

**REPORT
FROM THE
INSPECTORATE**

Thanet College

February 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

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

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council's Circular 93/28. In the course of inspecting colleges, inspectors are expected to assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments will be set out clearly in their reports. They will also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. Each grade on the scale has the following descriptor:

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

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FEFC INSPECTION REPORT 08/94

THANET COLLEGE, KENT

SOUTH EAST REGION

Inspected September - November 1993

Summary

Thanet College in Kent is a well-managed and well-governed college. It is a significant provider of further education in north-east Kent offering a broad range of courses to school-leavers and adults. The college markets its courses effectively. It has developed strong links with local employers and local communities and growing work-experience links with mainland Europe. There is good teaching in most subjects and the quality of work on access courses is notably high. Students achieve good results in some vocational, GCE and GCSE examinations although results, generally, are uneven. The college has a strong commitment to students with learning difficulties and/or disabilities. The college is advised to strengthen its quality assurance procedures by developing quality improvement targets and performance indicators. Other areas for improvement are the effective co-ordination, implementation and monitoring of existing systems for student guidance and support; the facilities for open and independent learning; the technician support in business and management and in art and design, and the social and child-care facilities for students.

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	1
Students' recruitment, guidance and support	3
Quality assurance	3
Resources	3

Curriculum area	Grade	Curriculum area	Grade
General education	2	Hairdressing and beauty	3
Construction	3	Care	2
Art and design	2	Catering	2
Business and management studies	3	Engineering	2
Students with learning difficulties	3	Access courses	1

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INTRODUCTION

1 The inspection of Thanet College in Kent took place in three stages during the autumn term 1993. The arrangements for enrolment and induction were inspected at the beginning of the college term; specialist subjects were inspected in the period 11-13 October and aspects of cross-college provision in the period 22-25 November. Thirteen inspectors took part for a total of 89 inspector days. They visited 142 classes, attended by 2,178 students, and examined a representative sample of students' work.

2 Discussions took place with members of the corporation, each member of the senior management team, cross college managers, managers within departments, lecturers, support staff and students. Meetings were also held with local employers and parents and with representatives from a local school, Canterbury Christ Church College of Higher Education, Kent Training and Enterprise Council (TEC), Thanet District Council and East Kent Social Services. Inspectors examined college policy statements, minutes of the major college committees and of other committees within the departments inspected.

3 The deputy principal participated in the work of the inspection team.

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

THE COLLEGE AND ITS AIMS

5 Thanet College is situated at Broadstairs in the north-eastern part of Kent. It has a small annexe in Margate. The college serves the area of Thanet, which has a population of approximately 140,000, and attracts some students from other parts of the county.

6 At the time of the inspection, the college employed 283 lecturers, 129 of whom were full-time, and 128 support staff (figure 1). There were 2,199 full-time enrolments and 342 full-time equivalent part-time enrolments. In 1993, the college achieved its target growth of 8 per cent and it is confident of equalling this in 1994. The college estimates that by 1995 its ability to meet its strategic plan targets will be limited by the availability of accommodation. Options for increasing the quality and range of accommodation are being considered by the corporation.

7 The college offers courses in eight programme areas: business, finance, management and computing; recreation and leisure; health and community care; science; hotel, catering and food preparation; building, construction and civil engineering; general education, and engineering. The inspection focused on 10 curriculum areas within these programmes, including access courses and provision for students with learning

difficulties and/or disabilities. Figure 2 shows the full-time and the part-time enrolments expressed as full-time equivalents for each programme area.

8 Thanet has a number of selective grammar schools and non-selective high schools and five special schools for students with learning difficulties and/or disabilities. The grammar schools and two of the high schools have post-16 provision and other high schools are preparing to offer courses at General National Vocational Qualification (GNVQ) intermediate and advanced levels in caring and business. The college also faces direct competition for student enrolments from Canterbury College and South Kent College, both of which have sites within a 20 mile radius of Thanet.

9 The level of industrial activity in Thanet is low and has declined in recent years. There is a predominance of small employers. Future industrial developments are uncertain. Thanet was granted full assisted area status by the Department of Trade and Industry in August 1993. The college expects that new development opportunities will be created by this and by the opening of the Channel Tunnel.

10 Thanet has a history of high unemployment. The application for full assisted area status indicates that unemployment in 1992 stood at 16 per cent, 30 per cent of which was long term. Eighty per cent of the unemployed are under 50 years of age and 35 per cent under 35. The number of sixteen year-old school leavers has fallen in the last five years but is expected to increase by 11 per cent to 1995. In 1993, 75 per cent of 16-year-olds stayed on in full-time education. Further education institutions attracted 45 per cent of these.

11 The college's mission is to meet the needs of its customers by providing a broad range of relevant high-quality and cost-effective learning opportunities in a supportive and stimulating environment. The aims of the college, for the five year period 1994-99, are listed in its strategic plan. They include an increase in enrolments of 24 per cent, the development of selected higher education opportunities based on an ability to recruit locally and the provision of extensive academic and pastoral support for all enrolled students.

RESPONSIVENESS AND RANGE OF PROVISION

12 The college offers a broad range of courses which caters for students of all abilities. Vocational courses at National Vocational Qualification (NVQ) levels 1-3 and a comprehensive range of General Certificate of Secondary Education (GCSE) and General Certificate of Education (GCE) A level courses make up most of the provision. A few courses are offered at NVQ level 4. There are also access courses for mature students seeking entry to higher education and courses designed specifically for students with learning difficulties and/or disabilities. The college is in the early stages of running the first year of some higher education courses franchised from Canterbury Christ Church College of Higher Education.

13 The college hosts a series of well-organised events throughout the year to publicise its courses. Those attending find them helpful and informative. Students at the college attend and give relevant information to prospective students. Lecturers and customer services staff regularly attend externally-organised careers events.

14 The college and its services to industry and the community are an integral part of the assisted area initiative. There are working arrangements with employers, Kent TEC and local authorities through the East Kent Initiative which will carry forward the objectives of the assisted area scheme. The college is committed to working effectively towards the national education and training targets.

15 Relations with local employers are good. The college is highly regarded as a training provider. It is sensitive to companies' needs and responds effectively to criticism. It manages an efficient centre which accredits trainers and assessors as an essential part of the development of NVQs. The college offers an increasing amount of off-site education and training and is the preferred training partner for several organisations in the county.

16 The college has effective work-experience programmes within many of its courses. These include placements in mainland Europe which are assisted by close links with the region of Nord-Pas de Calais. The vocational English training course for students from France and Belgium, which includes work-placements, is a positive development.

17 The college has established a number of industrial and commercial consultative groups. They vary widely in their effectiveness. The college should make better use of them to maintain the industrial and commercial relevance of its courses.

18 Collaboration with non-selective schools through link courses has declined because of the costs involved. Some high schools regard the college as a good partner in the joint development of courses to provide progression for 16 year old students.

19 Good publicity material is sent to schools to assist students to prepare for the next stage of their education. Course information, which includes material promoting GNVQs and NVQs, is distributed to all homes in Thanet. Advertisements are placed in local newspapers and course leaflets are available from businesses. Information for both school leavers and adults is well targeted.

20 The college markets its courses effectively. Its perceived reputation, among employers, parents, and students has improved in the last three years. The college commissioned a survey in 1993 to gain the views of the community about its services and is responding to the conclusions it reached as a result. It is now working to identify new clients and markets.

21 An integrated recruitment, marketing, commercial development and student support service is provided through a central customer services

unit. This has clear operating targets related to securing growth, broader access and a greater variety of services.

22 The college has been successful in attracting mature students and those with learning difficulties and/or disabilities. These students are provided with a supportive and encouraging environment. However, the lack of child-care facilities and social facilities is not consistent with the planned growth of courses for mature students.

GOVERNANCE AND MANAGEMENT

23 The college has an effective corporation board. It has fifteen members. Eight are from business, one is the TEC nominee, three are co-opted, and there are two staff members and the principal. The board has a ready appreciation of its strategic role and has planned its affairs and those of its committees on this basis. There is a good working relationship with the principal, his deputy, and the head of finance and management services. This facilitates the management of the college.

24 The management structure is clear. Roles and responsibilities within it are well defined. The recent management reorganisation has provided course leaders and section leaders with increased responsibility which allows them the freedom to manage. Staff are positive about the benefits this brings in providing a supportive and consultative framework within which to work.

25 Staff are familiar with and understand the mission and aims of the college. The strategic planning model is well conceived and well managed. The work of the strategic planning committee of the corporation is effective and gives status to the planning process. Section managers involve staff in strategic planning but there is a lack of uniform practice across departments which limits the extent to which some staff consider themselves to be involved.

26 College policies for equal opportunities, health and safety, and student support are well documented. Responsibilities for their management are clearly allocated. Committees actively support these areas and help develop policy and practice.

27 Summaries of the college's estimated income and expenditure for 1993-94 are shown in figures 3 and 4. The college's unit of funding for 1992-93, set by the local education authority, is recorded in the FEFC report, Funding Allocations 1993-94, as £2,045 per weighted full-time equivalent student. The median for general further education and tertiary colleges is £2,436. The strategic plan provides the overall framework for the deployment of resources. Priorities are identified and clearly linked to curricular and other needs. Revenue and teaching budgets are devolved to managers. The basis for their allocation and the associated procedures are equitable.

28 Enrolment, retention and destination data are used effectively as part of the budgetary and strategic planning processes. The college is

beginning to make use of unit costs as measures of efficiency. Training credit programmes, for example, are thoroughly costed.

29 The management information system has been developed with the specific needs of the user in mind and its work is supported by a management information steering group. The system is increasingly used as an effective aid to management.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

30 Students' recruitment procedures work well. Information is clear and concise. The students' admissions arrangements provide for pre-entry guidance, interviews, diagnostic testing and on-course guidance.

31 Applications for full-time courses are initially dealt with by central admissions staff. All prospective full-time students are interviewed. Those undecided about their intended career or programme of study are referred to the student services unit for additional guidance. The opportunity for impartial advice helps students to make well-informed decisions. The applications process is carefully recorded and monitored.

32 The college offers facilities for the accreditation of prior learning but these are not effectively promoted and few students take advantage of them. As an alternative to accreditation, the college enables students, where appropriate, to enrol on courses and to take the relevant assessments at an accelerated rate. However, the lack of adequate resources for students to learn independently, in ways and at times of their own choosing, limits the effectiveness of such accelerated study.

33 All full-time students take part in a comprehensive well-managed induction programme which takes place during the early weeks of the academic year. The programme ensures that they are made aware of the help available and the facilities to support their learning. Individual learning targets are set with guidance from lecturers. A check list is provided so that students can ensure that they experience all parts of the programme. Part-time day and evening students do not have such a systematic induction programme but they receive an adequate level of support.

34 There is a helpful pack for students which supports the induction programme. It contains the full-time student agreement which requires the signature of both student and personal tutor. A curriculum entitlement statement and details of complaints and disciplinary procedures are also included. The pack forms a useful starting point for the implementation of the Charter for Further Education. Students are clearly advised of their rights and responsibilities during the induction process.

35 The curriculum entitlement and full-time student agreement guarantee proper access to personal tutorials, counselling and guidance. All full-time students have a personal tutor who reviews his/her students' progress and is regularly available for discussion and advice.

36 In most departments the tutorial programme is well defined and effectively implemented. Timetabled tutorial sessions provide

opportunities for personal and group guidance. On some courses, particularly GCE and GCSE courses, the quality of tutorials is variable and, in a few instances, inadequate.

37 The college has recognised the increasing proportion of students experiencing financial problems and has appointed a student welfare adviser. However, the number of part-time professional counsellors and the arrangements for counselling are inadequate to meet students' demands.

39 The college's systems and procedures for admissions, induction and on-course support and guidance are generally of high quality. However, they operate unevenly within and across departments. While the experiences of most students are good ones, some students receive a level of support which fails to meet the college's entitlement statements. The student services section is not adequately resourced to provide a comprehensive service. Effective co-ordination of the various aspects of guidance and support, and the systematic monitoring of practice, are lacking. The recently-produced business plan for the customer services unit, of which the student services unit is a part, recognises the need to address these weaknesses. It is also concerned to remedy the poor location of the student services unit within the college.

TEACHING AND THE PROMOTION OF LEARNING

39 A total of 142 learning sessions were observed. Of these 52 per cent had strengths which clearly outweighed the weaknesses.

NUMBER OF SESSIONS INSPECTED/GRADES AWARDED

Grades	1	2	3	4	5
Number of sessions	10	64	56	10	2

40 Most lecturers maintain comprehensive records of student achievement and keep students informed about their academic progress. Students are normally given clear targets for their work: most demonstrated that they understood and knew how to achieve these.

41 All lecturers had teaching schemes although some were barely more than a list of topics to be covered. A wide range of teaching and learning methods was employed. Generally, the pace of work was well matched to the skills and experience of the students. A few sessions lacked challenge and/or the pace of work was too slow. In a small proportion of classes more careful planning and more thoughtful management of the teaching and learning would have improved the opportunities for students' learning.

42 Relationships between lecturers and students were generally good. The varying abilities of students were addressed and lecturers offered assistance when required. Appropriate demands were made of students and their responses were usually good. In some classes the work was of a particularly high standard.

43 A history class for access students provided a good illustration of the positive features to be found in many of the best lessons. Clear learning objectives embraced the acquisition of historical knowledge, the practising of historical skills and the use of historical sources, including primary source material. The session was well managed: there were helpful changes of activity and the work was conducted at a brisk pace. The students were highly motivated. They arrived for class well prepared and this enabled them to participate fully in an effective and pleasurable learning experience.

44 In vocational sessions, lecturers often helped students by relating theoretical principles to examples of sound commercial practice. On part-time courses, in particular, lecturers drew on the practical work experience of the students themselves. Students generally were encouraged to make use of a variety of resources to carry out appropriate tasks enabling them to demonstrate a range of competences and skills.

45 Most courses have procedures for the initial screening of full-time students for numeracy, literacy and information technology (IT) skills. All full-time students at NVQ levels 1 and 2 or their equivalent have taken the adult literacy and basic skills unit tests to establish numeracy and literacy needs. This is a positive development, consistent with the college's aim of extending learner support to all.

46 The needs of students with learning difficulties and/or physical disabilities are properly assessed and met. In particular, students with hearing impairments, dyslexia, or emotional and behavioural difficulties have good access to further education and benefit from the course of their choice. Many of these students would not be able to learn effectively without the high level of support provided.

47 The strategic plan highlights the college's intention to develop resource-based learning opportunities but progress in implementing the policy has been slow. The college is a member of the nationally-based learning consortium and, at the time of the inspection, materials were being produced for catering and construction studies.

STUDENTS' ACHIEVEMENTS

48 The majority of students interviewed enjoy their courses and speak enthusiastically about their work. Their knowledge and understanding, expressed orally and in writing, generally fall within a range appropriate to the courses on which they are studying..

49 Marking of students' work is accurate and due attention is paid to the correction of spelling and grammar. Lecturers' written comments are usually helpful although in some cases they could be used to give more explicit advice to students.

50 Students' numerical and literacy skills are developed through their programmes of study. Those who need additional support have access to English and mathematics workshops. However, the resources in both workshops are inadequate. It is not surprising that students make limited

use of them and some lecturers have developed alternative arrangements for their own students. There are good opportunities for students to develop information technology skills through the use of open-access computer facilities. The development of information technology skills forms an integral part of courses in business studies, art and design, catering, hairdressing and beauty, and engineering.

51 In 1993, 54.7 per cent of full-time students achieved grades A-C in their GCSE examination compared with a national average of 56.9 per cent for all subjects taken at the college. These results were significantly lower than in 1991 and 1992 when the average pass rates were 5 per cent and 7 per cent respectively above the national average. In 1993 students performed particularly well in art, communication studies, drama, human biology and sociology. In these subjects, average passes at grades A -C ranged from 20 to 28 per cent above the national averages for some subjects. In seven subjects, including physics, geography, computing and accounts, students' performances were significantly worse than the national averages.

52 In GCE A level examinations the overall college success rate for A - E grades in 1993 was 75.4 per cent compared with the national average of 72.2 per cent. In 1992, the A - E grade passes were 6.5 per cent lower, and in 1991, 1.1 per cent higher, than the national average. In 1993, students achieved significantly better than the national pass rates in A level English literature, law, and statistics and AS level economics and statistics. In these subjects, pass rates grades A - E ranged from 11 to 26 per cent above the national averages. In four subjects, A level chemistry, French, geography, and AS sociology they were significantly lower by between 27 and 61 per cent.

53 A table, published recently by the Department for Education, shows that 93 per cent of students at Thanet College in their final year of Business and Technology Education Council (BTEC) or City and Guilds of London Institute (CGLI) national diplomas achieved their qualifications. This places the college in the top quarter of colleges within the sector. The college has produced detailed performance statistics from which year-on-year achievements can be compared.

54 In the business and management studies department, examination results are generally good. For the national diploma in business and finance, success rates have been above 80 per cent for the past three years. In the first diploma, pass rates have risen slightly to reach 73 per cent in 1993 and national certificate pass rates are above 80 per cent. In a full-time secretarial course pass rates also exceed 80 per cent. In both full and part-time BTEC national courses the drop-out rates are higher than those published in 'Staying the Course', although the comparisons are not exact ones.

55 In the design, technology and construction department a wide range of courses is offered. This includes courses in art and design, engineering, information technology and construction. In most vocational courses over

the three-year period pass rates have exceeded 60 per cent. On some courses, student drop-out rates have been high. For example, in 1993, 61 per cent of students taking the first diploma in engineering failed to complete the course. On two part-time courses, the national certificate in information technology applications and the CGLI motor vehicle course, drop-out rates exceeded 50 per cent.

56 In the hospitality and catering department the results are generally satisfactory. Average passes exceed 70 per cent. Results are particularly good on national certificate courses. The pass rate on the national diploma in hotel and catering has fallen in each of the last three years, from 93 per cent in 1991 to 74 per cent in 1993. Drop-out rates are high, exceeding 25 per cent on some courses.

57 In the personal and social care department, examination results are good. Pass rates exceed 80 per cent for most courses and for some it is 100 per cent. Notable exceptions are the full-time hair certificate foundation course, where passes in 1993 were 46 per cent, and the hairdressing intensive course where only 20 per cent of students passed.

58 A substantial proportion of students progress to further and higher education. In 1993, eighty-three per cent of student applications for higher education courses were accepted. The destinations are known of only half of the full-time students who completed courses in 1993. Of these, 62 per cent are in further or higher education and 31 per cent are in employment. None of those who replied to the colleges' enquiries were unemployed.

QUALITY ASSURANCE

59 An institutional policy for quality assurance has been introduced recently. Its aims and objectives are well documented. The responsibilities of senior managers are clear and the process is well supported by course teams. As the system is in its first year of operation, many aspects are still under review. The intention is that the system should continue to evolve in an incremental fashion.

60 Senior staff are aware of the commitments in the Charter for Further Education. Elements of the charter have affected positively the development of quality assurance procedures.

61 Course teams are responsible for the review of their programmes. Practice varies widely within the college's quality assurance guidelines. Most course teams' annual quality reports are descriptive. They emphasise the processes of monitoring and give limited attention to action planning. There is little evaluation of teaching and learning. The systematic use of performance indicators is not yet established and there is limited evidence of the identification and analysis of trends. Currently, few standards are set for the planned incremental improvements. There are some examples of good practice in which effective review and action planning have led to changes in course delivery methods, programme planning and student pastoral support.

62 In its first year, the quality assurance system has included few part-time courses in the quality review process and it has had a limited impact on cross-college, academic and other support services. Development of service standards is taking place within finance and management services but not in academic support areas.

63 The college has made notable progress in implementing its policies for staff review and development. Procedures are well documented and line management responsibilities for these are clearly defined. Appropriate training has taken place to support the scheme. As planned, fifty per cent of staff have had their review interviews. Within these reviews, specific targets for staff are established to meet both institutional and personal development needs.

64 Commitment to an effective policy of staff development is illustrated by the decision to seek the Investors in People award. Staff development priorities are linked to the strategic plan through departmental business plans. A variety of mechanisms has been developed to assess staff needs, the most direct being through the review and development interviews. Adequate resources are made available to provide a satisfactory delivery of the policy.

65 Individual staff development activities are evaluated and reviewed annually. Means have not yet been developed to assess the long-term impact of staff development on the college. An effective induction programme and a mentoring system exist to provide guidance and support for new full-time and part-time staff.

RESOURCES

66 Of the 129 full-time lecturers, 80 are men and 49 women. Lecturers are appropriately qualified for the teaching they undertake. Seventy-three per cent of full-time lecturers have a teaching qualification. It is college policy that new lecturers without a teaching qualification attend a course of training within two years of appointment.

67 There is one technician in the business and management studies department and one in art and design, a level of staffing which is inadequate to support the work of the lecturers and students. In other areas of work, the numbers of support staff and their deployment are satisfactory.

68 The main college site at Broadstairs offers a pleasant environment to students. It has a variety of buildings of different ages and standards. This is most noticeable in the contrast between the nineteenth century Yarrow building which houses the college administration and some teaching accommodation, and the remainder of the permanent buildings which date from the 1960s.

69 Some teaching accommodation is of less than satisfactory quality. This includes rooms in parts of the Yarrow building, some huts, and a house on the main campus which offers a poor environment for care

courses and courses for students with learning difficulties and/or disabilities. The conversion of former engineering workshops into studios fails to provide good accommodation for art and design work.

70 Ramps and lifts have been installed in some buildings but access to parts of the college is not possible for students who are wheelchair users.

71 Despite these weaknesses, the quality of most teaching accommodation is satisfactory or better. Rooms are generally well decorated, well furnished and cleaned to a high standard. Teaching facilities, such as overhead projectors and white boards, are readily available in teaching rooms.

72 The absence of a student common room where students can meet and socialise has a detrimental affect on the quality of life at the college. The library tends to be used as an alternative meeting area and this occasionally results in overcrowding and unacceptable levels of noise for those who wish to study.

73 The use of college accommodation is being improved by the application of data from the management information system. The performance indicators produced are used as part of the annual review process. The college has set occupancy and utilisation targets of 80 and 64 per cent. The current rates are 76 and 54 per cent respectively.

74 The college has a coherent information technology resourcing policy. An information technology committee and a user group oversee its implementation. All machines within the computer network conform to a high minimum specification. A significant improvement, from a ratio of one machine to 18 students to one machine to 12 students, has been achieved in less than two years.

75 The level and quality of specialist equipment available to support the curriculum in catering and in art and design are good and in other areas, the provision is at least adequate.

76 The library is a well-managed resource. There is a good range of books and periodicals. Library staff are responsive to clients and have produced informative literature to promote their service. The librarian has recently assumed responsibility for audio-visual aids and reprographic services.

CONCLUSIONS AND ISSUES

78 The college is meeting with considerable success in its mission to provide a broad range of relevant high-quality and cost-effective learning opportunities in a supportive and stimulating environment. The particular strengths of the college are:

- the highly effective governance and management
- the wide-ranging provision which is responsive to local needs
- the strong links with local employers and the local community and the developing work-experience links with mainland Europe
- effective marketing strategies

-
- good teaching in most subjects
 - the high quality of work on access courses
 - the commitment to, and resourcing of, provision for students with learning difficulties and/or disabilities
 - good information technology resources
 - the well-managed and well-resourced library.

79 If it is to maintain and improve standards, the college should make improvements in the following areas:

- quality assurance procedures, including the development of quality improvement targets and performance indicators
- the co-ordination, implementation and monitoring of student guidance and support procedures
- facilities to enable and assist students' independent learning
- technician support in business and management and in art and design
- social and child-care facilities for students.

FIGURES

1 Staff profile (1993-94)

2 Enrolments expressed as full-time equivalents by mode of attendance and area of study (1993-94)

3 Estimated income (1993-94)

4 Estimated expenditure (1993-94)

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

Figure 1

Thanet College: staff profile 1993-94

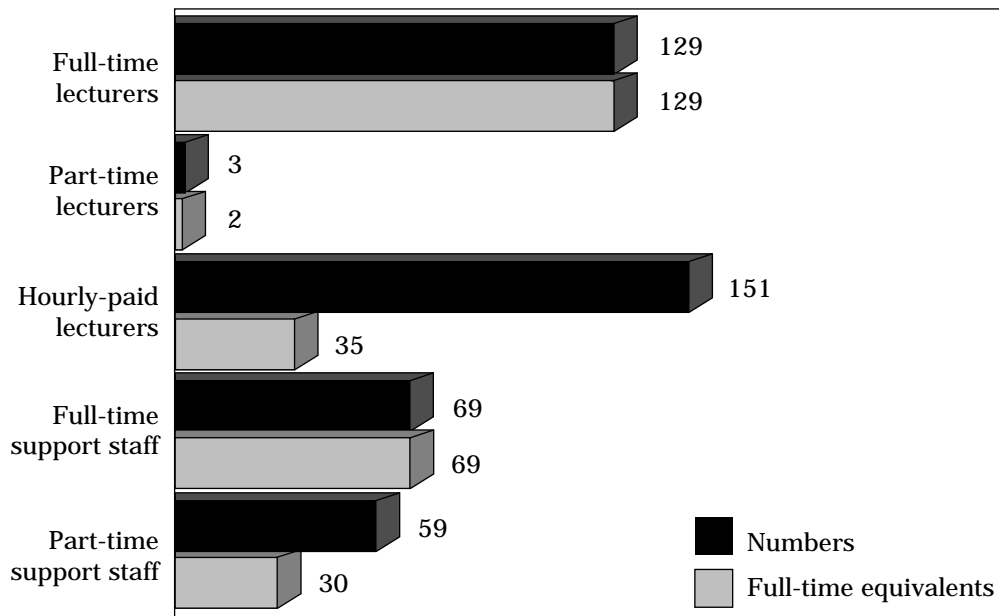


Figure 2

Thanet College: enrolments expressed as full-time equivalents by mode of attendance and area of study (1993-94)

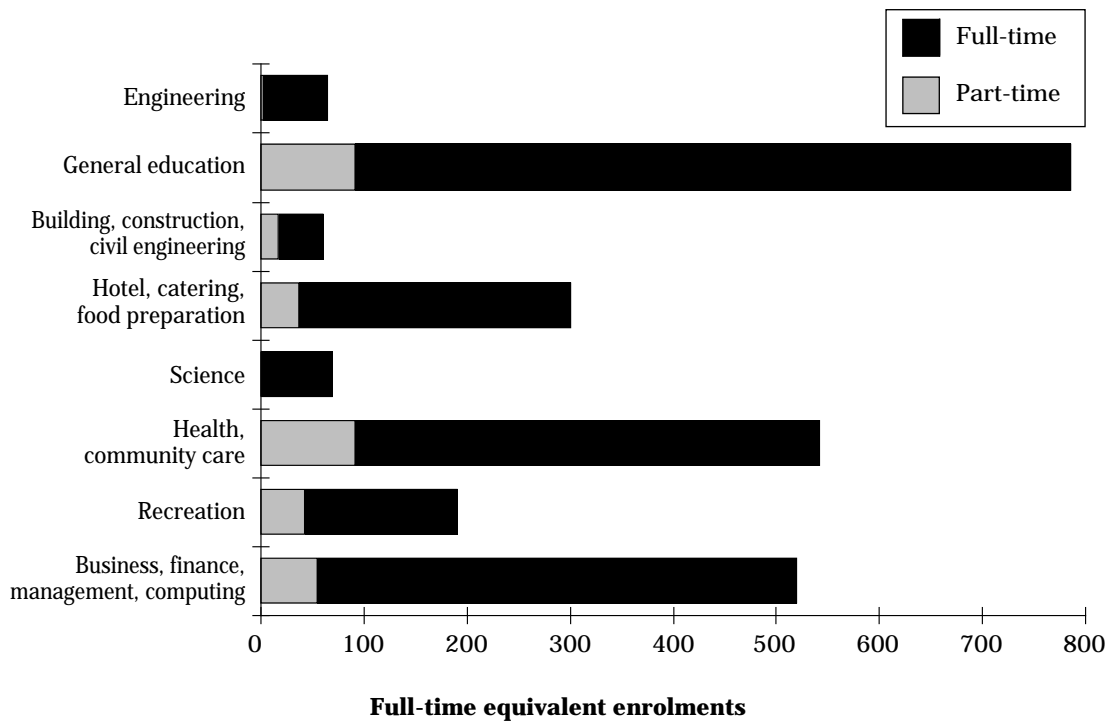
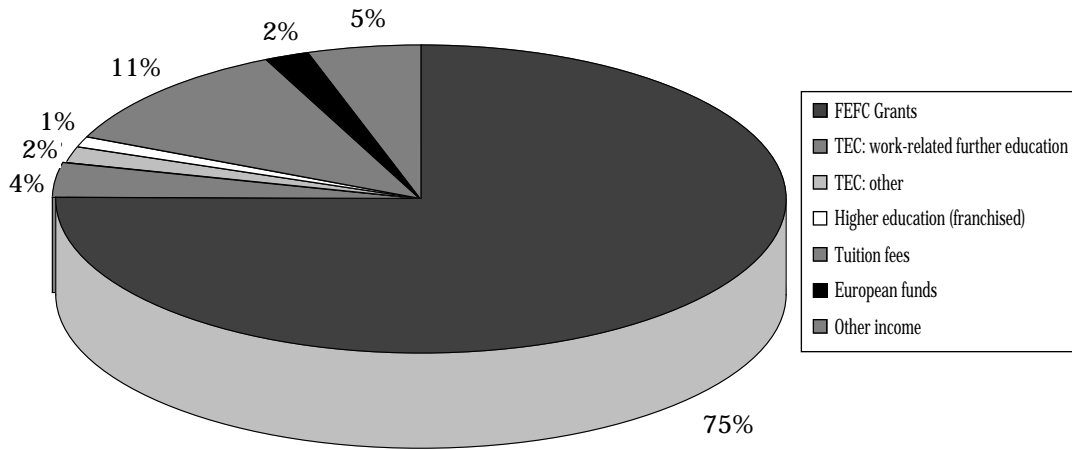


Figure 3

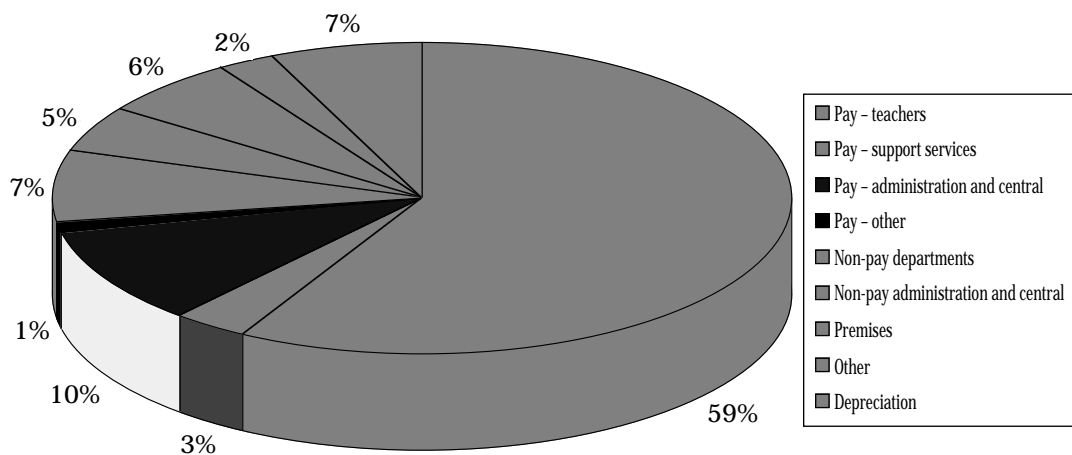
Thanet College: estimated income (1993-94)



Total estimated income: £9,290,000

Figure 4

Thanet College: estimated expenditure (1993-94)



Total estimated expenditure: £9,628,000

Published by the
Further Education Funding Council
January 1994