For example, the operational plan for 1995-96 includes a commitment to establish systems for quality assurance in cross-college services. The college quality manager heads a quality unit which is suitably staffed. An appropriate committee structure supports quality monitoring and evaluation. Faculty boards of study, a quality and curriculum committee and the academic board all meet regularly and consider quality issues. Quality procedures are well documented.

80 Several of the college's service units have developed quality standards by which their performance can be measured. These units are required to write an annual review of their provision. This is a recent requirement and some of the reports are of a general nature and fail to evaluate provision rigorously.

81 The college has established procedures for the quality control of courses. Course teams are required to complete a course quality log progressively through the year. Attention is given to the collection of evidence. Statistics for attendance, enrolment, retention and achievements are recorded and there is space to record the comments made by students, moderators and employers, as well as to record the actions necessary to

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improve the provision. A positive feature is the requirement for the head of school to add comments and to sign off the log. Other effective features are the guidance notes provided for course teams and the lists of good practice on, for example, methods of collecting customers' views.

82 However, many of the course logs are perfunctorily completed and fail to consider issues arising from significant weaknesses, such as poor achievement. Many course teams fail to address adequately the views expressed by students and pay superficial attention to staff-development needs. In some cases, there is no clear audit trail to assure the implementation of actions set at course level. For example, the progress made in implementing previously decided actions is not recorded in the minutes of some meetings. The special needs of some courses are not easily accommodated by the present course quality logs. Examples are courses which run for more than one year, courses which admit students at several times during the year, and some of the adult education and community provision.

83 There are arrangements to assure the quality of provision at school level. For example, each school is required to review its performance against its operational plan and report to a standard format. These reports are discussed with the assistant principal (curriculum), and an action plan established. Arrangements have been strengthened recently and it is too soon to establish the effects of this procedure. The weaknesses in the completion of many of the course logs, however, mean that school reviews are not always well informed by the course quality control arrangements. Audit procedures are not yet fully established for some of the courses which the college franchises to other training providers.

84 A noteworthy feature of the quality processes is the operation of the college quality unit. Managed by the quality manager, a team of trained auditors drawn from the teaching staff across the college audits the extent to which course teams operate the quality procedures.

85 The present arrangements for quality assurance do not provide for an evaluative overview report at a senior college level. For example, no such overview report is provided for the academic board or the governing body.

86 A quality assessment report was written by the college to support the inspection process. It was written to the inspection headings outlined in Council Circular 93/28, *Assessing Achievement*. It was rigorous in its evaluation and presented clearly the strengths and weaknesses under each heading. The college's assessment matched closely the inspection findings.

87 There is an appropriate level of activity to support the professional development of full-time and part-time staff. Activity includes, for example, management training, professional updating, assessor training, industrial secondment and staff induction. Events can be arranged quickly in response to requests. Good features are the degree to which the

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staff-development budget is devolved to the faculties and the establishment of faculty staff-development officers to assist in the management of these budgets. There are weaknesses in the procedures the college uses to ensure that staff-development activity is closely matched to the needs of the college. For example, the staff-development plan does not take into account fully the needs of the schools because some school plans are not clear enough for the staff-development manager to use. The arrangements for the appraisal and review of staff are being changed this year so that the staff-development needs identified can be incorporated into the planning process. The annual staff-development report does not review the actual activity against the plan with sufficient rigour.

## **RESOURCES**

### **Staffing**

88 Full-time teachers are well qualified and experienced. Nearly 90 per cent have a degree or equivalent professional qualification and 96 per cent have a teaching qualification. Many teachers have recent and relevant commercial or industrial experience and a significant number are currently involved in industrial or commercial activity which is relevant to their teaching. For example, some teachers of art and design are practising artists or designers and the experience they gain from this activity significantly enhances students' learning. Part-time teachers, many of whom have a teaching qualification, also bring relevant and current commercial experience to the teaching. Some staff who are based in the annexes feel isolated from main college activity and would welcome increased contact with staff from other areas of the college.

89 Generally, the number of staff to support the technical and administrative functions of the college is adequate and the college has recently made additional appointments to the faculties to provide increased administrative support to teachers. In a few curriculum areas, for example the performing arts and in aspects of language teaching, there is insufficient technical support. Provision for students with learning difficulties and/or disabilities would benefit from a more effective use of support staff.

90 The personnel unit is well organised. Records and other documentation on procedures, for example on the appointment of staff, are clear and comprehensive. Appropriate attention is paid to equal opportunities across the college. The personnel unit, for example, carries out detailed monitoring of ethnic origin, gender and disability. The unit is active in supporting staff on issues such as welfare, arranging health and pre-retirement courses and providing comprehensive information packs on relevant issues such as maternity provision.

### **Equipment/learning resources**

91 The college is well equipped in many curriculum areas, for example, science laboratories and the provision to support computer-aided engineering, including design and manufacturing facilities. Catering

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kitchens and hairdressing salons are well equipped and maintained and representative of modern commercial operations. The purchase of good-quality second-hand equipment has significantly improved the catering provision. The language centre is particularly well equipped, with satellite receivers, interactive video, compact disk read-only memory (CD-ROM) databases, computers, and self-study materials. The flexible learning centre provides a useful range of self-study packages to support mathematics, English and foreign language work. Most classrooms have screens and overhead projectors. Other audio-visual equipment is readily available.

92 In some curriculum areas the quality of the equipment used is variable. For example, in performing arts sound-recording equipment is good but lighting and public address systems are inadequate. In a few areas, the overall level of provision is weak. For example, equipment to support the sports curriculum is inadequate. In business administration, office equipment is outdated. There are weaknesses in the computer facilities and home economics equipment used to support the provision for students with learning difficulties and/or disabilities.

93 The well-equipped information technology centre has some 70 modern networked computers. It is effectively managed and provides a wide range of facilities and services such as curriculum advice and staff development. Students have good access to the centre and their use of it is logged and reported to the schools. Over the whole college, the ratio of computers to full-time equivalent students, at 1:7, provides a good level of support for the use of information technology.

94 The library, opened three years ago, provides good support for students. It has 240 main study areas, silent study areas, a tutorial room and a media resource room. All are accessible to wheelchair users. There is an extensive modern bookstock to support the curriculum areas. The library subscribes to 230 different periodicals and has modern CD-ROM and video equipment.

95 Whilst there is a central purchasing policy for some areas of provision, for example, information technology equipment, other areas are devolved to schools without sufficient corporate guidelines.

### **Accommodation**

96 The college's main site is the New North Road Site and, in addition, there are nine major annexes. The main site is close to the town centre and the main bus and railway stations. The annexes are also close to the town except for the Holmfirth annexe, which is eight miles from the main site. The New North Road Site is a mix of some relatively modern buildings and an older building which was previously a Victorian hospital. The annexes are predominantly older buildings that were not purpose built for their current use.

97 The quality of the accommodation varies. On the main site, the library has been substantially enlarged and remodelled to provide an attractive

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and efficient learning environment. The adjacent information technology and flexible learning centres have also been refurbished to a good standard and together these facilities provide an impressive, centrally-located facility. Some teaching areas provide opportunities for students to work in conditions which simulate the environments they will meet when they are employed. These include the hairdressing salons, several catering facilities such as the restaurant and bistro, and the travel centre. These realistic working environments are well furnished. Accommodation in the newer buildings, such as the language centre and the GCE A level centre, is generally of good quality. The science and engineering provision benefits from an appropriate range of laboratories and workshops. Adult basic education provision operates from the main site and 19 outreach centres which are generally adequate for their purpose and well located to ensure easy local access. There is a range of catering outlets for students' use. Childcare provision is bright, cheerful and well furnished. Access to rooms for wheelchair users is good in most areas.

98 Several of the annexes and parts of the main site accommodation are old and provide an unsatisfactory learning environment. Maintenance costs are high and there are structural problems, including leaking roofs, poor toilet facilities, heating systems which are difficult to adjust and ineffective ventilation. Much of the annex accommodation is inappropriate, given the college's aim of providing cost-effective and responsive learning opportunities. Students based in some of the annexes have restricted access to the college's central facilities, such as the library and the learning centres. In particular, the annexe accommodation for students with special learning difficulties and/or disabilities is of poor quality.

99 Some classrooms, corridors and communal spaces are in poor decorative order and do not provide a stimulating learning environment. For example, some rooms have bare walls and others have broken window blinds or overhead projector screens. Some classrooms and laboratories do display students' work in order to enhance the learning environment. The biology laboratory wall display was particularly effective and used a wide range of posters. The accommodation is generally clean. However, college entrances are not well marked and signposting of curriculum areas and college services is poor.

100 The college management is aware of the weaknesses in the existing accommodation. A strategy has been developed to reduce the number of sites used and improve the general state of the accommodation. Implementation of this strategy has started with the recent relocation of motor vehicle work and some of the accommodation used for students with special learning difficulties and/or disabilities.

## **CONCLUSIONS AND ISSUES**

101 The college is working to achieve its mission. Its strengths are:

- a well-informed governing body which has a productive working relationship with college management

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- a wide range of courses which reflects the needs of the community
  - good and impartial pre-enrolment guidance for students and adult returners
  - suitably-qualified and experienced teaching staff
  - effective teaching
  - good staff-student relations
  - good relations with the TEC, local authority, higher education institutions, and community organisations.

102 If it is to succeed in achieving its aims, the college should address:

- the poor quality of some of the course team evaluations
- inadequate procedures to enable governors and senior managers to evaluate some aspects of college activity, including quality assurance
- inconsistencies in the implementation of the tutorial system
- inadequate equipment in some programme areas
- the poor quality of some college accommodation.

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## FIGURES

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- 1 Percentage enrolments by age (1994-95)

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  - 2 Percentage enrolments by level of study (1994-95)

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  - 3 Enrolments by mode of attendance and curriculum area (1994-95)

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  - 4 Staff profile – staff expressed as full-time equivalents (1994-95)

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  - 5 Income (for 12 months to July 1995)

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  - 6 Expenditure (for 12 months to July 1995)

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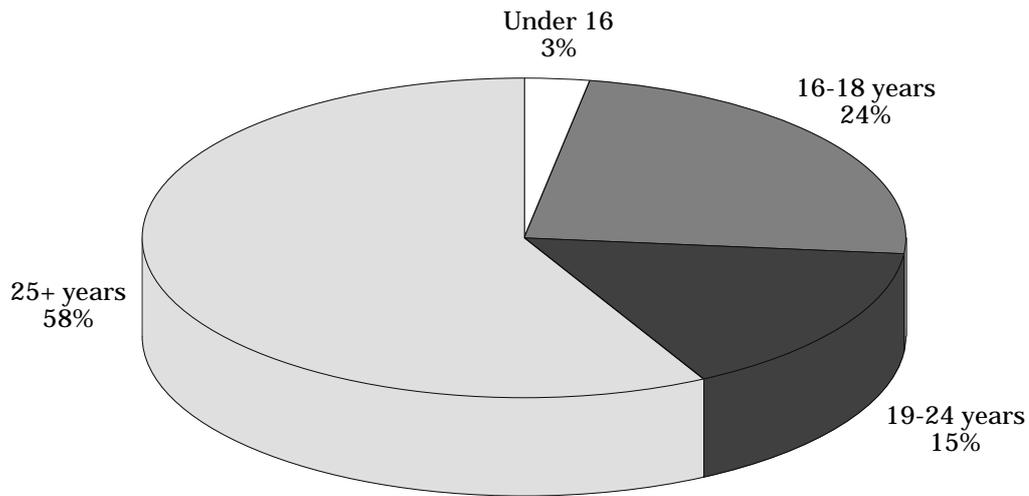
**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

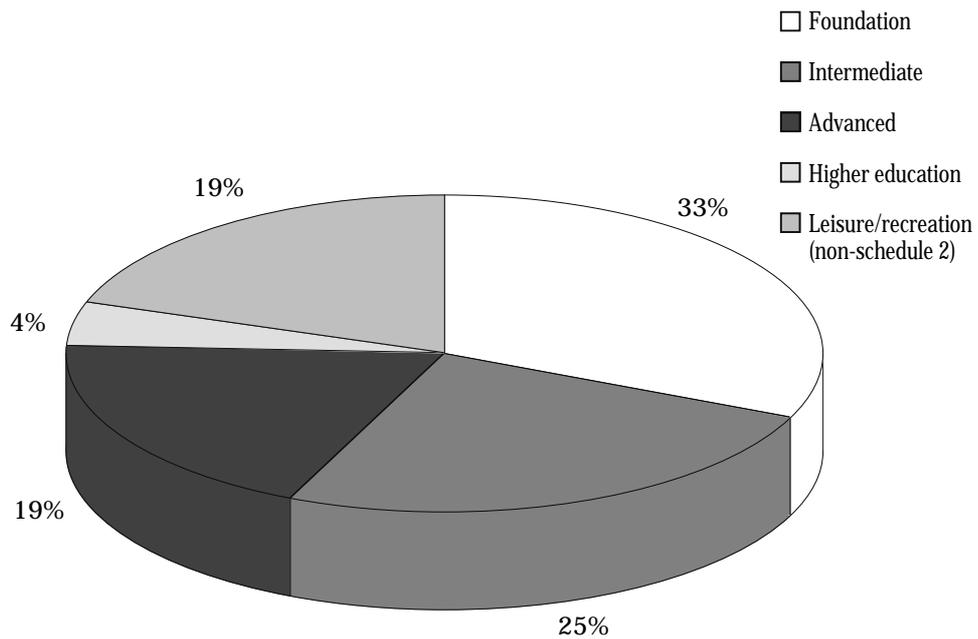
**Huddersfield Technical College: percentage enrolments by age (1994-95)**



Enrolments: 27,308

**Figure 2**

**Huddersfield Technical College: percentage enrolments by level of study (1994-95)**

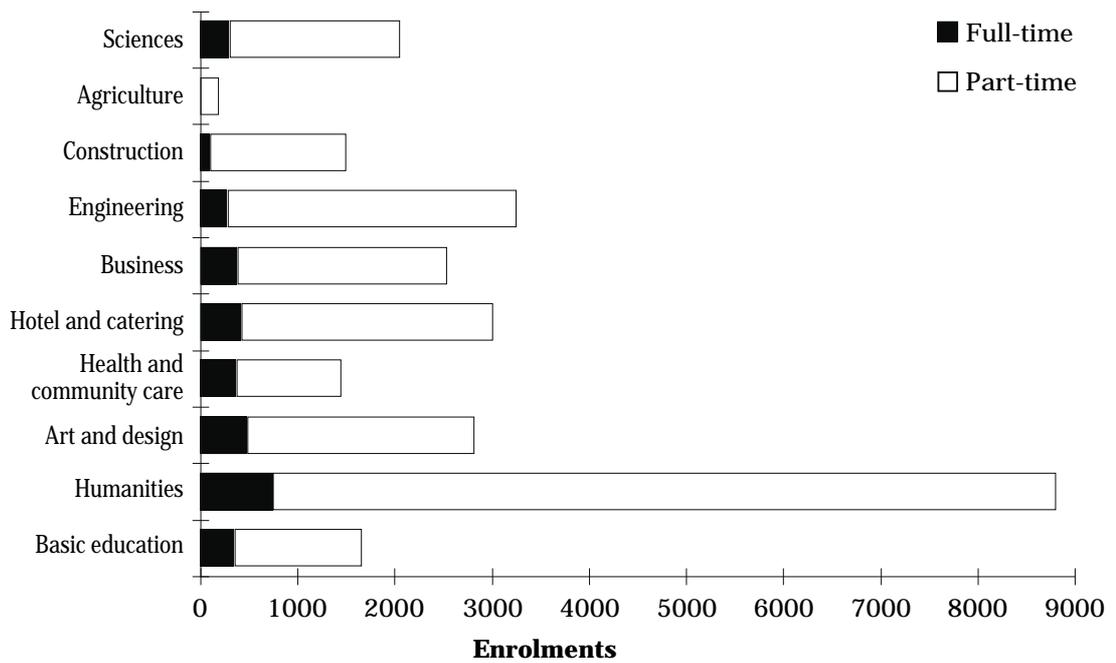


Enrolments: 27,308

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**Figure 3**

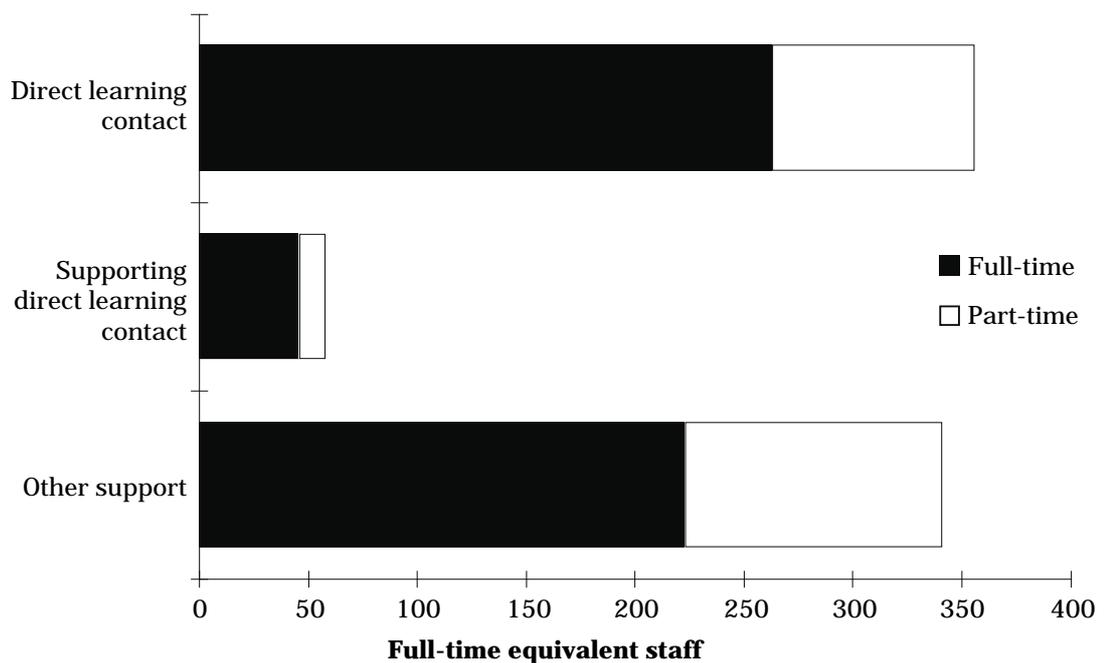
**Huddersfield Technical College: enrolments by mode of attendance and curriculum area (1994-95)**



Enrolments: 27,308

**Figure 4**

**Huddersfield Technical College: staff profile - staff expressed as full-time equivalents (1994-95)**



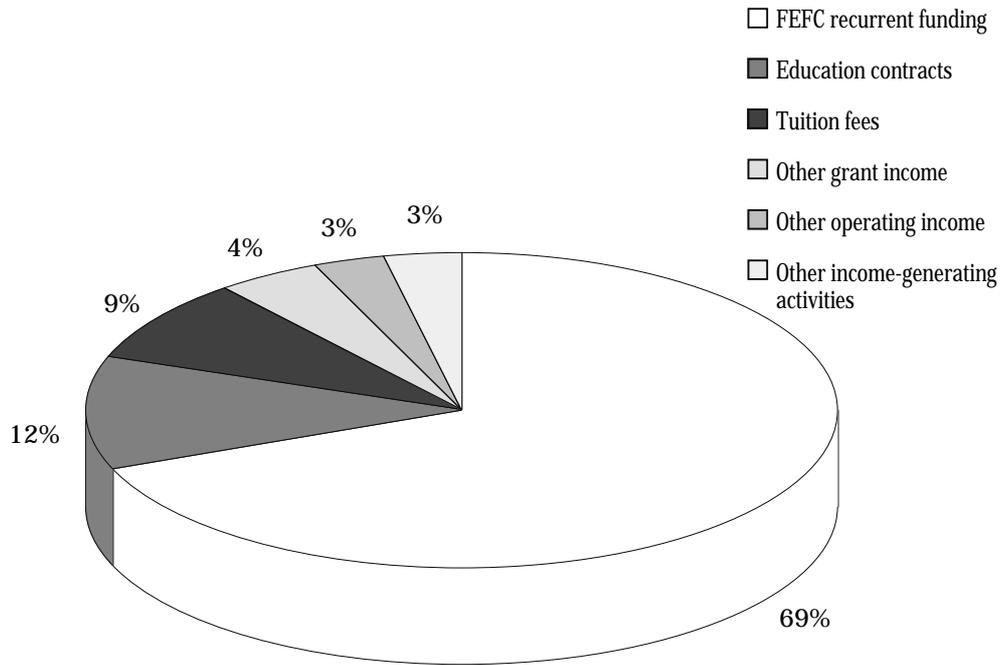
Full-time equivalent staff: 755

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**Figure 5**

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**Huddersfield Technical College: income (for 12 months to July 1995)**



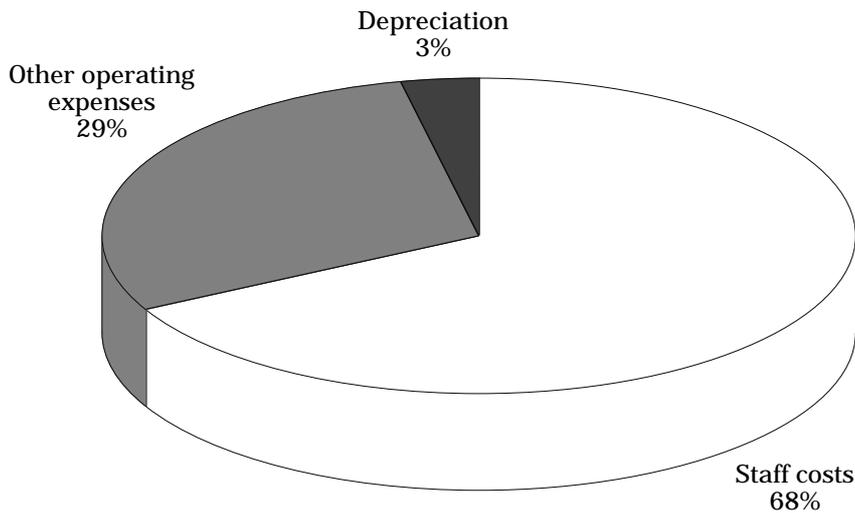
Income: £17,898,834

*Note: this chart excludes £76,487 capital grants.*

**Figure 6**

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**Huddersfield Technical College: expenditure (for 12 months to July 1995)**



Expenditure: £19,790,978

*Note: this chart excludes £5,545 interest payable.*

Published by the  
Further Education Funding Council  
January 1996