Bromley College of Further and Higher Education

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*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 Council's 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 given in FEFC 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 are set out clearly in their reports. Inspectors 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 03/94

BROMLEY COLLEGE OF FURTHER AND HIGHER EDUCATION
LONDON REGION
Inspected 1 – 18 November 1993

Summary
Bromley is a well-managed college with strong links to the local community, employers and external agencies. It is a significant provider of further and higher education courses in the south of London offering a broad range of vocational courses which gives students an opportunity to pursue their preferred subjects and modes of study. On most courses, the teaching is good. The high quality of work in science and engineering practical sessions is of particular note. Students work in a welcoming environment which is conducive to effective learning. They are increasingly encouraged to take some responsibility for organising their own learning and to develop habits of independent study. Examination results are good or satisfactory in the majority of courses and students have a sound record of progress to higher education or to full-time jobs. The college has good modern computing facilities. The college should develop further its quality assurance procedures and improve access to the management information system for essential users. Other weaknesses are the uncertain quality of tutorial support and student interviewing procedures, the low examination success rates in some courses and the inadequate bookstock and facilities for study in the college library. The college should address immediately the poor quality of the hairdressing provision.

The grades awarded to aspects of cross-college provision and curriculum areas as a result of the inspection are given below.

Aspects of cross-college provision	Grade
Responsiveness and range of provision	2
Governance and management	2
Students' recruitment, guidance and support	3
Quality assurance	2
Resources	2

Curriculum area	Grade	Curriculum area	Grade
Business, management and professional studies	2	Hairdressing	5
Travel and leisure	2	Languages	2
Engineering	3	Life sciences	2
Health and social care	2	Communication, numeracy, open/flexible learning, access	3
Courses for students with learning difficulties	3		

CONTENTS

INTRODUCTION

1   Bromley College of Further and Higher Education was inspected during the period 1-18 November 1993.   The inspection team of eight full-time and four part-time registered inspectors spent a total of 59 inspector days in the college. The team inspected courses in business, management and professional studies, travel and leisure, health and social care, hairdressing, engineering, science and languages. The college's provision for students with learning difficulties, communications and numeracy across the college, access courses and the open and flexible learning provision were also inspected. The subsequent inspection of cross-college provision drew on evidence from the specialist inspections. Inspectors visited 123 classes, saw some 1,300 students and inspected a broad range of students' written work. There were meetings with governors, parents, students, college managers at course, divisional, and institutional levels, employers and representatives of the local training and enterprise council (TEC). The inspectors also had access to an extensive variety of documentation relating to the college and its courses.

2   The report is based on inspections carried out in accordance with 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 this inspection occurred early in the cycle, the opportunity for such a response was not available.

THE COLLEGE AND ITS AIMS

3   Bromley College of Further and Higher Education is situated on a single green-belt site two miles south of Bromley town centre. The college employs a total of 458 staff of whom 147 full-time equivalents are teachers and 105 full-time equivalents are support staff (figure 1). There are approximately 7,000 students enrolled at the college, amounting to some 2,400 full-time equivalents. This year, the college has achieved its planned increase in enrolments of 8 per cent. Approximately 42 per cent of the students are from outside Bromley, mainly from adjacent London boroughs. Just over 1,000 students attend on a full-time basis.

4   Ten academic divisions in the college provide a broad range of vocational further and higher education courses.   Under the arrangements established when the college was controlled by the local education authority, General Certificate of Education Advanced level (GCE A level) courses are not offered. There are plans to introduce these from September 1994.

5   Bromley is the largest of the London boroughs. In the past, it has enjoyed almost full employment but, following contractions in the financial services sector, the unemployment rate has risen sharply to 11.3 per cent. There are relatively few large employers and 13 per cent

of the resident work force is self-employed. Ethnic minority groups form 4.7 per cent of the population of Bromley compared with 20.2 per cent for the population of London as a whole.

6   The college is one of two further education colleges within the borough. Currently there is little competition between them because of the complementary nature of their provision. Similarly, because the college offers vocational courses only, there has been little competition for post-16 students from schools within the borough. The major competitor, mainly in the area of recruitment to professional-body courses, is a large further and higher education college in an adjacent borough.

7   The college aims to be the first choice provider of high quality education and training services which are relevant and accessible to individuals, employers and to the community as a whole.

RESPONSIVENESS AND RANGE OF PROVISION

8   Bromley College offers a broad range of vocational courses and programmes which lead to the qualifications of professional bodies and provide good opportunities for progression. Approximately 30 per cent of students are enrolled on higher education programmes including higher national certificates and diplomas validated by the Business and Technology Education Council (BTEC). Most of the higher national diplomas are franchised from the University of Greenwich.

9   The further education courses cover an extensive range of occupational areas: electrical and electronic engineering; motor vehicle engineering and servicing; hairdressing and beauty; travel, tourism and leisure; business and management; science; social work, health and social care. The college also provides access to higher education courses, programmes for students with learning difficulties, and courses in basic numeracy and literacy skills. Modern language provision is widely available, although the demand is limited. The enrolments in each of the academic divisions by level of study and mode of attendance are shown in figures 2 and 3.

10   Many of the courses lead to National Vocational Qualifications (NVQs). The college currently offers General National Vocational Qualifications (GNVQs) at intermediate level in three subjects: leisure and tourism, business and care. It intends to broaden its provision, from September 1994, by offering GCE and GNVQ A level courses.

11   The range of courses, modes of attendance and additional support services provided by the college enable it to meet the needs of a broad variety of students. There are learning facilities using information technology, available on open access, which allow students to study at times to suit themselves. However, these facilities are not yet fully utilised. The college offers courses tailored to meet the needs of the long-term unemployed and is forming a consultancy service to assess employers'

training needs. These are sound developments in the light of the recent, rapid rise in local unemployment. At the time of the inspection, 145 students had benefited since September 1993 from a scheme to remit the fees of those in financial difficulties. The college has no crèche, but one is planned for 1994.

12   The college has a good relationship with the South London TEC and is involved in planning for the achievement of national training and education targets locally. The TEC has provided sponsorship for a range of activities at the college, including enterprise training, guidance for adults and implementation of NVQs, which accounts for approximately 6 per cent of the college's budget for 1993-94. A further 6 per cent of the budget is provided by the TEC for work-related further education.

13   The college has strong links with the local community, employers and external agencies. There is a close relationship with Bromley Adult Education College, for which the college acts as a sponsor for vocational courses. Through the Technical and Vocational Education Initiative (TVEI), link courses have been established with eight local schools to assist students with learning difficulties and disabilities or to enhance GCE A level courses. The TVEI funding ends in 1994.

14   The college would benefit from a more systematic and consistent marketing of its provision and there are indications that this is emerging. A college-wide marketing committee has been established. Research is underway to provide more detailed information on prospective students, although it is not making full use of potentially valuable data on those who enquire about courses. The college is marketing full-cost courses overseas and has exchange programmes for students with educational institutions in several countries. Publicity material for prospective students is good and clearly reflects the college's strong commitment to equal opportunities.

15   More effective use could be made of data on the gender and ethnic background of students on particular courses in order to promote further equality of opportunity. In spite of the low proportion of ethnic minority groups locally, some courses have attracted substantial numbers of students from such groups. An analysis of the reasons for this would be a fruitful starting point for development work and marketing.

GOVERNANCE AND MANAGEMENT

16   The college is well managed and the governance arrangements are effective. Governors and senior managers clearly understand their respective roles and co-operate effectively. The governing body has 19 members, including the principal, a member of staff and a student. The governors represent a wide range of major employers in the region, as well as the South London TEC and the London Borough of Bromley. The expertise of individual governors is closely related to the areas of provision offered by the college. It includes personnel management, accounting, surveying, medical science, banking, quality assurance in the ministry of

defence and national health service management. At the time of the inspection, there was a vacancy for a member from a neighbouring educational establishment.

17   The committees of the governing body receive regular reports from senior managers of the college on a range of financial, staffing and accommodation matters. The governors scrutinise these reports carefully. The quality of the college's course provision is monitored less closely. Some governors enhance their knowledge of curricular developments through membership of the divisional advisory committees, although there is no advisory committee related to the college's provision for students with learning difficulties.

18   The management structure of the college was re-organised in September 1992. The strategic management team of the principal and four assistant principals is, in consultation with the academic board, responsible for formulating policies. The college management group, which consists of the strategic management team, divisional heads, the director of enterprise services and training, and the head of learning resources, is responsible for implementing policies. The team and the group have made rapid progress in achieving many of the college's strategic aims.

19   Most heads manage their divisions effectively despite having heavy teaching loads. The heads have been closely involved in the formulation of the college's strategic plan and divisional plans are now emerging. Some divisional plans contain detailed objectives, a timetable for action and resource requirements but others consist of little more than a statement of intent. The assistant principals play an important role in guiding and supporting the heads of division although they have no line management responsibility for the heads. Levels of communication are good. Co-operation between divisions on staffing and curricular matters is sufficient to ensure that students obtain appropriate coverage of all the important aspects of their courses.

20   Co-ordinators have been appointed to promote across the college key issues, such as the integration of information technology into the curriculum and the literacy and numeracy support for students. The co-ordinators have made a satisfactory start although in a few areas there is a lack of clarity about their roles and responsibilities.

21   There are sound arrangements for ensuring that resources are deployed effectively. Budgets are prepared after thorough consultations between the assistant principal responsible for finance and other managers. Summaries of the college's recurrent income and estimated expenditure for 1993-94 are shown in figures 4 and 5. Actual revenues and costs are compared regularly with the budgeted figures and reasons are sought for any significant discrepancies. The college's computerised financial information system facilitates the production of detailed and timely reports for governors and managers. The college is making

satisfactory progress in defining unit costs for each of its courses and expects to have completed this task by January 1994. The college's unit of funding for 1992-93, inherited from the local education authority, is recorded in the FEFC report, *Funding Allocations, 1993-94*, as £2,606 per weighted full-time equivalent student. This is above the median of £2,436 for general further education colleges and tertiary colleges.

22   Data relating to students are held on the Further Education Management Information System (FEMIS). The college is making increasing use of the system to prepare reports for managers and course teams to assist decision making. However, the college recognises that heads of division urgently need computerised access to the system if it is to be used to best effect.

23   Statistics on retention rates, examination successes and destinations of students are collected routinely. The use of performance indicators to guide the divisions is increasing. Enrolment targets are set in consultations between divisional heads and senior managers. The college is in the process of setting targets for examination pass rates, student retention rates and the income from courses provided for industry and commerce.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

24   The staff of the college are working hard to improve the systems for recruiting, supporting and guiding students. However, there is a need to ensure that these systems become more effective and are adopted by all divisions.

25   The admissions and enquiries unit offers a friendly and effective introduction to the college. The links between the unit and the divisions could be strengthened to ensure that potential students receive detailed information on specific courses. Many students are attracted to the college by its reputation or as a result of attending open days and other promotional activities. The college has opportunities for potential students to undertake short, 'taster' courses in a variety of subjects. These, together with school link programmes funded by the TVEI, provide good opportunities to experience life at the college. A guidance service has been established to give independent advice on education and training to unemployed adults.

26   Procedures for interviewing students are not uniform across the college. Most, but not all, full-time students are interviewed. Although college guidelines for interviewing have been established, there is considerable variation in practice across divisions. Students are given the opportunity to transfer between courses up to six weeks after enrolment.

27   Systems have been put in place recently to assess and accredit the learning and experience that students have acquired before entering the college. Currently, these procedures are not widely applied across all

divisions although awareness of them is being improved through staff-development activities.

28   There are guidelines for the induction of full-time students to which all of the induction sessions inspected adhered. They provide for an effective introduction to the college and its courses. The guidelines could usefully be extended to cover part-time students. The documentation which students receive in relation to recruitment and induction is good. There are sound procedures to evaluate the effectiveness of the college's recruitment and induction procedures.

29   A system to diagnose the support in basic skills which some students require is being piloted through a project sponsored by the Adult Literacy and Basic Skills Unit.   Learning support for students is delivered in the college's flexible-learning centre and additional support for full-time students is being provided in mainstream courses where required. The learning support available for non-English speakers is limited. The cross-college co-ordinator for learning difficulties and disabilities is improving the quality of the college's response to the needs of individual students.

30   The college has no formal policy or common approach to the provision of academic and pastoral tutorials. All full-time students are assigned a tutor, who has responsibility for ensuring that they receive appropriate support, but practice is not consistent across the divisions.

31   The college's capacity for counselling students on welfare matters is limited. Two counsellors are available for a total of only eight hours each week which is insufficient to meet the demand. The quantity of information and advice on careers and higher education, available through the local authority careers service and the college's careers guidance co-ordinator, is inadequate.

TEACHING AND THE PROMOTION OF LEARNING

32   Most courses are carefully planned by the course teams, have clearly defined aims and meet the needs of students. In general, the schemes of work for individual subjects reflect the overall aims of the courses. Documented programmes of study are usually distributed to the students but most of these lack sufficient detail to offer students effective guidance in the planning of their studies. For example, the programmes of work given to BTEC national diploma students in business and finance comprise only a list of topics and a brief outline of related assignments. In contrast, those for the GNVQ intermediate course in business are comprehensive and set an excellent standard. They provide models which could, with benefit, be extended to other areas of work. In most cases, assessed work forms an integral part of the course and students' tasks are spread evenly throughout the year.

33   Overall, the work inspected had more strengths than weaknesses. Of the 123 teaching session inspected, 66 were graded 1 or 2, and 47 graded 3. There were 10 sessions in which the weaknesses of the work clearly outweighed the strengths.

34   The quality of teaching in business, management and professional studies, leisure and tourism, languages, science, engineering, health and social care, communications, numeracy and access courses was, generally, good. Lecturers had a sound knowledge of their subject and of current developments in their area of work. Most classes were well prepared and the planned activities were stimulating and challenging. The focus of the lesson was clearly understood by students and the progression from earlier sessions was evident. In the majority of classes, the lecturers catered effectively for the differing learning needs of the students. There were ample opportunities for students to confirm their understanding of key concepts and to practise newly-acquired skills. Practical classes in science and engineering were also of a high standard and benefited from good support from technicians. Homework was often used to accelerate the progress made by students. Relationships between the lecturers and students were good.

35   Although there were some strengths in the teaching of students with learning difficulties, there were also significant weaknesses: for example, insufficient account was taken of the varying ability levels of students. In hairdressing, the provision had many weaknesses. The lecturers' management of classroom activities was poor, students arrived late for lessons and disruptive behaviour in classes went unchecked.

36   Students in most areas of work are encouraged to take some responsibility for organising their own learning and for working independently. The college's new centres for open-access computing and flexible learning are designed to assist this approach. If best use is to be made of these facilities, then some students would benefit from a course designed to enhance the study skills they require for independent learning.

37   Most full-time students have an opportunity to gain experience of working in a firm or other organisation. The good links which the college has with industry, commerce and the local community have resulted in a wide range of work placements. The activities undertaken by the students, whilst on placement, are integrated well with other elements of their course. On part-time programmes, the experience of the workplace which part-time students are able to bring to their studies is effectively used by lecturers to reinforce the learning of the whole class.

38   Assessed work is of an appropriate standard and clearly relates to the objectives of courses. It is marked consistently and fairly. Teachers usually provided students with helpful comments on their written work but in some cases there was little or no guidance to students on how their work might be improved.

39   On most courses, the progress which students are making is clearly recorded by the tutors and discussed with the students. With the exception of hairdressing, the acquisition of NVQ competencies is recorded in a detailed manner. Well-publicised procedures are in place to enable students to appeal against assessment results.

STUDENTS' ACHIEVEMENTS

40   Students achieve high standards of work in business, management and professional studies, science, social care, travel, leisure and modern languages. High standards are also attained by students with learning difficulties. Achievements in health care and engineering are more variable but, generally, satisfactory.   Although the achievements of students in hairdressing are adequate, poor record keeping by the staff has led to the temporary withholding of NVQ level 2 accreditation from all the full-time students by the City and Guilds of London Institute (CGLI).

41   In the sessions inspected, most students were highly motivated and worked hard. They acquired relevant knowledge at a good rate and were able to apply this to the analysis of information and the solving of problems.   Most students participated confidently and productively in practical and discussion activities, a feature encouraged by the good relationships which exist between lecturers and students.

42   Communication and presentational skills are being effectively developed and modern language students are benefiting from opportunities to practise their oral skills. Working on tasks in small groups is a feature of many courses and most students quickly acquire the skills necessary for effective teamwork. The majority of students acquire appropriate organisational and note-taking skills which allow them to study effectively. Nevertheless, the study skills of some students could be improved substantially.

43   In general, students' written work is of an appropriate standard and most of it is well presented. Students, other than those on lower level courses, word process many of their assignments.

44   The proportion of students who successfully complete their studies is satisfactory or good on most courses. There are many examples of programmes where the pass rate exceeds the national average. For example, 80 per cent of the students enrolled on the certificate in supervisory management, validated by the National Examination Board for Supervisory Management, successfully completed the course. This compares with a national pass rate of 65 per cent. On the BTEC national certificate in mechanical and production engineering, 78 per cent of students successfully completed their course in 1993 against a national average of 60 per cent. The pass rate on the BTEC national certificate in science in 1993 was 80 per cent compared with a national rate of 65 per cent.

45   Despite the generally favourable picture presented by completion and pass rates, a few programmes have low success rates. For example, in addition to the non-accreditation of full-time students on the CGLI hairdressing course, only 13 out of 60 students on the BTEC first diploma in engineering obtained an award in 1993. Recently-published national league tables indicate that in 1992 -93 the college achieved a pass rate of 70 per cent for 16-18 year old full-time students following BTEC and

CGLI courses. This compares with a pass rate nationally of 80 per cent. However, the college's pass rate did not include students who were referred in their examinations and subsequently passed. When these students are included, the pass rate rises to 87 per cent.

46   Preliminary data available at the time of the inspection indicates that the majority of full-time students who completed their courses in 1993 progressed either to full-time further or higher education courses or to permanent employment. Less than five per cent were unemployed at the time the survey was carried out and approximately 18 per cent of the students had progressed to higher education. A large proportion of these had completed BTEC national diploma programmes in engineering and science. In contrast, relatively few students from the national diploma in leisure studies and none from the Royal Society of Arts business administration level 3 programme went on to higher education. Most of these students secured full-time employment at the end of their course.

QUALITY ASSURANCE

47   The procedures for reviewing and evaluating courses are thorough and well understood by staff. All course teams are required to monitor the successes and failures of their courses. There are regular review meetings, informed by the views of students, the reports of moderators and assessors, the opinions of employers and the results obtained by the students as they complete the various stages of their course. Whilst the process has been adopted by all courses, the quality of implementation is not consistent across the college, or even within divisions.

48   A co-ordinator has been appointed to develop quality assurance processes further. The senior managers of the college are committed to the establishment of total quality management. Currently, however, the only formal mechanism for quality assurance is that for reviewing and evaluating courses. The quality of services, such as learning resources or catering facilities, which are provided outside the divisions, is monitored indirectly through the course review process. The extent of such monitoring has been limited.

49   A document describing the college's commitment to serving its clients is displayed prominently in the reception area. Reference is made to the complaints procedure described in detail in the handbook distributed to all students when they begin their course. It contains the college's charter for students along with a range of practical information. The Charter for Further Education is readily available within the college and there are plans to display enlarged sections of it in public areas. The students' charter working group is considering ways in which the college's commitments to its clients can be made even more explicit and better publicised.

50   The staff-development policy is designed to support the achievement of the objectives described in the business plan for the college as well as the professional development of individual members of staff. Line

managers are being trained to implement an appraisal system but at present only a small proportion of staff have been appraised. When fully implemented, the annual appraisal system will contribute to the assessment of the training needs of staff. The college has decided to apply for 'Investors in People' status. However, planning for this had not progressed significantly at the time of the inspection.

51   Until recently, the priorities for staff development were focused mainly on the individual needs of teaching staff. In particular, teachers were encouraged to attend external courses. The college is currently extending its staff-development programme to all staff , broadening the range of activities undertaken and linking the identification of individual needs to the college's priorities for development. The appointment of a staff-development co-ordinator and the establishment of a staff-development committee should assist these moves.

52   Current staff-development priorities address some important issues which include an induction programme for all new staff, a mentor system for new lecturers, the assessment and accreditation of skills possessed by support staff, and the acquiring of assessor awards by teaching staff. An in-house programme of staff-development events has been well attended by lecturers. Some of the activities are being externally accredited, as in the case of the management development programme for divisional managers.

RESOURCES

53   The lecturers are appropriately qualified for the teaching they undertake. Many of them have recent and relevant industrial or commercial experience. Approximately 22 per cent of the teaching hours are delivered by part-time staff. In some curriculum areas, the contribution made by part-time lecturers is high and this increases substantially the administrative workload on full-time lecturers. There is an adequate number of technical staff to support teaching. In those areas where students are being encouraged to make use of new facilities for independent study, the demand for technical support is increasing. The college should review the allocation of technical staff and the extent to which staff are equipped to provide students with guidance which reflects developments in curricula and methods of working.

54   The college provides an attractive environment for students. The classroom accommodation is satisfactory. The college has a rolling programme for redecorating and refurbishing classrooms including those in the huts next to the main college building. Most laboratories and workshops are well organised and spacious. Those used for science courses are of a good standard. Many of the laboratories and workshops used by engineering students have associated study areas which enable lecturers to manage their teaching effectively. Given the rise in the number of students, the refectory and common room accommodation is inadequate. The college is currently formulating a strategy to develop its

premises to accommodate planned increases in the number of students.

55   All the teaching sessions inspected took place in accommodation of an appropriate size. A space-utilisation survey has resulted in a strategy for the more effective management of teaching accommodation. Access for students with physical disabilities is satisfactory although a few areas of the college present difficulties for students using wheelchairs. If present plans are fulfilled, the entire college will be accessible to students with physical disabilities within two years.

56   The library provision has significant weaknesses and these are reflected in critical comments by students. The book stock is limited in areas such as business studies and modern languages and it does not adequately support the requirements of the growing number of students on higher education programmes. There are insufficient study spaces for the number of students enrolled and there are few audio-visual aids. The strength of the links between library staff and course teams is variable. In response to these problems, a senior post has been created recently which carries the responsibility for co-ordinating the development of learning resources across the college as a whole.

57   The specialist equipment used to support teaching and learning is, generally, good. However, the college does not have a system for considering the replacement of costly items of capital equipment. A particular strength of the college is its modern computing equipment although the absence of networks linking the computers is unusual. The equipment used to support the science provision is of a very high standard and there is a wide range of equipment available in engineering. In contrast, the language laboratory is poor; there are insufficient sports facilities for students on leisure courses, and there is a lack of modern vehicles to support the work in motor vehicle engineering.

CONCLUSIONS AND ISSUES

58 Bromley College is making good progress towards achieving its mission. The particular strengths of the college are:
•   the broad range of vocational courses which offers ample scope for progression
•   the effective governance and good management of the college
•   the good teaching in most subjects
•   the good practical sessions in science and engineering, well supported by technicians
•   the increasing encouragement to students to take some responsibility for organising their own learning
•   the success rates in examinations, which are satisfactory or good on most courses
•   the sound record of students proceeding to higher education or full-time jobs
•   the good computing facilities
•   a welcoming environment which is conducive to effective learning.

59 The college has to make improvements in the following areas if it is to raise further the high standards being achieved by its students:

- the quality of the hairdressing provision
- students' success rates on some programmes of study
- access to the management information system for essential users
- the further development of quality assurance procedures and their consistent implementation.
- the consistency of interviewing procedures and tutorial support
- the bookstock and facilities for study in the library.

FIGURES

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

Figure 1

Bromley College: staff profile (1993-94)
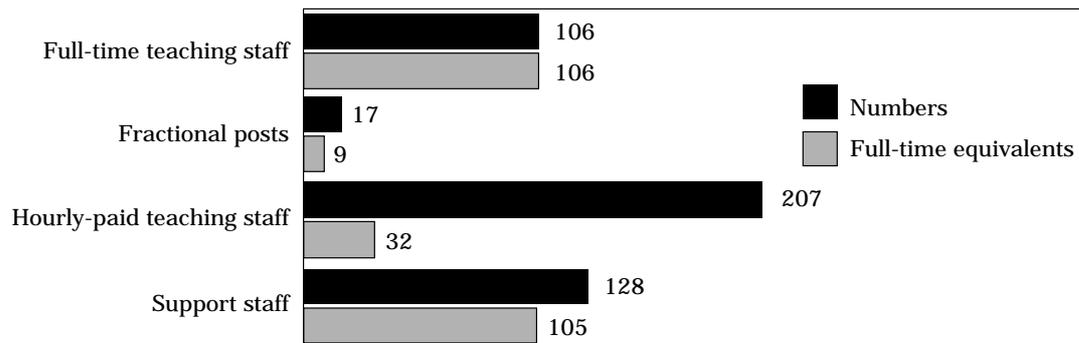
Figure 2

Bromley College: enrolments expressed as full-time equivalents by level of study (1993-94)

Full-time equivalent enrolments
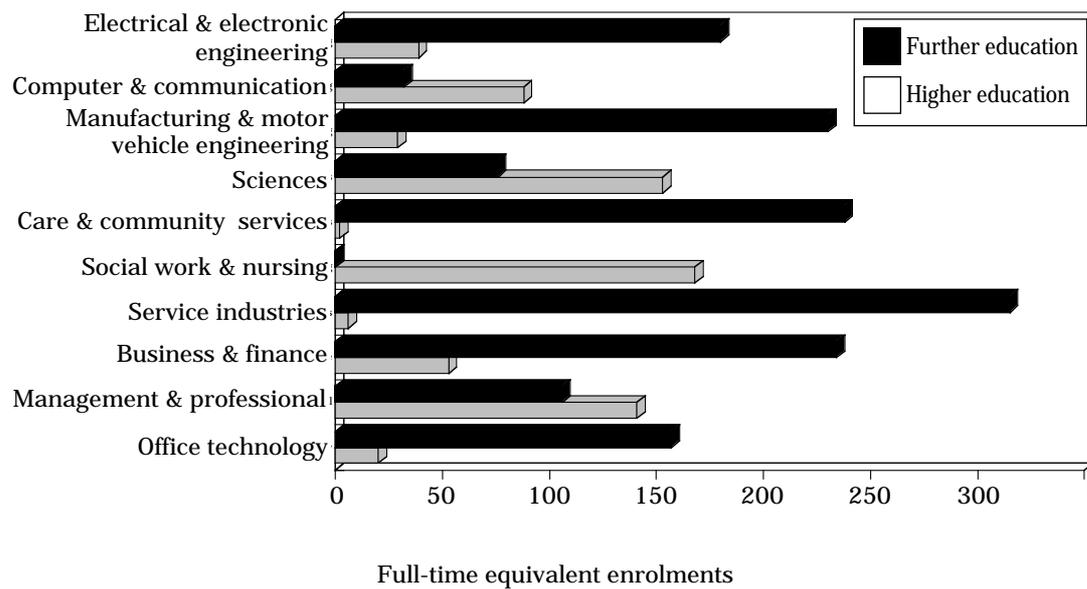
Figure 3

Bromley College: enrolments expressed as full-time equivalents by mode of attendance (1993-94)

Full-time equivalent enrolments
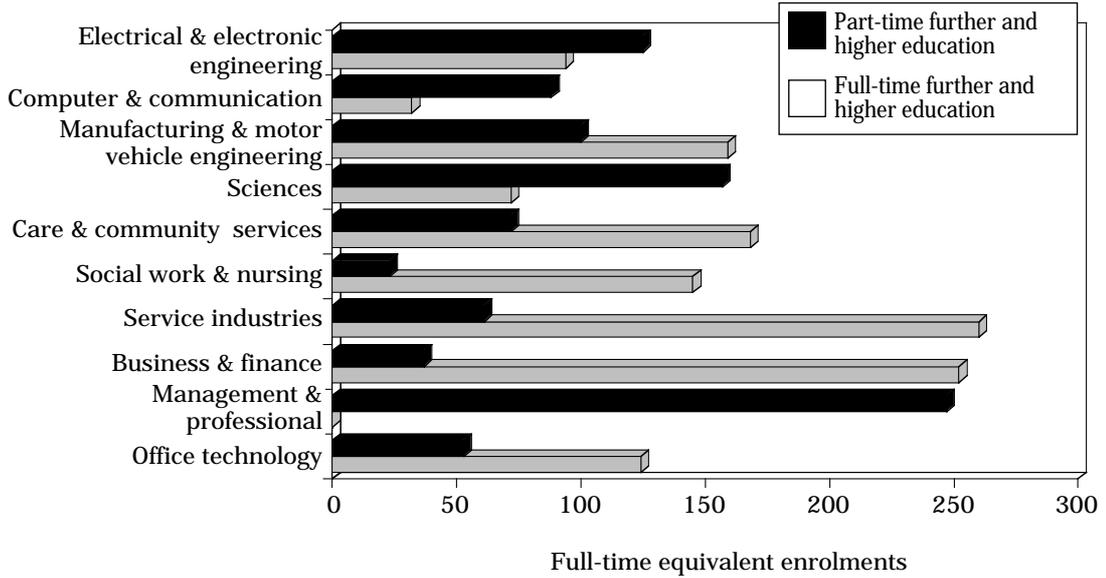
Figure 4

Bromley College: recurrent income (1993-94)

Total recurrent income: £8.3m
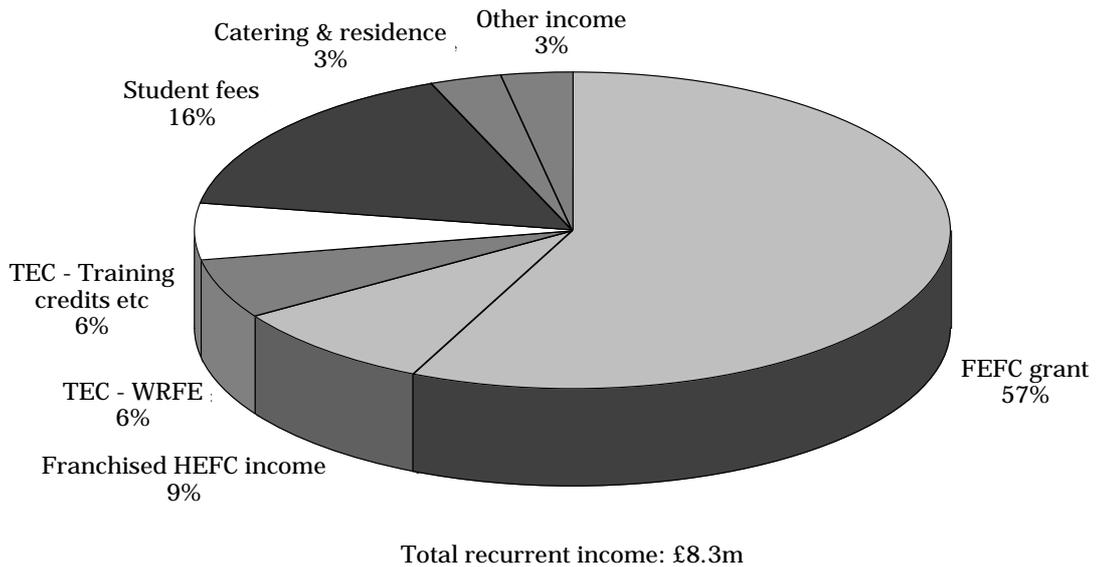
Figure 5

Bromley College: estimated expenditure (1993-94)

Total estimate expenditure: £8.3m