

**REPORT
FROM THE
INSPECTORATE**

Teesside Tertiary College

March 1997

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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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 the 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 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.

College grade profiles 1993-96

| Activity | Inspection grades | | | | |
|-------------------------|--------------------------|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 | 5 |
| Programme area | 9% | 59% | 29% | 3% | <1% |
| Cross-college provision | 14% | 50% | 31% | 5% | <1% |
| Overall | 12% | 54% | 30% | 4% | <1% |

FEFC INSPECTION REPORT 39/97

TEESSIDE TERTIARY COLLEGE

NORTHERN REGION

Inspected September-December 1996

Summary

Teesside Tertiary College was established in August 1995 following the merger of Longlands College of Further Education and Marton Sixth Form College. It provides a wide range of education and training courses to individuals and companies in Middlesbrough and the conurbation of Teesside. It constantly seeks opportunities to increase its range of provision and this year it has increased its units of activity by 20 per cent. The college works well with other partners and has been successful in recruiting students who would not normally attend a college. Members of the board of the corporation are committed to the college and have a suitable range of expertise. Links with schools are well established and students receive appropriate advice before joining courses. Courses are well managed. Individual students enjoy their studies and receive good support during their time at college. Staff appraisal is generally effective and valued by staff. Some of the accommodation has been refurbished to a high standard. The college should: ensure that reports from the executive to the board of the corporation are more comprehensive; ensure that developments in accommodation, personnel and the curriculum are linked to the college's budget; make better use of performance indicators; improve the use of market research by faculties; improve poor completion and achievement rates on a number of courses; improve access for students with sensory or mobility difficulties; reduce the dependency on part-time staffing; ensure that equal opportunities issues are addressed within the curriculum; and improve the arrangements for assuring the quality of provision.

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

| Aspects of cross-college provision | Grade |
|---|--------------|
| Responsiveness and range of provision | 1 |
| Governance and management | 4 |
| Students' recruitment, guidance and support | 2 |
| Quality assurance | 3 |
| Resources: staffing | 3 |
| equipment/learning resources | 2 |
| accommodation | 3 |

| Curriculum area | Grade | Curriculum area | Grade |
|---------------------------|--------------|---|--------------|
| Science | 2 | Health and community care | 2 |
| Mathematics and computing | 3 | Art and media | 2 |
| Construction | 3 | Humanities | 2 |
| Engineering | 2 | Provision for students with learning difficulties and/or disabilities and adult basic education | 3 |
| Business | 3 | | |
| Leisure and tourism | 1 | | |

INTRODUCTION

1 Teesside Tertiary College was inspected in three stages during the autumn term of 1996. Inspectors spent a total of 75 inspector days in the college. They visited 195 teaching sessions, held meetings with college staff, inspected students' work and enrolment and induction processes. Inspectors met with representatives of the Teesside Training and Enterprise Council (TEC), higher education staff, head teachers, local employers, careers officers, managers of franchised provision, community representatives, parents, students and college governors.

THE COLLEGE AND ITS AIMS

2 Teesside Tertiary College was established on 1 August 1995 as a result of a merger between Longlands College of Further Education, an engineering college established in 1957, and Marton Sixth Form College originally established as a high school for girls in the late nineteenth century. The new college comprises three sites. The Longlands and Lytton campuses are close to the centre of Middlesbrough and the main site is at Marton, two miles south of the town. The college serves the new unitary authority of Middlesbrough, which has a population of 150,000. The college also serves the conurbation of Teesside with a population of around 560,000. The college recruits from a wider area extending to North Yorkshire and County Durham.

3 Other providers of further education in Middlesbrough are another general further education college, a specialist art college and a Roman Catholic sixth form college. Higher education in the town is provided by Teesside University. There are twelve 11 to 16 schools in Middlesbrough of which three are Roman Catholic and one is a private school. In addition, there is one city technology college which caters for pupils aged 11 to 18. Four other schools in the town provide education for students with learning difficulties and/or disabilities. One of these schools caters for students up to the age of 19. There are 15 private training providers in Middlesbrough. In addition, Teesside has a further 60 private training providers, three further education and five sixth form colleges, three 11 to 18 schools as well as another university.

4 Major employers in the area include ICI and British Steel. A decline in employment opportunities in these and other traditional industries in the area, such as ship building and coal mining, is being offset by significant investment by some multinational companies. New employment prospects are now offered in electrical assembly, light engineering and the service sector. The college is located in an area of economic and social deprivation that was amongst the first in the country to be designated a government task force and city challenge area.

5 The area the college recruits from shows widely differing characteristics. At the time of the inspection, the average unemployment rate was 16 per cent compared with 6.9 per cent for Great Britain as a

whole. In central Middlesbrough, the minority ethnic population of over 11 per cent is eight times higher than in any other area in the borough and unemployment is around 26 per cent. Middlesbrough as a whole has an minority ethnic population of about 4.5 per cent and college enrolments in 1995-96 included 9.6 per cent from these communities. The proportion of young people staying on in post-16 education in Middlesbrough has increased each year since 1989 to reach 54 per cent in 1995. This remains below the regional figure of 60 per cent and the national figure of 79 per cent. More than 20 per cent of young people join training schemes, which is about twice the national figure.

6 Since the new college was formed, full-time enrolments have increased from 1,756 to 1,922, an increase of 9.5 per cent, while part-time enrolments have decreased from 6,070 to 5,034, a reduction of almost 17 per cent. Student numbers 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's programmes are offered through 11 faculties. The college has 192 full-time equivalent teaching staff and 237 full-time equivalent support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

7 The mission of the college is to provide education, training and commercial services to meet the needs of a wide range of client groups. It aims 'to provide a high technology, flexible learning environment in which clients can pursue their aims and develop their potential'.

RESPONSIVENESS AND RANGE OF PROVISION

8 The college identifies responsiveness as 'doing what customers want when they want it'. Following the merger, the college has maintained the breadth of academic subjects of Marton Sixth Form College while building on the vocational diversity of Longlands College. It has grown in some areas against national trends. For instance, it has expanded its construction provision and is now the only provider in the region of training and assessment services for the heating and ventilation industry.

9 The college offers a wide and developing range of provision at foundation, intermediate and advanced level in most of the Further Education Funding Council's (FEFC's) programme areas, which provides good opportunities for students to progress. However, some gaps in provision remain. Some faculties do not offer foundation general national vocational qualification (GNVQ) provision and some do not provide higher level programmes. The college constantly seeks to expand its provision. Since the merger, the college has introduced 47 new courses in areas such as performing arts, popular music and music technology. Courses operating this year include 34 separate national vocational qualifications (NVQs) and 24 GNVQ programmes as well as courses leading to Business and Technology Education Council (BTEC) certificates and diplomas. The college provides 35 general certificate of education advanced level (GCE A

level) subjects, 13 GCE advanced supplementary (AS) subjects, and 18 general certificate of secondary education (GCSE) subjects. At the time of inspection, the college had significantly increased the numbers of students recruited to GCE A level subjects by 61 per cent during the day, and 30 per cent during the evening.

10 The college has a curriculum entitlement policy that outlines its commitment to assist individual students' personal development. Students are given opportunities to take additional studies to enhance their learning. For example, a BTEC national diploma course in engineering includes a range of broadening studies such as training in computer-aided design, European studies and German. Having lost an extensive resource developed under previous regional arrangements with the local education authority, the college is developing its own open and distance learning provision to support people in remote locations or those unable to travel conveniently to the college. This allows them to follow modes of study and patterns of attendance of their own choosing. An extra-curricular programme which includes sport activities is heavily promoted to attract students to the college. However, the number of students who take part is relatively low. Some students who enrolled in the college because of the additional sport programme, expressed dissatisfaction at their inability to take part in the programme because of timetable difficulties.

11 Numerous links have been established with local schools through a well-organised programme of events which is co-ordinated by the college's schools liaison officer with support from enthusiastic college teachers. They liaise with 43 schools in Teesside, North Yorkshire and South Durham. College staff also organise many presentations, parents' evenings and tours of the college to raise awareness of its provision. The college works with schools in other ways. For example, it provides training for staff from schools in courses leading to training and development lead body awards, in health and safety and in the production of promotional videos. Two faculties take part in a successful project funded by Teesside TEC to raise achievement in schools.

12 The college has strong links with a range of partners, including the universities of Teesside, Sunderland, Durham and Northumbria at Newcastle, and it provides a range of specific courses to enable students to progress to higher education. In partnership with the Open University and the Workers' Educational Association, the college provides a distance learning course for nursery nursing and social science. Engineering 2000 is a two-year BTEC national diploma course that guarantees successful students a place at the University of Northumbria at Newcastle. The college sponsors Middlesbrough Borough Council's adult education service to teach a community-based further education programme.

13 The college, for many years, has successfully developed numerous training initiatives in locations such as Asia, the Middle East and the United States of America. The college is a major partner in a network of north-east colleges working with Sunderland University to advise

employers on European regulations affecting machine quality standards. The college has a European policy statement and it employs a European officer to encourage the inclusion of European issues in the curriculum, and to increase the number of staff and student exchanges. However, despite a considerable level of activity, there is no clear implementation strategy to ensure that European issues are addressed in the curriculum across the college.

14 Representatives from Teesside TEC view the college as responsive to employers' needs, although they consider that a key contact person in the college would further improve communications between them. The college has worked with Teesside TEC to provide training for modern apprentices from local employers who were facing difficulties in recruiting computer-controlled lathe operators. The majority of faculties have good formal and informal links with employers. Employer representatives told inspectors that college staff were helpful, responded quickly to queries and kept them fully informed of their students' performance on courses. A recently-established NVQ unit has over 900 trainees from numerous employers in the region and further afield. Some customised training courses are developed by different teams in the college and, as a result, opportunities for sharing good practice are sometimes lost.

15 A registered college company provides extensive training and consultancy services to industry, particularly to engineering companies. The profit generated is used to improve college services. In 1995-96, the company generated over £700,000 of business. The company also channels work to the faculties in specialist areas such as mechanical engineering, fluid power and automobile engineering, road transport and information technology. The college plastics advisory and manufacturing service offers a plastics processing and advisory service to employers. Full-cost provision is underdeveloped in some faculties and there is no strategy to involve staff from a wider cross-section of the college.

16 The college has a marketing group that works effectively with faculties to promote the college. At the time of the merger the college put in place a comprehensive range of activities to raise public awareness of the 'new' college. Promotional material is of high quality and press and media releases inform the public of interesting stories that celebrate students' achievements. Though successful in promoting the merged college, market research and analysis has not been used effectively by all faculties. The college is now assessing local needs in more detail through a research project with the responsive college unit.

17 The college works hard to deliver its commitment to equality of opportunity. It has successfully increased the participation of minority ethnic groups through providing activities in 'outreach' centres in the community and through the work of an equal opportunities co-ordinator. The college extensively monitors the ethnicity, gender and disabilities of its students. The college works with others to increase participation of students from groups which have not usually entered further education.

For example, it franchises a wide range of courses to East Cleveland Community College to assure provision in an isolated eastern area of the region. The college also helped to convert a Mosque in the town centre and is now providing courses in it. However, a steering group established to consider community issues and developments has not met for some time. There is no policy for ensuring that equal opportunity issues are addressed in all curriculum areas.

18 The faculty of health and care has specialist responsibility for students with learning difficulties and/or disabilities. It runs a number of courses designed to meet the specific needs of students with learning difficulties and/or disabilities, including a vocational multi-skills course, which currently have over 300 students enrolled. The college works with a local disability action group and a range of other agencies, including those working with people who have behavioural problems and mental health difficulties, to enable their participation in further education.

GOVERNANCE AND MANAGEMENT

19 The board of the corporation has 15 members; 10 independent members, a TEC nominee, the principal, two staff members and a co-opted member. Three members are women, one from a minority ethnic group. Members have expertise in a number of areas including personnel and finance which they use willingly to the benefit of the college. Although many of the members have experience in dealing with property and estates matters, no one has specific expertise in this area. The board has recently agreed to extend its membership in order to appoint a member with an accountancy background. Members of the board have a register of interests and a code of conduct. They have recently approved a system for evaluating their performance and the work of the board of the corporation. There are four committees that meet regularly; finance and premises development; personnel; academic affairs; and audit. The attendance at meetings of some governors is low, at or below 50 per cent. Overall attendance is 75 per cent.

20 Members of the corporation have a clear view of their role and that of the chief executive. They have contributed to the college's mission statement and to the main strategic objectives of the college. Although corporate policies are approved by the corporation, other policies are not. These emanate from a number of advisory bodies in the college and lack a formal arrangement for their approval. The board has strong links with the academic work of the college through its academic affairs committee. Individual members also link with a specific faculty and report back to the corporation on their visits to their respective faculties. The chief executive and his deputy, who comprise the senior management team, meet the chairman and vice-chairman regularly. Relationships have been good until recently. Trust has been reduced because reports to the board, although detailed, have not highlighted important matters such as variations from the delegated budget. Monitoring and control of the

authority delegated to the senior managers has not been sufficiently rigorous.

21 Since the merger, the work of the two previous colleges has been brought together well and the characteristics of a tertiary college have been established in a short time. The senior management team works with five directors to form the directorate. Directors have responsibility, respectively, for academic services, quality and customer services, finance, information services and corporate services. The director of corporate services also acts as clerk to the corporation. Despite the considerable changes staff have experienced, a good team spirit has been established and, generally, morale is good. However, the changes have resulted in serious imbalances in the workloads of some managers and teachers. The senior management team has made some decisions without proper consultation with other members of the directorate. Although this has allowed the college to react quickly to opportunities, some directors have felt isolated. As a result, they have been unable to give appropriate and timely advice to the senior management team.

22 The strategic plan for the merged college was approved at the first meeting of the new board. Arrangements for updating the plan are thorough and involve the members of the board and the directorate. Operating statements are written for the whole college and are updated regularly. Staff within faculties contribute to the generation of faculty plans based on the college's strategic plan. Faculty operating statements are reviewed during faculty meetings and, formally, once a year. The college is poor at predicting enrolment numbers within programme areas. This has affected planning and the effective management of resources. The college lacks an appropriate accommodation strategy. Many curriculum and property developments are opportunist and short term rather than part of a planned response.

23 The directorate meets regularly with the managers of cross-college provision and heads of faculty to form a large college management team. Meetings are used primarily for giving information. The cross-college functions headed by the directors are well managed. There are good lines of communication throughout the college with many meetings at various levels, a college newsletter and faculty newsletters. A large number of committees cover similar areas of work. For example, members of the college management team are also on the board that allocates resources. There are two structures for curriculum management which duplicate effort, one through the faculty structure and the director of academic services, and the other through the college's curriculum manager and curriculum co-ordinators from each faculty. There is considerable variation in the management arrangements within faculties. Some, but not all, have a designated deputy head of faculty even though this is not a recognised post in the college. The allocation of remission of teaching time for time spent on administration varies considerably from one faculty to another.

24 Minutes of the academic board go to the board of the corporation. Many of the matters discussed by the academic board are also considered by the academic affairs committee of the corporation. These two bodies have similar terms of reference. Although the academic board has 30 members, only four teachers and two students are members and the rest are college managers. The teachers are volunteers and have not been elected by college staff. The academic board considers papers from the board of studies which is chaired by the director of academic services and has representatives from each faculty. The director of academic services and the curriculum manager form a subgroup of the board of studies to consider new course proposals. This group is too small to provide a sufficiently wide perspective on the approval of courses.

25 The college has a variety of budget holders, including heads of faculty. Budgets are decided through bids based on a historical budget which are adjusted according to student numbers and changes in course provision. Most budget holders consider that this is done fairly. There has been a lack of openness in the bidding procedures for capital items and little effective feedback to those staff unsuccessful in their bids. A considerable amount of staff development has taken place to ensure that those in charge of the budgets know their responsibilities. The finance section has a 'surgery' and telephone helpline to help with this work. Reports to monitor expenditure are regular, but not all budget holders have easy access to current information on computer. Links between the college's budget and the management of developments in personnel, accommodation or the strategic plan are inadequate. Members of the corporation identified that senior managers had been working outside the college's and FEFC's financial regulations. They have set up corrective procedures. Financial information provided to the FEFC has frequently been late and inaccurate.

26 The combined units of activity for the two individual colleges for 1994-95 indicate that they achieved 97 per cent of their funding target. Data provided to the FEFC for 1995-96 suggest that the new tertiary college will have surpassed its target by 20 per cent. The college's average level of funding for 1995-96 was £21.76 per unit. The median for further education colleges was £18.13. The college currently forecasts that its staffing costs after the merger and considerable restructuring will comprise 68 per cent of the budget, whereas the cost prior to merger for the two independent colleges was 58 per cent. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6.

27 The college maintains a number of computerised management information databases, for example, for finance, student records, employer contacts for the college company, and for work-experience purposes. Good reports from the central information unit are used to inform managers and to adjust resource levels. An information and learning technology group is used to share good practice. A sophisticated software package that fully integrates maintenance, site management and health and safety checks across the colleges is used effectively as a work control system.

In spite of this, managers' access to information varies across the different sites. Although Marton campus and the Longlands campus share access to common databases, the electronic link is inadequate to meet the demand and this causes delays.

28 Health and safety matters are well managed. A formal committee reports directly to the board of the corporation. This committee has representatives from each faculty, from managers and from the recognised unions. Work with implications for health and safety is automatically prioritised as soon as it is identified through the work control system. There are enough staff trained to provide first aid at work, many of whom have pagers for a speedy response to incidents. The control of substances hazardous to health is audited through the use of a standard form. This has not been well used in some areas.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

29 The college presents a highly visible and professional image to prospective students. Pre-course publicity is of high quality and generally provides students with sufficient detail for them to make informed choices about courses. The college is well represented at careers fairs, open days and events organised by schools and has a scholarship programme through which school-leavers who gain at least eight A grades at GCSE are eligible for a bursary after they enrol. This has led to an increase in enrolments on GCE A level courses. The number of bursaries awarded to students in 1996-97 increased to 49 from 18 in 1995-96. The college's information centre is dependant on the faculties to keep it up to date with changes to the information it sends out. Some faculties fail to do this.

30 Liaison with secondary schools in the Middlesbrough area is outstanding. The group of staff with responsibility for school liaison meets regularly and shares ideas and good practice. The 'physics challenge', a competition involving local schools, is well supported, as are the revision days run during the Easter vacation. A project run with two schools resulted in 21 pupils following either a GNVQ foundation in business studies or in the built environment; of these 17 progressed to college courses. A summer school that allowed students with learning difficulties and/or disabilities to sample a range of subjects before deciding which to study at greater length was particularly successful. Many of these students were adults and they moved smoothly to courses of their choice.

31 Applications from potential students are received centrally and acknowledged promptly. Faculties then arrange interviews with specialist staff. This process works well. Interviewing is comprehensive and a checklist ensures standard practice. Effective arrangements exist for students who require further advice before making a choice. Enrolment is quick and efficient and details are quickly entered on to a computerised database. Applicants who do not attend for enrolment are contacted by the faculty. However, the follow-up is often not systematic.

32 A comprehensive handbook for tutors includes details of the role of the tutor and provides materials for group work, exemplars of documentation, specimen letters and reporting processes. The handbook is valued by staff who use it as a working document. All students experience an induction programme appropriate to their course; this varies from three days for full-time students to one hour for evening-only students. Students receive a copy of the college charter. Full-time students experience a variety of activities at induction which culminate in an interview with their personal tutor during which they sign a learning agreement. Seventy GCE A level students took part in a residential programme to develop group working skills that they valued highly. Feedback on induction is sought from the teachers and students and changes have been made as a result. Opportunities for accrediting students' prior learning are underdeveloped.

33 Students appreciate the support provided through the tutorial system. Each full-time student has a personal tutor. For part-time students, the course co-ordinator acts as the personal tutor. Tutors concentrate on one-to-one work with students which focuses on individual action plans and updating records of achievement. As a consequence, opportunities for group work and personal development activities are lost. For example, although some courses include careers education, tutors in only one faculty have made use of the careers education module developed by the guidance team. Additionally, students comment that when group tutorials do take place they often concentrate on course matters rather than personal development. Procedures for recording attendance are effective and absences are followed up assiduously by tutors. The computerised register system works well and staff have confidence in the student attendance data it provides. There is no consistent response to students who display poor punctuality.

34 A comprehensive careers guidance service is available for individuals. Since September 1996 more than 700 students have used this service. A careers guidance officer has recently been appointed. The college does not employ a professional counsellor but has a 'listening service' which comprises 30 volunteers who have basic counselling training. These listeners are able to call upon six registered counsellors to provide further support when it is needed. In all, only 68 individuals made use of the service in 1995-96. The college works well to provide sufficient childcare places and it operates a creche and two day nurseries. However, there is no childcare provision at the Marton campus.

35 The college has introduced a policy for identifying students' support needs in literacy and numeracy. All full-time students took diagnostic tests to identify their needs. However, the scripts are not marked by the team which organises the additional support. Only 630 scripts out of a possible 1,280 were received by the team and the college has not established the reasons for this shortfall. Support in numeracy and literacy is well organised. At the time of the inspection, 159 individuals were

receiving foundation level support through a mixture of workshops, specific lessons and joint teaching with vocational staff. Other support is arranged by course teams. Course teams and personal tutors receive good feedback on the progress of their students. There is a drop-in workshop for numeracy but not for literacy. There is no systematic identification at induction of students' need for support in information technology.

36 Work experience is offered to all students and, in some areas of the college, considerable work has been done to find appropriate work placements for students. However, in 1995-96, only 353 full-time students had a period of work experience. This represents less than 20 per cent of all full-time students.

37 Individual support for students with learning difficulties and/or disabilities is organised effectively through a co-ordinator who is based in the health and care faculty. At enrolment, students who declare a difficulty that might affect their ability to achieve their learning goal are interviewed by the learning support co-ordinator. This ensures that individual support can be arranged before classes start. In 1996-97, 32 students are receiving appropriate specialist support. Individual personal support is provided by a bank of auxiliary workers, many of them trained by the college. The bank is supplemented by Teesside Tertiary College Supporters, a group of volunteer students.

38 A feature of the GCE A level provision is the blue chip programme. Early screening of GCE A level students who have outstanding GCSE grades identifies the blue chip group, whose members then have additional academic support provided in their subjects and an enhanced careers guidance programme. It is too soon to judge the effectiveness of this approach but early indications are positive.

TEACHING AND THE PROMOTION OF LEARNING

39 Inspectors observed a total of 195 teaching sessions. In 67 per cent of these strengths outweighed weaknesses. Weaknesses outweighed the strengths in 7 per cent of sessions. The attendance rate for classes inspected was 78 per cent. The best attendance rates were seen in business and computing, and the poorest in construction and basic education. The average class size during the inspection was 9.8 students. The following table shows the grades given to the sessions inspected.

Teaching sessions: inspection grades by programme of study

| Programmes | Grade | 1 | 2 | 3 | 4 | 5 | Totals |
|-------------------|--------------|-----------|-----------|-----------|-----------|----------|---------------|
| GCE AS/A level | | 10 | 11 | 9 | 1 | 0 | 31 |
| GCSE | | 4 | 9 | 5 | 0 | 0 | 18 |
| GNVQ | | 6 | 10 | 8 | 4 | 0 | 28 |
| NVQ | | 1 | 13 | 6 | 2 | 0 | 22 |
| Other vocational | | 12 | 36 | 10 | 2 | 0 | 60 |
| Other | | 6 | 13 | 12 | 5 | 0 | 36 |
| Total | | 39 | 92 | 50 | 14 | 0 | 195 |

40 In science lessons the teaching was generally lively and conducted by knowledgeable and enthusiastic teachers. Students spoke positively of the good relationships with teachers and the high quality of the support they received. Lessons were well organised. Practical work was carried out safely and teachers provided good role models. In an extension session on cell ultra-structure for GCE A level biologists, students were fully absorbed and keen to respond to complex material. Work completed by students was marked promptly with useful and constructive comments. All science students attend the mathematics and science workshop for additional support in science for at least one hour a week of the course. Students find it useful and their progress is carefully monitored. In some classes for mature students, the language used by teachers was occasionally inappropriate and condescending.

41 The majority of the teaching in mathematics and computing was good. Courses were well planned. The better lessons involved well-motivated students in a range of activities. For example, students in one mathematics lesson used computer software to investigate the shapes of curves produced by mathematical functions. The lesson began with informative, clear explanations by the teacher and students' learning was enriched by good-quality worksheets. A number of lessons were well supported by a range of learning aids such as overhead transparencies and handouts. In some of the poorer lessons students arrived late, disrupted the lesson and were not fully engaged in the tasks set. Some lessons on the theory of computing took place in an inappropriate environment.

42 Teaching in construction was generally good. Lesson plans and schemes of work followed a standard format and focused on student activity. Teachers frequently placed the content of the lesson in an industrial context. In one lesson, a knowledgeable and enthusiastic teacher used a range of learning materials and question and answer techniques to develop students' understanding of gas gouging. Relationships between staff and students were friendly and supportive. Students worked at their own speed and low achievers were given appropriate support. Workshop

sessions generally provided better opportunities for learning than those in classrooms. In practical sessions, students often worked on realistic scale projects. The low numbers in many classes sometimes prevented students working together in groups. Teachers' comments on students' completed work in NVQ and GNVQ programmes were not always clear and sometimes the oral feedback given to students was also inadequate.

43 Engineering students experience high-quality teaching. Teachers prepared thoroughly for their lessons and matched their teaching styles to the abilities of the class. For example, in a foundation craft class of mixed-ability students, the teacher skilfully used a number of techniques, including video, question and answer, and quick, short answer written tests, to stimulate and sustain students' participation and learning. The written tests provided students with practice in answering typical examination questions as well as providing them, and the teacher, with feedback on their progress. Courses were enhanced by the addition of appropriate subjects and activities. Some teachers missed opportunities to improve their lessons by using a wider variety of teaching methods and teaching aids, and did not always check that learning was taking place. The documentation of assignments used on BTEC courses was of variable quality.

44 In business studies, students were involved in a wide range of learning activities. Courses were well planned and teachers prepared well for most lessons. On some courses, there were outstanding lesson plans which identified aims and intended outcomes for students' learning and included space for teachers to review each lesson. For example, in accountancy the teacher used the plans to adapt his teaching methods to meet the emerging needs of the group of students in his class. Teachers built effectively on the existing knowledge of students and encouraged them to develop confidence and knowledge by vigorous questioning. However, teachers on similar courses operated by different teams in the college had quite different expectations of their students. In some cases these expectations were too low. Some teachers failed to take account of the different ability levels of students and set some inappropriate activities. For example, in a GNVQ intermediate business lesson with students who do not use English as their mother tongue, the teacher dictated notes which the students could not follow. Some courses franchised to East Cleveland Community College were inadequately planned.

45 In leisure and tourism the vast majority of lessons were well planned and organised and there was an appropriate balance of theory and practical work. For example, in a badminton leadership session, students coaching a group of children from a neighbouring primary school were able to put into practice the theoretical principles they had just learnt in class. Assignments were appropriate for the level of course and gave clear indications to students of what was required and the criteria for assessment. Feedback from teachers on completed work, given both formally and informally, was useful and helped students to improve their

work. Some excellent resources enhanced significantly the quality of teaching and learning. For example, students in a BTEC national diploma physiology lesson were able to use exercise cycles and good-quality measuring equipment to demonstrate in practice the principles of exercise-related breathing patterns. In some lessons students spent too long copying notes from an overhead transparency, without any meaningful discussion of the content.

46 In health and social care, most courses were well planned and each lesson was carefully set within an overall scheme of work. In most lessons teaching reached a good standard. The better lessons had clear learning objectives which were understood by the students. Teachers frequently linked the topic of study to the work environment. Key skills were often developed through imaginative assignments. When dealing with sensitive issues such as counselling, teachers took care to provide a confidential learning environment which enabled students to gain knowledge, skills and self-awareness in a professional context. In some lessons, teachers relied too much on students working individually on assignments and provided few opportunities for students to work in groups. Students were aware of the assessment criteria for their subject. However, there was some inconsistency in the feedback provided on assessed work and mistakes in spelling often went uncorrected.

47 Courses in art, performing arts and media were well designed to provide students with experience of a wide range of learning activities. Some courses, such as photography, were carefully structured so that students could enrol at any time in the year. In many lessons the teaching was lively and exciting. For example, in a lesson on figure drawing with a class which brought together students on a GNVQ intermediate course and adults attending an evening art and design course, students moved briskly from one activity to another whilst the teacher provided effective support. On some courses, the briefs for assignments were presented in a number of different formats which led to confusion amongst students as to what was expected of them. Some movement sessions in performing arts suffered from taking place in a highly resonant gymnasium.

48 Many of the lessons in humanities subjects were well planned and supported by opportunities for external and additional activities. For example, students of literature and language went regularly on visits to the theatre, and the writer in residence at Northern Arts visited the college for a day. A course to prepare young people for a career in the uniformed services visited the armed services at Catterick garrison. Teaching was generally sound. In many lessons in languages and on the uniformed services course teachers used a variety of methods to stimulate the imagination of students and enable them to make good progress. However, some teachers took insufficient account of the different abilities within their classes. Some class sizes were too small to provide opportunities for effective group work. In the poorer lessons, the emphasis by teachers on exposition did not allow many opportunities for students to contribute to discussion or participate in activities.

49 The teaching of adults at outreach centres and at the college was sound but uninspired. Teachers of basic education courses in English and number used good schemes of work and lesson plans to establish productive relationships with their students. Some attractive and relevant learning materials were used in lessons. Tasks were generally set at appropriate levels for the abilities of the students. Students were made aware of their progress and teachers kept comprehensive assessment records. However, teachers relied too much on printed materials which often restricted the development of students' oral skills. In many sessions teachers failed to engage the interest of students and missed opportunities for group work. Some teachers did not have sufficiently high expectations of their students. At some outreach centres, teaching and learning suffered from inadequate rooms and furniture.

50 Teachers established positive working relationships with students who had learning difficulties and/or disabilities. In some lessons, a variety of methods was used to motivate students and sustain their interest. For example, a lesson on the effects of alcohol began with a group discussion of why people drink. This was followed by work by students in pairs, in which one student drew around the outline of another student and then labelled the parts of the body which can be damaged by alcohol abuse. This was followed by a video demonstrating the effects of alcohol and a quiz to check students' understanding of what they had learned. In some sessions, too much emphasis was placed on whole-group activities which did not meet the needs of all students. In some lessons, a number of students took no part in the activities. Within the full-time programmes, care had been taken to ensure that the content was relevant to the needs and interests of the students. However, inadequate initial assessment and failure to specify an overall goal made it difficult for teachers to monitor the progress of individual students.

STUDENTS' ACHIEVEMENTS

51 In science, the vast majority of students enjoyed their studies at the college. They developed good practical skills in laboratories and the key skills of communication, number and information technology. For example, students on a GNVQ intermediate course in science confidently discussed the problems of organising and planning a piece of practical work. Students' written work was of an appropriate standard and showed a clear understanding of the theoretical basis to their work. The results for GCSE and GCE A level subjects for 1996 were at or above the national average. In chemistry, results were excellent; 93 per cent of GCE A level students gained grades A to E, 67 per cent gained grades A to C, which compares well with the national average of 39 per cent for all further education colleges. However, only 17 per cent of students on the GNVQ intermediate course were successful. Pass rates on the access to higher education course have deteriorated from 86 per cent in 1993 to 38 per cent in 1996.

52 In mathematics and computing courses, the results of students entering external examinations were variable. In 1996, GCE A level results in mathematics were above the national average for further education colleges for the first time in three years; in computing they have been at or above the national average over the last three years. Results for those who completed the BTEC national diploma computer studies course have generally been below the national average for the last three years and the pass rate for the first cohort of GNVQ intermediate information technology students was poor. Of the 16 students who initially joined the course in 1995, none were successful. Completion rates on several courses were low.

53 In construction, students' achievements varied widely. In most practical sessions students were able to work well, often without supervision, paying due regard to safe working practices. Students had developed the confidence to participate freely in discussions. Students of different ages and backgrounds worked co-operatively in groups. Generally, students achieved good levels of skill in information technology, communication and the application of number. In a few instances, students did not develop appropriate tool handling skills nor the correct working practice for specific trades. For example, some joinery students who were practising fixing of skirting did not know the correct place to start in a room, nor the correct tool to use for scribing. Many NVQ programmes had low and deteriorating pass rates. The pass rate for NVQ level 3, carpentry and joinery was 15 per cent. Completion rates were poor on some courses.

54 The achievements of engineering students varied widely. Students generally responded eagerly to questions from their teacher and approached practical tasks keenly and with pride. Some students' assignments were of high quality for the level of course and many had used information technology to wordprocess the text or to illustrate their reports. On most part-time courses the proportion of students staying on to the end of their course was good but, on full-time courses, completion rates were sometimes poor. For example, three BTEC national diploma courses and the GNVQ intermediate in mechanical engineering course had retention rates of between 40 and 50 per cent. Although some courses achieved high pass rates, a significant number did not.

55 Many of the courses provided in the business area were new and had yet to establish any trends in achievement. In lessons, students were able to make good contributions and responded well to rigorous questions from teachers. Results of students on BTEC higher national certificates and a range of professional courses were generally good. Eighty-six per cent of students on the access to higher education course passed and the great majority successfully progressed to higher education courses. In GNVQ advanced and intermediate courses, and GCE A level business studies, the proportion of students completing their course of study was good. Pass rates on a range of courses such as GCE A level and GNVQ advanced, and

courses franchised to East Cleveland Community College, were below the national average for general further education colleges.

56 In leisure and tourism, students produced high standards of written and practical work. Students were highly motivated and self-disciplined, especially in practical sessions. They displayed a good command of skills in communication and information technology. In 1996, all students who completed a course at GCE A level, GNVQ advanced level or NVQ level 2 were successful. However, many students do not complete their courses. The college has had some success in improving the completion rate on the two-year GNVQ advanced course from 38 per cent in 1993-95 to 63 per cent in 1994-96. The vast majority of those who completed their studies progressed to other further education courses or higher education. Many others gained employment. The college has earned a national and regional reputation for sporting success with its teams and individual student performances.

57 Most students in health and social care enjoyed their studies and achieved appropriate levels of knowledge and understanding. Generally, pass rates on GNVQ courses have improved. In 1996, between 80 and 90 per cent of students on one-year programmes were successful. Seventy-three per cent of foundation students progressed to the intermediate programme and 50 per cent of the intermediate group successfully gained employment in caring. Students developed good levels of key skills, including personal and social skills. No GNVQ advanced students were studying a GCE A level subject. This limited their choice of higher education programme, since students wishing to progress into the teaching profession need to have studied a national curriculum subject at GCE A level.

58 Students in art, media and performing arts generally did well in examinations. In 1996, all students who entered GCE A level art and design passed, and 86 per cent achieved grades A to C. GNVQ intermediate students did well; 89 per cent passed and 56 per cent achieved a merit or distinction grade. Completed portfolios of work in art and design showed good development of students' drawing skills. Work in darkrooms, art studios and performance areas was carried out safely. Students often worked together well on group assignments. In performing arts, opportunities were lost for students to develop the full range of skills involved in putting on a production.

59 The majority of students studying humanities subjects were aiming for a GCSE or GCE A level. Students were highly motivated and worked purposefully. In class, students demonstrated a high order of subject knowledge, speaking, analysing and synthesising with confidence and enjoyment. Much project work showed a genuine interest. A high proportion of English GCE A level students progressed to higher education courses. There were good results in GCE A level English and sociology. However, in many subjects examination results were below national

averages. Completion rates were poor overall and varied considerably from one year to the next. Results of students on an access to higher education course have declined over the last three years.

60 In many adult education sessions at the college and at outreach centres students were highly motivated and worked hard; they responded well and enjoyed their studies. Accreditation has recently been introduced for general adult education courses. In 1995-96, only 20 per cent of students in this programme area were entered for qualifications. Of those entered, only 60 per cent passed, a relatively poor pass rate for this provision. There were some examples of students attending the college for many years without making significant progress. Most courses in basic skills have been accredited for some time but generally pass rates are low. For example, in 1995-96, only 10 per cent of students achieved the target qualification. Some courses had poor retention rates, and others had high absence rates. Destination data are incomplete and unreliable.

61 Students on the full-time programmes for students with learning difficulties and/or disabilities responded well to their studies in college. They participated in activities and contributed willingly to discussions. They developed confidence and self-esteem and made good progress in the development of their basic skills. Students from last year's groups have progressed successfully to more advanced level courses in the college and into employment. Many of the students on the part-time programme had severe/complex learning difficulties. This programme is new and it is too early to judge students' achievements. In some lessons, students were carrying out tasks with help from staff but they did not appear to be learning.

62 The 107 students, aged 16 to 18, entered for GCE AS/A level examinations in 1995-96 scored, on average, 4.1 points per entry (where grade A=10 points, E=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 1996 performance tables published by the Department for Education and Employment (DfEE). Prior to the merger of the two colleges, the numbers of students taking these courses declined dramatically and in 1995-96 the numbers within each subject at each level were often small. In 1996, the achievement levels of students reflected the cohort recruited to a declining sixth form college.

63 Sixty-eight per cent of the 140 students in their final year of study in the advanced vocational courses included in the DfEE's 1996 performance tables were successful. This places the college in the bottom third of colleges in the further education sector on this performance measure. Fifty-six per cent of the 130 students on intermediate vocational courses were successful. This places the college in the middle third of colleges in the sector on this performance measure. Seventy-five per cent of students at the college are over 19 and do not feature in tables published by the DfEE. Data from Teesside Tertiary College showed that of 566 full-time leavers who completed their course in 1995, 39.6 per cent continued their

studies on a course in further or higher education. Thirty per cent obtained employment. The destinations of other students were unknown.

QUALITY ASSURANCE

64 Although progress has been made in developing the various elements of a quality assurance system, these have not yet been fully implemented. In September 1996, the college produced a manual which brought together the various corporate statements, college policies and procedures relating to the curriculum. These include a corporate statement of policy on customer care to provide the overarching commitment, and a quality policy which sets out structures and procedures. The relationship between the two documents is unclear, and staff and managers do not have a clear view of the college's overall approach to quality assurance. Policy and procedures relating to the college's services and functions are held with other documents in a number of other manuals. There is no established cycle to show how the quality system feeds into the college's strategic and operational planning sequence.

65 Responsibility for quality assurance is held by the director of quality assurance and customer services, operating through a working group which includes representatives from the directorate and the teaching and service teams of the college. Quality assurance in teaching and learning is supported by the curriculum review team, comprising the director of academic services and the curriculum manager. A number of successful developments, including the establishment of quality improvement teams to look at aspects of cross-college working, have been instigated by these groups.

66 The course team is the primary focus of the quality assurance system for the curriculum. Each full-time and part-time course has a file which holds key documents such as verifiers' reports, records of students' progress and schemes of work. Course teams meet regularly, and consider matters such as students' progress and achievement. In addition, a specific meeting at the end of each year is used for course review and student representatives are invited to attend. This leads to the completion of a standard course review and evaluation form, which indicates actions to be taken. The curriculum manager collates the actions identified but provides no additional comment or analysis. The information on the review forms is generally superficial and lacks analysis. There is no requirement for any actions identified to be signed off as completed; in a number of instances no action had in fact been taken. Faculties are not required to produce an end-of-year review of their provision or evaluate the quality of the course reviews.

67 Each service area has its own documentation and procedures in relation to quality assurance and these, for the most part, are implemented effectively. A particular strength is the monitoring carried out in relation to maintenance work; data provided by the computerised work control system are regularly analysed. As yet, few standards or performance

characteristics for the services have been developed, and there is no co-ordinated approach to auditing compliance or reviewing the usefulness of the procedures.

68 The college currently makes little use of targets and performance indicators. The management information unit collects data that enable it to monitor the college's progress against the six FEFC performance indicators and the overall targets set by the college itself. However, the college does not set itself an overall target for areas such as retention and achievement. Teachers and managers have a variety of views on what these targets might be, based largely on previous experience. For example, some use the attendance requirements for discretionary awards. Course teams report students' achievements but while some reports from course teams are accompanied by comment and comparisons with national averages, others simply contain the numerical data without any analysis. The curriculum manager collates the data from these course reports but there is no overall report. The college uses various processes to analyse the value added to students' achievements by comparing their actual performance at GCE A level with their predicted performance based on previous GCSE achievements. The college is exploring value-added approaches for two vocational courses.

69 Course files show that course teams discuss reports from external verifiers which often lead to improvements. The college has established an internal verifiers group which has led to the identification and sharing of good practice, and the production of an internal verifiers pack. These procedures are now being extended to other teaching areas which use internal verification. While the college has processes for handling proposals for new courses, there is no system for checking resubmissions, or for carrying out substantial reviews of existing courses on a regular cycle. The college company is accredited to International Standards Organisation (ISO) 9001 quality standards and the college has adopted some of its processes, such as those for control of documents. The college does not subject its franchised provision to rigorous quality assurance processes.

70 Students' views are collected regularly through a series of questionnaires which are optically mark read and aggregated to provide a college-wide picture. Responses to questionnaires are analysed thoroughly and considered when reviewing the quality of courses and services. However, the questionnaires are often too general to identify specific areas and there is no scope for additional comments. Although employers' views are sought, the response rate is low and there is no evidence of any evaluation of their views by the college.

71 There is a detailed college charter included in an attractive, pocket-sized student handbook. A range of supplementary charters are provided for specific customer groups such as parents, applicants, and students with learning difficulties and/or disabilities. Charter standards

are seldom expressed in quantitative terms and monitoring of the delivery of charter commitments is limited. A charter review group has been set up to develop new charters rather than to improve the existing ones.

72 The college achieved Investor in People status in December 1995. The work and effort put towards achieving the award provided a useful and productive base for establishing the college's approach to staff development. This includes an annual cycle of staff appraisal/review, which focuses primarily on identifying development needs, reviewing achievements and setting objectives for the coming year. Part-time and support staff are included in the process. Although valued by many staff and managers, particularly for the opportunities it provides for discussion and exchange of views, some staff remain less convinced of its benefits. Classroom observation takes place but it is largely informal and is not integrated with the appraisal system.

73 There is no staff-development committee, and procedures for applications, evaluation and dissemination are largely informal and inadequate. Links to course reviews and strategic planning require reinforcement. Expenditure on staff development has risen steadily since 1994-95 and is projected at 2 per cent of total college income for 1996-97. This figure includes the salaries of some staff and the cost of providing 3.5 training days for all staff. A high number of support staff take part in staff-development activities. The college has prioritised training in information technology and in assessor awards, and the majority of staff have taken advantage of the training on offer. Participation in other staff-development activities varies across the college and is sometimes low. For new full-time staff there is a clear, detailed induction to the college, which is carefully monitored. Part-time teaching staff and all support staff experience an abbreviated, but nevertheless thorough, version of this. At course and faculty level, induction is less formalised, and the effectiveness of the process varies. The college is aware of this weakness and is introducing a new system for mentoring.

74 The college's self-assessment report followed the framework of Council Circular 93/28, *Assessing Achievement*. Each area contained an overview, a statement of claimed strengths and a series of indicators. This structure was not always easy to follow and cross-referencing sometimes created difficulties. Each section was prepared by senior managers who worked with quality improvement teams from across the college. Few individuals within the college had seen the whole document, although many had seen parts of it. Some strengths were clearly stated but weaknesses were less well defined. Although the report corresponded with the inspectorate's view on strengths, it did not identify the same weaknesses. It lacked detail and evaluation, and was not sufficiently self-critical.

RESOURCES

Staffing

75 Since the merger, the total number of full-time teaching and support staff has increased by 22 per cent, from 323 to 395. The majority of this increase is in support staff. Most teachers are employed on new contracts; they were able to choose from a variety of contract types which, among other things, balanced teaching hours against holiday entitlement. The high number of full-time teachers on a variety of contracted hours makes it difficult to achieve consistency in teaching teams. Overall 35 per cent of all teaching is done by part-time teachers, and in some programme areas this figure rises to over 50 per cent. A human resource database was established prior to merger, and produces data for managers. As yet, it has not been used effectively to monitor teaching hours over the year.

76 Teachers are enthusiastic, and well regarded by their students. Many teachers of vocational subjects hold suitable trade or professional qualifications. There has been good progress towards the achievement of assessor awards. The college has planned that over 97 per cent of its full-time teaching staff will gain appropriate assessor awards by July 1997. Fifty-six per cent of full-time teachers have a teaching qualification at certificate of education level or above. In addition, 28 per cent hold a City and Guilds of London Institute (C&G) teaching qualification. In some subjects, qualifications are unsatisfactory. For example, most teaching staff working with students with learning difficulties lack specialist qualifications in basic skills teaching. In construction, some staff are not appropriately qualified to teach specialist craft subjects. In some recently-introduced programme areas, there have been difficulties in matching teacher expertise to the subject.

77 A total of 161 part-time teachers, equivalent to 67.34 full-time teachers, bring valuable industrial and commercial experience. They are generally well qualified and experienced in their professional area. However, only 25 per cent have a teaching qualification at certificate of education level or above. Although part-time teachers feel well supported, too many have a co-ordinating or course leadership role, and in other curriculum areas there is too much dependence on them. For example, the faculty of health and care has over six times as many part-time teachers as there are full-time teachers. In some faculties, part-time teachers are paid to attend team meetings and contribute to development of courses. In others, this does not happen.

78 The college employs the equivalent of 237 full-time support staff, the vast majority of whom are on full-time contracts. Technician support is well organised and most technicians routinely attend course team meetings and share in course development. Some technicians act as demonstrators, and value this contact with students. The number of computer technicians is not sufficient to cope with peak workloads. Administrative and reprographic support is generally effective and well managed.

Equipment/learning resources

79 Most teaching areas at the Marton campus are well equipped and furnished. Purchasing arrangements for equipment ensure value for money. Competitive tendering is based upon suitable purchasing specifications and standards. There is a comprehensive and highly-effective computerised system for tracking equipment maintenance; the college intends that this will inform future purchasing decisions. At the Longlands campus not all teaching areas have appropriate general teaching equipment. Resources and facilities are generally poor at Lytton campus.

80 The college has some good specialist equipment. For example, the engineering area has workshops with facilities for fluid hydraulics and mechanical science, fabrication and welding facilities of a high standard and four well-equipped motor vehicle workshops. Facilities for sport are very good, especially for sports therapy and gymnastics. A 'care cottage' comprising a house specially equipped for training in the care of people with disabilities, the elderly and children provides a realistic work environment for care students. Some resources have yet to be fully developed. For example, although there is a theatre it lacks a reception area for training performing arts students. There is no keyboard laboratory for classes in music keyboard skills.

81 The quality of general computer provision is good. There are specialist computer facilities in a number of areas including computer-aided design. Many staff rooms are equipped with computers. The ratio of students to computers is about 12:1. Facilities are often under considerable pressure. Computer-based resources in the classroom are inadequate to support students with learning difficulties and/or disabilities.

82 In learning resource centres, there are generally sufficient quantities of essential text books and periodicals. However, the overall bookstock is small and in some areas, such as science, it is insufficient. The library budget is low at £12.98 for each full-time equivalent student. The college has 40 compact disk read-only memory (CD-ROM) database titles but access to them is restricted to the 10 computers located in each learning resource centre. Faculties hold considerable book and other resources which have not yet been catalogued.

Accommodation

83 The college is located principally on three sites. The main campus at Marton is set attractively in 12.3 hectares of land which are mainly sports fields. The Longlands campus is situated on a 3.8 hectare site in a residential area. Future development of this site is constrained by its residential location. Lytton campus is a small site set in a residential area, a short walk from the Longlands campus. It is converted from a former industrial building, and is in poor condition; an adjacent building, used for teaching, is being converted. Although this campus provides a realistic

work environment for construction studies, in every other respect it is a poor-quality environment for learning. Decor is inadequate and rooms are small.

84 The college intends to move most of its provision to the Marton campus but it lacks an accommodation strategy which details and quantifies options and provides a framework for future work. This is hampering decisions on the rationalisation of existing buildings and development. The scheduling of all estates maintenance and data logging is computerised and the system is effective. Control of heating in some areas remains problematic; some rooms are too hot, others too cold.

85 Accommodation is generally better at the Marton campus than at the Longlands campus. Refurbished areas have been completed to a high standard, with suspended ceilings, high specification lighting, and good decor. Some courses have established base rooms which reflect the curriculum area and have attractive displays related to the subject. At the Marton campus there is some good accommodation including, for example, the theatre for performing arts and a biology laboratory which has been attractively refurbished to modern standards. Other science laboratories are old fashioned and inflexible in layout. The learning resource centres provide good-quality learning environments but are small. Some mobile classrooms are drab, cold, and unsuitable for their purpose. There are few social or other facilities for students. The college leases the East-West Women's Multi-Cultural Centre, in the west of the town to provide courses for women from minority ethnic groups. The college also uses 50 other community outreach locations. Outreach centres not owned by the college often provide poor environments which are not conducive to learning.

86 The college is generally clean and tidy, and free of vandalism. Security staff provide a visible and generally effective presence. The college has been slow to adapt its buildings for use by students with sensory or mobility difficulties. Ramps are provided to the ground floors, and there are designated parking spaces. Toilets at the Longlands campus have been adapted for use by people with disabilities but there are no similar facilities at other sites. There is no wheelchair access to any of the upper floors. The library at Marton campus was recently relocated to an upper floor but no access for wheelchair users was provided. Signposting on each campus, and within buildings, is unsatisfactory. There is no signposting to the college campuses from nearby roads.

CONCLUSIONS AND ISSUES

87 The particular strengths of the college include:

- the successful bringing together of the work of two colleges and the rapid establishment of a tertiary identity for the new college
- a wide range of courses which provide good internal progression routes for students

-
- productive partnerships with schools, employers, higher education and others in the local community and elsewhere
 - the commitment to the college made by members of the board of the corporation
 - sound procedures for enrolling, advising and supporting students
 - well-managed courses
 - enthusiastic and committed teaching staff
 - some accommodation that has been refurbished to high standards.

88 If it is to build on its existing strengths the college should:

- ensure that financial and other reports from the executive to the board of the corporation are more comprehensive
- make better use of performance indicators
- strengthen strategic planning and resource management
- ensure that developments in personnel, accommodation and the curriculum are linked to the college's budget
- improve the use of market research by faculties
- improve poor completion and achievement rates on a number of courses
- ensure that equal opportunities issues are addressed within the curriculum
- improve quality assurance arrangements
- reduce the dependency on part-time staffing
- improve access for students with learning difficulties and/or disabilities.

FIGURES

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- 1 Percentage student numbers by age (as at November 1996)

 - 2 Percentage student numbers by level of study (as at November 1996)

 - 3 Student numbers by mode of attendance and curriculum area (as at November 1996)

 - 4 Staff profile – staff expressed as full-time equivalents (as at October 1996)

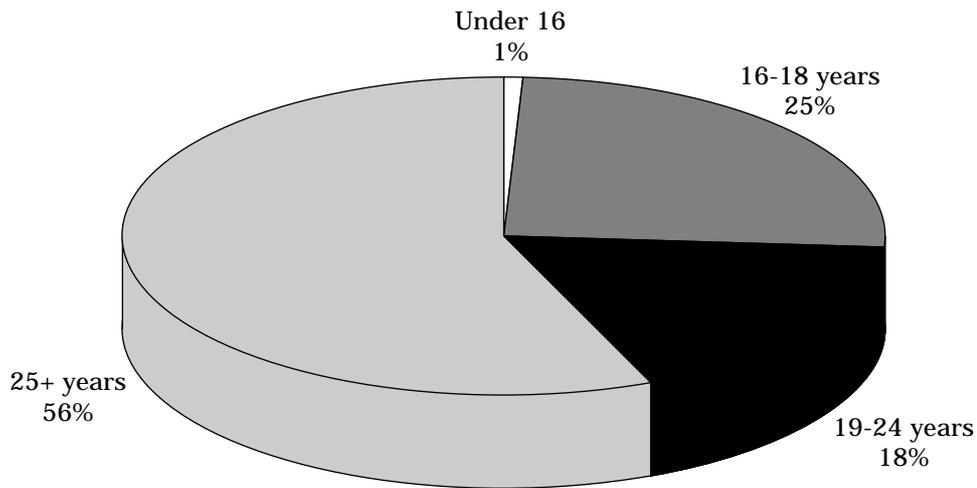
 - 5 Income (for 12 months to July 1996)

 - 6 Expenditure (for 12 months to July 1996)

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

Figure 1

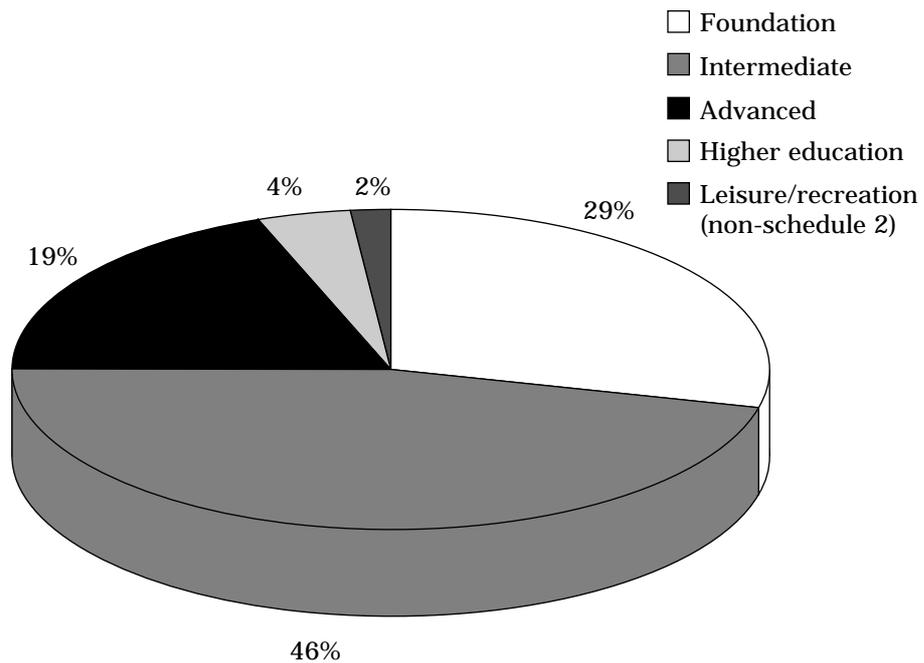
Teesside Tertiary College: percentage student numbers by age (as at November 1996)



Student numbers: 6,956

Figure 2

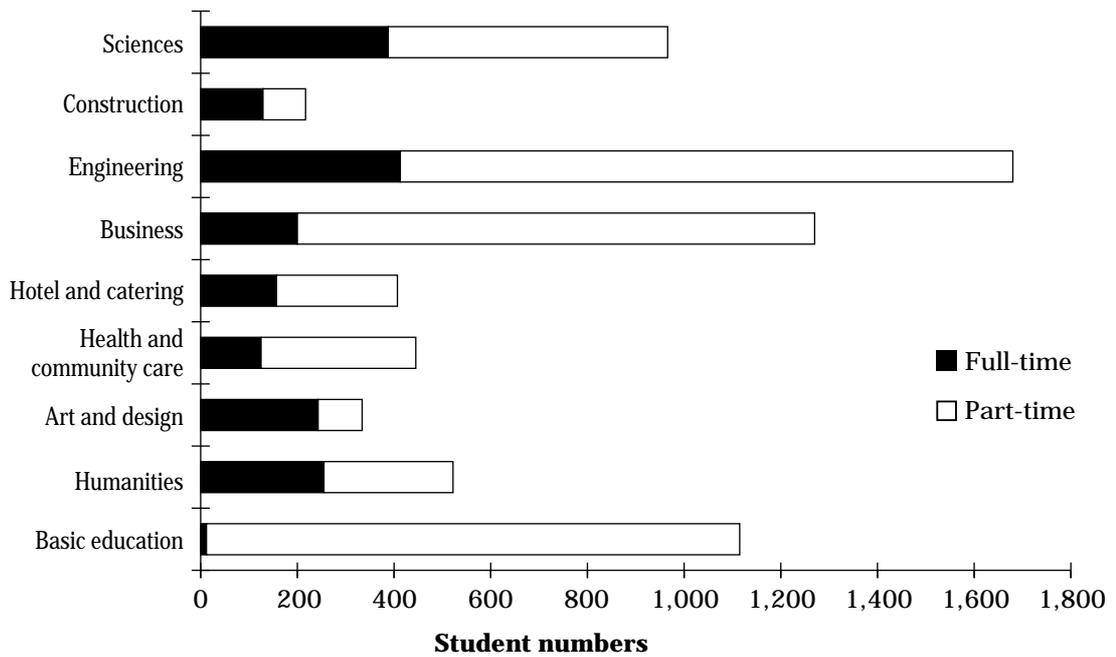
Teesside Tertiary College: percentage student numbers by level of study (as at November 1996)



Student numbers: 6,956

Figure 3

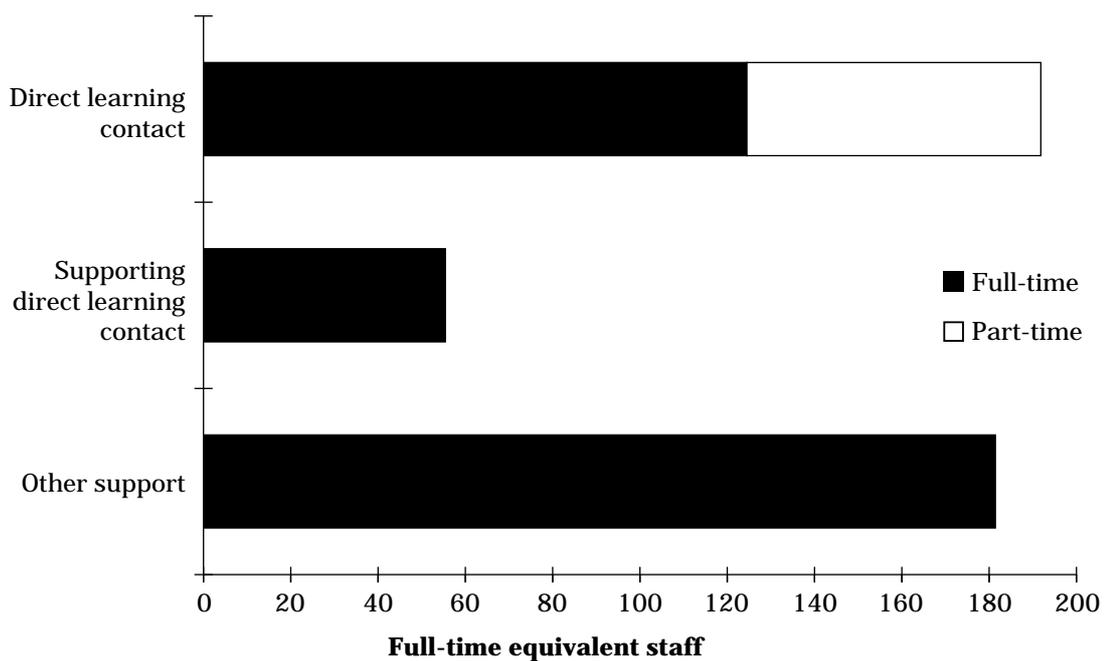
Teesside Tertiary College: student numbers by mode of attendance and curriculum area (as at November 1996)



Student numbers: 6,956

Figure 4

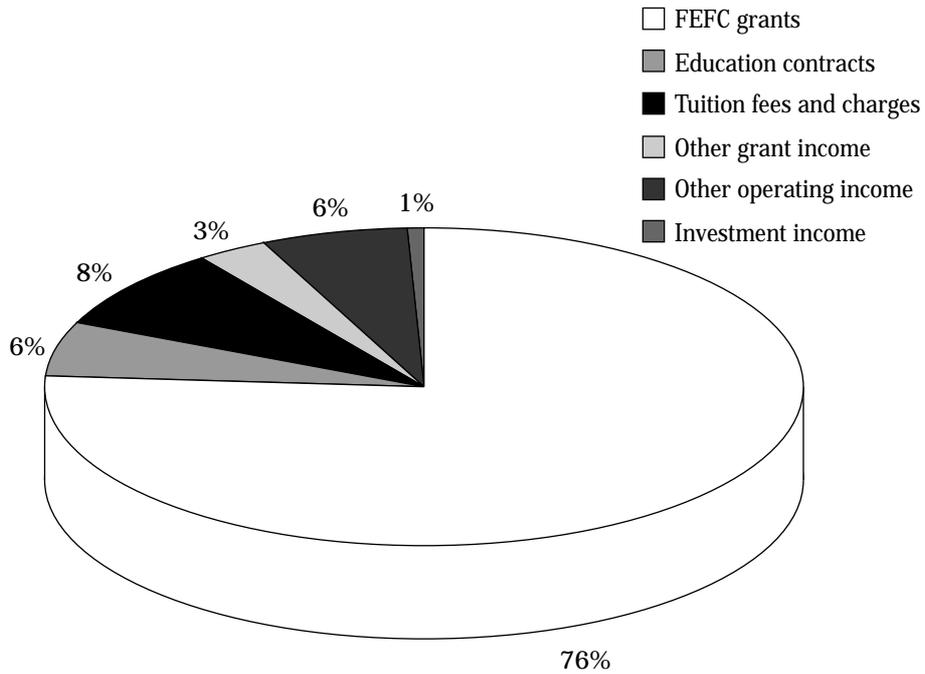
Teesside Tertiary College: staff profile – staff expressed as full-time equivalents (as at October 1996)



Full-time equivalent staff: 429

Figure 5

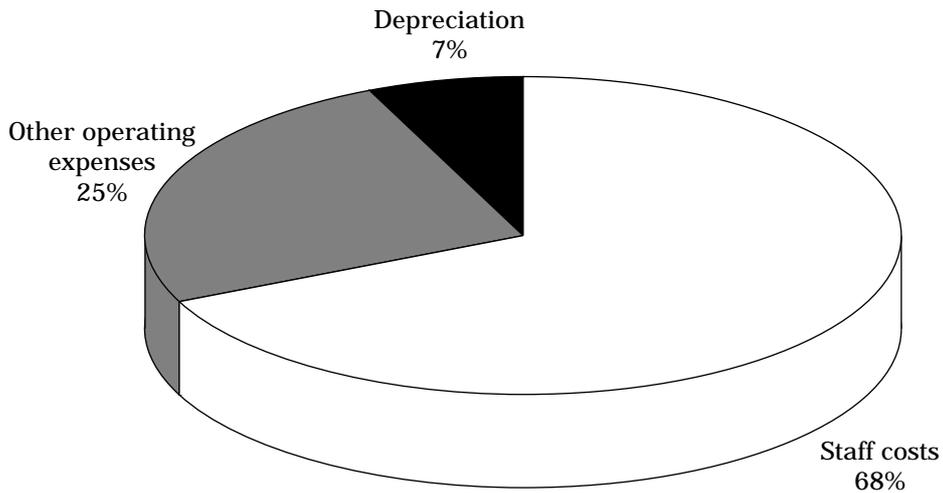
Teesside Tertiary College: income (for 12 months to July 1996)



Income: £11,275,400

Figure 6

Teesside Tertiary College: expenditure (for 12 months to July 1996)



Expenditure: £11,255,400

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