

**REPORT  
FROM THE  
INSPECTORATE**

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# **Cambridge Regional College**

**July 1995**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

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

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

### **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.*

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# FEFC INSPECTION REPORT 81/95

**CAMBRIDGE REGIONAL COLLEGE**  
**EASTERN REGION**  
**Inspected August 1994 - March 1995**

## Summary

Cambridge Regional College provides a wide range of vocational and general education opportunities for young people and adults. Courses are marketed effectively. There are strong links with local schools. The governing body provides clear and decisive strategic direction for the college and has successfully supported the development of rigorous financial, personnel and management procedures. The management of staff and physical resources is effective and efficient. The college has successfully planned and implemented a wide range of NVQ and GNVQ courses. Students have access to a comprehensive range of students' services. Teaching and learning are generally sound but the support for basic skills in numeracy and literacy is variable. Results in GCSE and GCE AS/A level examinations are good but students' levels of achievement on some vocational courses are unsatisfactory. Many of the college's students go on to further and higher education. There is a high level of staff development which is effectively managed. Although there is some excellent modern accommodation, many of the buildings on the college's eight sites are poor. Courses are generally supported by sufficient equipment. The library bookstock is low. The college should: improve its management information system; implement systematic quality assurance procedures; and increase the information technology facilities available to students.

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

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Science, mathematics and computing	2	Health and care, hair and beauty	3
Construction	3	Art and design	2
Engineering	2	Humanities	2
Business and management	2	Students with learning difficulties and/or disabilities	3
Office technology	3		
Catering, leisure and tourism		3	

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## **INTRODUCTION**

1 Cambridge Regional College was inspected between August 1994 and March 1995. A team of seven inspectors spent a week in the college from 13 to 17 March 1995. A further 67 inspector days were used to inspect specialist aspects of college provision. Inspectors visited over 250 classes and examined samples of students' work. They also held discussions with governors, staff, students, local employers, representatives of the local education authority (LEA), schools, and the Cambridgeshire Training and Enterprise Council (TEC).

## **THE COLLEGE AND ITS AIMS**

2 Cambridge Regional College was formed in 1988 following a reorganisation of further and higher education in the city of Cambridge. It is one of the largest further education colleges in East Anglia and nationally. It draws its students mainly from the city of Cambridge and the surrounding rural area. The two other further education colleges in Cambridge are Hills Road Sixth Form College and Long Road Sixth Form College. The Cambridgeshire College of Agriculture and Horticulture has a site five miles north of the city, close to the Kings Hedges site of Cambridge Regional College. The nearest college of general further education is in Huntingdon, about 15 miles away. Most higher education in the city is provided by Cambridge University and Anglia Polytechnic University.

3 There are 18 maintained secondary schools in the college's immediate catchment area. Three of these have sixth forms and one other is proposing to develop a sixth form. In addition, five independent schools in the area all have sixth forms. There are also six secondary schools catering for students with learning difficulties and/or disabilities, four of which offer post-16 provision. In 1994, 77 per cent of 16 year olds in the Cambridge area continued in full-time education.

4 In Cambridge, the progression of young people from school to further education is co-ordinated by a consortium of 23 schools and the four further education colleges called the Cambridge Collegiate Board. This arrangement provides common applications procedures for post-16 courses and co-ordinates the guidance and information services between the schools and colleges. Independent schools are not part of the Cambridge Collegiate Board.

5 The population of Cambridgeshire is about 645,000, including 92,000 resident in the city of Cambridge. Minority ethnic groups, mainly of Asian ethnic origin, make up 1.6 per cent of the population in the county. The main areas of employment are education, health and local government. Other major sources of employment are distribution, business services and engineering. Included within engineering are high technology areas such as electronics and computer services which are well established in Cambridge. In the year to November 1994, unemployment rates in Cambridgeshire decreased from 7.6 per cent to 6.2 per cent which was below the national average.

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6 In the academic year 1993-94, nearly 10,000 students enrolled at the college. Of these nearly 3,500 students were attending full time. The college achieved a growth of 8.7 per cent in enrolments compared with the previous year, exceeding its target of 8 per cent.

7 In 1993-94 the college sponsored adult education in 19 schools and village community colleges in the Cambridge area. Most of this work was formally transferred to the college in August 1994. The courses are now co-ordinated by the college external liaison unit. There are over 4,000 enrolments in these schools and community colleges on evening and daytime classes representing over 14,000 taught hours. This work is expected to be a significant area of growth and the college is developing the curriculum and progression opportunities provided by the centres.

8 Courses are provided in all FEFC programme areas except agriculture and are available from foundation to advanced level in most. Enrolments by age and level of study are shown in figures 1 and 2. Enrolments by mode of attendance and curriculum area are shown in figure 3. The curriculum is managed through three faculties: business and service industries; general education; and science, health, design and technology. Each faculty is organised into schools responsible for delivering a range of courses.

9 There are 185 full-time (about 175 full-time equivalents) teachers, including fractional appointments. There are an additional 192 teachers working part time and 256 staff who support the work of the college in administrative, technical and clerical positions. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

10 The college mission is to be the leading provider of high-quality further education in mid-Anglia to meet the needs of individuals, employers and the community. In addition, it aims to promote quality in all aspects of its work, offer equal opportunities for all, increase access to its programmes and provide a welcoming and supportive environment for all students.

## **RESPONSIVENESS AND RANGE OF PROVISION**

11 The range of courses reflects the college's aim to provide vocational and general education which meet the needs of individuals, employers and the community. A large number of courses are offered leading to National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs). These provide wide choice and good opportunities for progression. There is a particularly wide range of courses in science and technology. Although there is intense competition from two local sixth form colleges, Cambridge Regional College has maintained a strong portfolio of general education courses. Thirty-four subjects, including seven modern foreign languages, are offered at General Certificate of Education advanced level (GCE A level). There are 28 GCE advanced supplementary (AS) subjects and 33 General Certificate of Secondary

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Education (GCSE) subjects. The GNVQ programmes are organised to enable students to take additional studies, including GCSE English and mathematics and some GCE A level subjects. However, very few students have chosen to combine a GCE A level with their GNVQ programme.

12 The college has revised attendance requirements to enable more people to take its courses. Full-time GNVQ courses are organised on a modular basis and some students have taken advantage of the opportunity to join the courses in January. The foundation studies programme in art and design provides an example of the college's flexibility. At interviews, it became clear that a number of applicants would prefer to study part time so the course was organised to enable such students to attend for two years to achieve the qualification. There has also been some development of open and distance learning. For example, GCE A levels can be taken by open learning. This has been particularly advantageous to 20 Plymouth Brethren students who, because of their religious commitments, are unable to attend the college. The college recognises the need to develop more flexible patterns of teaching and learning across the range of its programmes but as yet there are no targets for these developments in the strategic plan.

13 The college has successfully increased the number of adults taking its courses. More adult students have been helped to attend the college by the remission of fees for full-time courses, the 20-place nursery on the Newmarket Road site and the two free bus services to outlying areas. In 1993-94, adults accounted for 20 per cent of full-time enrolments. The franchised adult and community education programmes, and the full-time and part-time access courses in science and humanities, provide an extensive range of general education opportunities. The franchised provision with 18 schools and community colleges is planned jointly with the LEA and the schools, taking into account the community education policies of the LEA. Through its education liaison unit the college co-ordinates an area plan for adult learners which enables co-operation between institutions on fee policies and marketing. It also provides common arrangements for enrolments, examination entries and course monitoring. This aspect of the college's work has significantly increased access to accredited qualifications and reflects its strong working relationship with local schools.

14 There is a wide range of courses for students with learning difficulties and/or disabilities, and those with emotional and behavioural difficulties. The college is responsive to the needs of the community and there is significant liaison and joint work with external agencies. Over 300 students enrolled in the current year have an identified disability and/or learning difficulty. Specialist support is given to students with sensory impairment, dyslexia and other specific disabilities. There are effective and extensive links with a range of external agencies and continued development of new provision. Close co-operation is maintained with three special schools to provide vocational link courses which allow students to progress to the

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college. For example, a catering short course in one school provides a well-structured learning programme and an effective introduction to the college. Insufficient emphasis is given to developing links in other vocational areas and to the integration of students with learning difficulties and/or disabilities with other students on mainstream vocational courses.

15 The college is an associate college of Anglia Polytechnic University and works closely with it to promote access to higher education. Students are able to progress easily from college courses to the university. The limited provision of higher education courses reflects the college's strategy to focus on further education, acknowledging the extensive higher education provision elsewhere in Cambridge. A higher national diploma and certificate in business, a certificate in education and five units from a psychology degree are currently franchised from Anglia Polytechnic University.

16 Liaison with schools is well established and effectively co-ordinated by the college education liaison unit. The unit has a clear business plan which incorporates targets, quality monitoring guidelines and a calendar of action. Vocational curriculum links are established with some schools, for example, intermediate GNVQ in health and social care is franchised to Soham Village College. In addition to its responsibility for franchising, the liaison unit also works closely with schools and other colleges under the arrangements administered by the Cambridge Collegiate Board.

17 College marketing is well resourced and effective. A college unit works with course tutors to organise marketing activities throughout the year, including a range of open days, taster days and parents' evenings. The college secures a high level of press coverage and an increasing amount of radio air time. Staff in the unit have clear roles which cover marketing, public relations and writing text for press releases and publicity material. The unit carries out comprehensive student attitude surveys and it has researched the performance of competitors as perceived by first-year college students. Market research findings are used to inform curriculum planning and other aspects of the college's work. The full-time and part-time prospectuses are attractive and easy to read. However, the full-time prospectus would be improved by information on the location of courses, site maps, and details of the costs of materials and field trips.

18 The college has a wide range of industrial links resulting from its NVQ programmes, work experience contacts, youth training and full-cost work. There is a need to improve links with industry in some curriculum areas. The college has replaced its former industry advisory panels with a new governor liaison panel intended to form task groups of staff, governors and industry representatives to address specific issues. Employer representatives regard the college as professional and efficient. Although the extent of full-cost work is limited, the portfolio is expanding. For example, a recent initiative has provided tailored courses for county council employees in the building maintenance department. There is also a strong



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link with the local healthcare trust, for whom the college has provided in-house NVQ training and is currently providing Training and Development Lead Body training for 60 trust employees. The college should co-ordinate the separate faculty approaches to industry, particularly in respect of work experience placements.

19 The college has responded well to national targets for education and training and is regarded by Cambridgeshire TEC as the major contributor to their achievement locally. Current training contracts are for nearly 10,000 training weeks and cover both youth training and training for work for employed and unemployed adults. The college has reduced adult training in the current year as a result of changes in funding levels. It plans to use European Social Fund allocations and TEC contracts to provide a wider range of training and assessment opportunities for unemployed adults. The TEC regards the college as an effective, responsive and high-quality training provider.

20 There is a clear commitment to equal opportunities set out in the policy 'towards equalising opportunities'. Equal opportunities are given a high priority by college management. The implementation of the policy is the responsibility of the associate principal (human resources) who is supported by a representative committee of both teaching and support staff. This committee presents an annual report to the academic board and the governing body and is active in developing policies and projects. It has proposed a harassment policy and a project on access for people with disabilities. It has also been able to influence detailed aspects of college work, for example the content of standard letters to students, checking their residential status.

#### **GOVERNANCE AND MANAGEMENT**

21 The governing body has 14 members including the principal. Most of the members are senior executives in local business or industry. Four are company directors with expertise in business management and finance. There are also members from the trade union movement, the CBI, the Institute of Management, the local Chamber of Commerce and the local TEC. One member has particular expertise in personnel management. Community interests are represented by the head of a local 11-16 school who is also a member of the Cambridge Collegiate Board. There is an elected staff member and a student member. However, some sections of the community are not represented on the governing body; there is no representative of higher education, no female members, and no members from minority ethnic groups.

22 The governing body has a strong commitment to the advancement of the college. This is illustrated by the continuity in membership of the board and the high levels of attendance at meetings. The expertise, enthusiasm and determination of members of the governing body have been significant factors in the successful realisation of new building

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developments. Members have a clear view of their strategic role. They have a high regard for the principal and entrust the management of the college to him and his senior management team. The board has yet to set criteria for monitoring its own performance.

23 The governing body has established three committees: the policy and resources committee, the audit committee and the remuneration committee. The committee structure forms an efficient and effective way of dealing with the business of the governing body. Papers, minutes and other documentation relevant to the work of the governing body are of a high professional standard. Members of the governing body thoroughly scrutinise and debate issues placed before them and ensure that the policies established are those most appropriate for implementation by the college. The board also sets up working groups to deal with specific matters as the need arises. Currently there are two such groups, the strategic planning working group and the building programme working group. In addition the governing body has created two liaison panels to establish and maintain contact with local employers and support agencies.

24 Members of the governing body have played an active role in the development of the strategic plan. The plan is supported by operating statements which identify annual targets and responsibilities for action and monitoring. These have resulted in the successful development of the college's work: there has been sustained growth in enrolments; the range of programmes has been extended; and there have been significant improvements in accommodation. All members of staff have the opportunity to contribute to the development of the strategic plan through whole-college staff conferences, and the views of outside bodies, such as the TEC, have also been sought. Faculties, schools and cross-college services have development plans shaped by the strategic plan and the operating statements. However, some of these plans do not contain sufficient details of the resource requirements needed for their implementation. They also lack targets that could be used to monitor progress during the period of the plan.

25 The college management team comprises the principal, vice-principal and five associate principals. The principal has a clear vision for the development of the college and employs a consultative management style. The senior and middle management structure is clear and well understood. One of the associate principals has overall responsibility for the curriculum and four are responsible for the following cross-college activities: external relations, client services, human resources, and finance and administration. A high level of resource has been assigned to the development of cross-college services. For example, the college commitment to external relations is shown by the appointment of an associate principal (external relations), supported by four well-resourced units for marketing, education liaison, company services and regional training services. This area of work is well managed and presents a

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consistent and highly professional image to all its external contacts. In recent years it has made a significant contribution to enhancing the image of the college in the community.

26 Curriculum delivery is the responsibility of 10 heads of school who are grouped into three faculties each led by a faculty director. Many heads of school have a significant teaching load in addition to their administrative duties. Within each school there are a number of programme and subject leaders whose roles and responsibilities are varied. The college is consulting on possible changes to structures and responsibilities at this level.

27 The academic board advises the principal on academic standards, developments, and students' achievements. There are no subcommittees to support its work. Examination of agendas and minutes reveal that it does not focus sufficiently on academic and quality issues.

28 Students' achievements are reported annually to the academic board and governing body. Their examination performance is compared with national averages for the sector and variations are followed up. Retention rates on full-time and part-time courses are monitored throughout the year, and considered at faculty and school level. Action is taken where this is necessary. Student completions and destinations are reported and monitored but the college has difficulty in getting students to confirm their status once they have left college. The college is planning to develop a set of indicators to assess its own performance in these areas.

29 Communication and consultation are carefully handled to ensure that all staff are well informed about college developments and have the opportunity to express their views. The main lines of communication are through the associate principals and the staff working to them. There are frequent team meetings at all management levels and conferences for all staff are held twice a year. Last term the staff conference was used to review the ways in which the college operates. A middle management group, comprising heads of faculty, heads of school and cross-college co-ordinators, meets twice termly to discuss major college developments. Working groups with membership drawn from across the college are used to address specific developments in policy and curriculum. A monthly briefing sheet is prepared by the principal and regular circulars are issued by cross-college support services.

30 There is effective management of physical and human resources to support the delivery of the curriculum and its development. Regular financial reports are made to the governing body who agree the annual budget and monitor financial forecasts throughout the year. A strategic finance group, consisting of the principal, vice-principal, and associate principals (finance and administration), meets monthly. Financial allocations to curriculum areas are determined from forecast enrolments and course weightings and informed by specific requirements from budget managers. Account is taken of new developments. The release of funds is

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linked to the achievement of enrolment targets as the year progresses. Allocations are clear and understood. The college is developing its systems for delegating budgets to managers but limited progress has been made in implementing this policy.

31 Summaries of the college income and expenditure for the 16 months to July 1994 are shown in figures 5 and 6. In 1994-95 the average level of funding is £19.37 per unit. The median for general further education and tertiary colleges is £18.17 per unit. The college is pursuing a number of exercises to assess value for money, including comparing its expenditure patterns with those of other colleges. The college is part of a Further Education Funding Council (FEFC) pilot to develop a system of unit costs for courses.

32 There has been limited progress in developing computerised management information systems. The college has a computer network and a number of computer systems to support financial, personnel and student-related administration. However, some managers do not have direct access to information by computer terminal and some financial information is not available across the college network to budget holders. There is no computerised support for registers, attendance monitoring or timetabling. Faculties and schools maintain duplicate recording systems because of the deficiencies in the central system. Recently, a college-wide system for monitoring attendance was abandoned owing to a failure of the software to work effectively. The college has commissioned consultants to investigate and report on the system's organisation, application and user requirements.

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

33 Students have access to a comprehensive range of support services. New arrangements for student support were introduced in 1994, led by an associate principal who is assisted by managers for client and student services. Additional staff have been appointed to careers, counselling and educational guidance roles. The arrangements for student support have been extensively reviewed. Common policies and procedures have been developed for recruitment, student induction, records of achievement and tutorial support. These have been introduced on a carefully planned basis since September 1994. There is some variability in the quality of support that students receive. Services for full-time students are more fully established than those for part-time students.

34 School leavers have access to comprehensive advice about the range of courses on offer at the college and at other post-16 centres in the Cambridge area. Information and careers education for the 14-19 age group is co-ordinated by the Cambridge Collegiate Board. Its activities include the organisation of information evenings in schools and open evenings at the colleges. There is a common admissions system. Pupils in their final year of compulsory schooling apply using a standard application

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form listing their choices of school or college in rank order. Student applications are processed in a standard way by all schools and colleges in the consortium. Each year, a detailed and helpful student guide is published which describes the courses available and the careers to which they may lead. Approximately 60 per cent of full-time students entering the college in 1994 applied through the Cambridge Collegiate Board. Students at the college, and careers teachers from the schools, speak highly of the work of the Cambridge Collegiate Board in promoting effective progression between school and college. The role of the college in providing advice on vocational programmes at open evenings held at schools is also viewed positively. There is a central admissions system within the college for dealing with applications to full-time courses. Adult students, and those from schools outside the Cambridge Collegiate Board, complete a standard college application form. Applications are logged on a central database and there is an efficient system for tracking the progress of applicants from initial application through to interview and enrolment.

35 The quality of guidance given to students at interview varies. Some adult students and careers teachers reported that interviews were sometimes too short and unstructured to provide sufficient information to enable informed choice. The college has introduced standard guidelines for interview procedures to ensure good practice throughout the institution. Recruitment procedures and procedures for providing pre-entry advice to part-time students vary across the college. The college prospectus indicates those part-time courses for which an interview is needed. Enrolment by post and telephone is possible in some cases. A college information office provides effective responses to initial enquiries. Enquiries are logged on a database and reports are provided which indicate trends in the pattern of full-time and part-time enquiries from month to month.

36 There is a standard approach to induction for all full-time students, which is based upon a clear statement of students' entitlement. Induction includes a common component during which students attend college briefings and a freshers' fair. Students are given a standard set of college documents, including an informative student handbook which gives details of the services available. Most full-time students are also provided with attractive course handbooks, which are produced using guidelines provided centrally. They include full details of the course calendar, areas to be studied and the arrangements for teaching and assessment. On all GNVQ courses, there is a four-week induction programme during which a mix of well-structured learning and assessment activities help to ensure that students are allocated to the correct level of study. On the access to higher education courses, there is a strong initial emphasis on developing students' confidence and study skills. The induction process for part-time students is more limited and the college is developing procedures and documentation to meet the distinct needs of this group.

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37 Procedures for the accreditation of students' prior learning have been developed in some programme areas, including catering and hairdressing. However, accreditation of prior learning is not uniformly available and it has had limited application within GNVQ programmes. Students are not fully aware of the opportunities for gaining recognition of prior achievements. The college is developing its provision and a comprehensive written guide to the accreditation of prior learning is available for students and employers. The respective roles of central student services staff and lecturers in the process of accreditation have not yet been resolved.

38 There is not yet a consistent approach to diagnostic assessment and support for basic skills. An initial diagnostic assessment to identify individual students' learning needs in numeracy, communication and information technology was piloted with GNVQ students in 1994-95. There was also some diagnostic assessment of groups of GCSE and construction course students. However, for many students, identifying the need for support is a matter for themselves or for action by personal tutors. Where needs are identified, specialist guidance and teaching is arranged and students are allocated time in the flexible-resource centre. Many students are not aware of the range of specialist staff available to support their learning. A high proportion of students do not complete their programmes of study in basic skills. Some have a negative perception of learning support and some students on GNVQ courses were unconvinced of its value.

39 Students with specific learning difficulties and/or disabilities receive good support. There are specialist tutors for students who are deaf or hard of hearing, for students who are blind or partially sighted and for students who are physically disabled. More than 60 students with sensory or physical disabilities attend college programmes and receive support from specialist staff.

40 All students have a designated tutor and all full-time students have weekly tutorial periods as part of their programmes. Students speak highly of the tutoring arrangements and the quality of support they receive. A tutors' handbook outlines the college tutorial policy, provides information on student entitlement to support, and advises on the detailed planning of tutorial programmes. A common approach to the recording of student achievement, linked to the national record of achievement is being implemented. Students are encouraged to take responsibility for monitoring their own progress as they reach different stages of their courses. Tutors on many programmes are able to build upon the national record of achievement which most full-time students have been involved in at school. Records of achievement are not always maintained in some areas, for example, in office technology and science.

41 The progress of full-time students is carefully monitored by tutors. There is a system for reporting and following-up attendance and for student transfers and withdrawals. Tutors give careful attention to helping students achieve the goals recorded in their records of achievement. In

many programme areas, employers, parents and carers are kept informed of a student's progress through open evenings and written reports. However, the procedures for reporting are not uniform across the college and the quality of feedback that parents, carers and employers receive is variable.

42 There are two qualified and experienced careers advisers, both appointed in the last year, who draw upon support from the team of advisers of the local careers service. Following the publication of their GCE and GCSE results students receive well-structured guidance through a counselling service operated on a drop-in basis. The support continues after enrolment; students whose choice of courses appears unrealistic are referred for further discussion. When students are nearing completion of their course further careers guidance is provided through a series of presentations on higher education and employment opportunities. Some of these presentations also involve parents. Students also receive specific help in preparing curricula vitae and developing interview skills.

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

43 Fifty-nine per cent of teaching and learning sessions had strengths which outweighed the weaknesses. In 6 per cent, the weaknesses outweighed the strengths. The grades given to the sessions inspected are shown below.

#### **Teaching sessions: inspection grades by programme of study**

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE AS/A level		7	26	18	1	0	52
Access		3	8	4	0	0	15
GNVQ		9	12	17	0	0	38
NVQ		2	13	15	3	0	33
BTEC		12	24	13	5	0	54
C&G		0	4	4	0	0	8
Other vocational		2	12	7	2	2	25
SLDD/basic education		5	9	10	2	1	27
Adult non-vocational education		0	2	1	0	0	3
<b>Total</b>		<b>40</b>	<b>110</b>	<b>89</b>	<b>13</b>	<b>3</b>	<b>255</b>

44 Most classes were effectively managed. Teachers used a variety of teaching and learning methods to maintain students' interest. Schemes of work and lesson plans were clear. Students' progress was carefully monitored during classes. Assignments and handouts were well presented. Students were set work regularly and this was promptly marked. Marked work usually contained helpful comments and was graded fairly.

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45 Science teaching was well planned. In physics, the use of self-learning materials enabled students to gain a good understanding of electricity. Students were able to work at their own pace and gain in confidence and understanding. In mathematics classes, there was little opportunity for students to determine their own programmes of study or to work at their own rates. The range of teaching methods used on GCSE courses was too narrow. There was some carefully-planned practical work in mathematics for sport science courses. The amount of additional learning support for mathematics is inadequate.

46 In computing and information technology the quality of teaching and the promotion of learning was generally good. The use of well-produced workbooks enabled students to acquire effective basic skills. However, there was insufficient difference in the level of work between intermediate and advanced courses in information technology. Some students have limited access to information technology facilities out of class hours and there are insufficient demands on some students to use their information technology skills in other subjects. On the Business and Technology Education Council (BTEC) computer studies course, students' work is carefully related to industrial practice. There is an appropriate emphasis on using industrial standard software and the development of important workplace skills, such as communications. Project work provides opportunities for students to apply programming principles to meet the requirements of real clients.

47 In construction, the quality of teaching and the promotion of learning was satisfactory in the majority of classes. However, some lessons were insufficiently challenging and failed fully to extend students' skills, knowledge or understanding. The pace of work was too slow and too much reliance was placed on using learning packs. In some well-planned and well-managed classes, students undertook appropriate tasks and were encouraged to work on their own with the lecturer intervening appropriately when students needed help. On craft courses, teachers kept detailed records of students' achievement and regularly informed them of their progress. Course teams effectively assess the needs of their students at induction and provide suitable support for students with learning difficulties and/or disabilities.

48 In most engineering classes, the teaching was of a high quality and work was carefully matched to students' ability. Lecturers had a sound knowledge of their subject. Theory was related to practical applications and this helped to sustain students' interest. Some good use was made of appropriate visual aids. Attendance is carefully monitored and employers are promptly informed if part-time students are absent. For full-time students a letter is sent to their home address. Insufficient attention was given to developing core skills, including the use of information technology and techniques for working alone on resources designed for that purpose.



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49 In business and management studies, teaching was generally effective and the objectives of the majority of lessons were achieved. In lessons for the advanced GNVQ, students worked from well-prepared resource materials. Tutors concentrated upon the application of theory to real business situations and used case studies and student quizzes to encourage high levels of student participation. In some sessions the pace of the work was too slow and in a significant number of classes teachers paid inadequate attention to checking students' understanding.

50 Most business administration lessons were well prepared and classwork was supported by work experience. However, the teaching lacked sufficient variety and competences were insufficiently assessed in the workplace and in the training office. Little attention was given to developing individual plans for learning. Some classes were inadequately planned and some lecturers did not have sufficient knowledge of their material or of the computer network. Portfolios of students' work were well organised and neatly presented.

51 In hotel and catering, the teaching of practical work was generally good. Practical lessons had clearly-stated aims and objectives and were set in the context of knowledge previously gained. There were good realistic working environments which enabled teachers to assess students' practical skills. Lessons were planned so that students were challenged and had the opportunity to develop the personal skills needed for working with others. Theory classes were less effective. The material taught was sometimes above the level required and insufficient account was taken of students' previous level of knowledge and understanding. Students spent an excessive amount of time copying information from the board or overhead projector. Assignments lacked analytical and evaluative dimensions and there was not enough guidance given by lecturers on the standards required for different grades.

52 Lecturers in leisure and tourism demonstrated a good knowledge of their subject. Students' interest was maintained by the variety of learning activities and by the relevance of the material to their intended careers. Students have insufficient opportunity to develop skills in a realistic travel office or to use the sports hall to gain experience of the management and marketing of leisure facilities. Information technology skills and the use of compact disk read-only memory (CD-ROM) databases is effectively developed in first-year groups but more use needs to be made of leisure and tourism information technology systems in the second-year, full-time courses.

53 Most classes in health and social care were based on well-structured presentations by the lecturer. However, there were few opportunities for students to demonstrate and develop their abilities through activities. Where these opportunities were afforded, students found the lessons more interesting and they were able to use their own experience and learn from each other. Insufficient attention was given to relating theory to practice.

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However, on the National Nursery Examinations Board (NNEB) nursery nursing course some good links were drawn between students' work placements and classroom work. Appropriate help was given to adults who attended some of the full-time sessions in the management of care and some pre-school playgroup courses. These classes involved mature discussion and purposeful activities. Lecturers provided insufficient feedback to students on their assessed work and often omitted to correct grammatical and spelling errors.

54 In hairdressing and beauty therapy, students made use of well-managed, realistic working environments in professionally equipped salons. Teaching was well planned and students' work was effectively supported by teams of teaching and technical staff. Students' level of competence was regularly assessed through their practical work and in written tests. Good records are kept showing the stage and level that each student has reached. The development of core skills was not sufficiently related to students' other work.

55 Teaching and the promotion of learning in art and design were generally of a high standard. Work was carefully matched to students' abilities. Relationships between staff and students contributed to a lively working environment. In a few instances, some of the students received insufficient guidance. Too little emphasis was given to the development of drawing skills, and life drawing relied too much on the use of pencil/charcoal rather than a range of multi-media techniques. Some design layouts were also poor. A good level of additional support was provided for adults. Mature students were able to negotiate learning programmes which reflected their individual needs and attendance patterns.

56 The teaching of humanities subjects was generally effective, confident and carefully planned. Lessons were well organised, provided appropriate stimulus to students and developed their knowledge and understanding. In a GCE A level sociology class, students participated in a variety of activities to explore general and sociological perspectives of the family. Groups were carefully selected to mix adult and 16-19 year old students to encourage better small-group discussion. A confident tutor sequenced the content and activities in such a way that students gained a good understanding of research findings. The session was supported by effective use of learning aids, well-structured notes on the whiteboard and good-quality handouts.

57 Learning workshops for mathematics, communications and English are established at the city centre sites. Similar facilities are available in the flexible-learning centre at Kings Hedges and, to a limited extent, at the Country Centre. Learning materials are available during normal college opening hours and subject specialists are on hand at each centre at specified times. Some courses, for example health and care, arrange for specific periods in the workshops. Fifty per cent of the scheduled GCSE

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mathematics and English subject hours are timetabled in the workshops for supported self-study. The workshops are not yet well publicised or integrated with other arrangements for student support. However, their use is increasing and students speak enthusiastically of the individual help received.

58 Some of the teaching for students with learning difficulties and/or disabilities was inadequately matched to students' needs. However, most classes were well structured, work related and provide appropriate opportunities for the students to develop their skills and to learn new ones. There were positive working relationships between staff and students. All students benefit from work experience built into their courses. A lesson on budgeting in the 'Contex' course was related to students' own experience of shopping and cooking. Copies of till receipts were used and students were taught to check prices and to gain familiarity with till receipts. Menus had to be priced and decisions made as to whether they were within the students' budget.

59 There is effective support for students with learning difficulties and/or disabilities on vocational and academic programmes. In art and design courses, students with learning difficulties are fully supported following diagnostic testing. A student with a severe hearing impairment on the GNVQ advanced programme had the full-time support of a specialist in sign language. The specialist had obtained the BTEC national diploma in general art and design the previous year and was able to provide relevant support to the student. Information to staff about the support and curriculum needs of students with learning difficulties and/or disabilities is sometimes lacking, particularly for part-time staff.

### **STUDENTS' ACHIEVEMENTS**

60 There were 435 students over the age of 19, and 264 students aged 16-19 who entered one or more GCE AS/A levels in 1994. The overall college pass rate was 77 per cent with 41 per cent of students gaining grades A-C. These results compare favourably with the 1994 provisional pass rates for students of all ages from general further education colleges: 68 per cent at grades A-E and 36 per cent at grades A-C. Students aged 16-18 years entered for these examinations scored on average 3.7 points per entry (where A=10, E=2). This score places the college in the middle third of colleges in the further education sector on this measure of performance based on the data in the 1994 performance tables published by the Department for Education.

61 Pass rates in science at GCE A level are generally good although there is a low proportion of high grades in some science and mathematics subjects. Good results are achieved in biological sciences. In computer studies, 89 per cent of students passed the examination and a significant proportion achieved grades A-C. Humanities results vary between subjects when compared with national averages for the sector. Results in economics

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and foreign languages are generally good. In Spanish and English literature there were 100 per cent pass rates. Pass rates at GCE A level in business studies and art are around the national averages for general further education colleges but the proportion of higher grades is lower.

62 In 1994, the overall GCSE pass rate at grades A-C was 56 per cent compared with a sector average of 50 per cent for students of all ages. Good results were obtained in geography, modern languages, photography and drama. A high proportion of part-time students achieved A-C grades in sociology and in psychology. However, the achievements of full-time GCSE students in psychology were poor. GCSE results in sciences and mathematics were better than the averages for the sector. Sixty per cent of students taking mathematics in 1994 gained grades A-C. The results in GCSE English were below the average for the sector; only 38 per cent achieved grades A-C.

63 Of the 601 students' entries recorded in the Department for Education 1994 performance tables, 73 per cent of students, aged 16-18, in their final year of study on vocational courses were successful. This places the college in the bottom third of colleges in the further education sector on this measure of performance. The college has recently written to the Department expressing concern about perceived anomalies in the compilation of the performance table and the effect this has on descriptions of the college's performance. The college was meticulous in providing information for the Department's tables and included details of partly-qualified students.

64 Students in science enjoy their studies and demonstrate a good level of knowledge and understanding. In classes, they were supportive of one another and worked well in groups. Practical work was carried out carefully and safely. Students' responses to assignments were good. In computing classes, students responded enthusiastically and demonstrated a good understanding of computing principles. The overall standard of work produced on the BTEC national diploma computer studies course was satisfactory, and some students produced project work of high quality. However, less than half the students who start this course successfully complete it.

65 In engineering and construction crafts, students undertake practical work competently and safely. The standards of students' work is appropriately matched to their level and stage of study. Students' achievements on engineering courses are satisfactory. Examination results in City and Guilds of London Institute (C&G) construction crafts vary. Results in carpentry and joinery, furniture craft, construction services and welding are generally good whilst those in brickwork, and painting and decorating are poor with pass rates below 50 per cent. The level of success of students on BTEC courses in construction and engineering also varies.

66 The results for BTEC national awards in business studies and in professional examinations are satisfactory. High pass rates were achieved

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on the Institute of Marketing diploma case study; in 1994 and 1993, 92 per cent and 83 per cent, respectively, were successful compared with national averages of 54 per cent in each year. Students' achievements at intermediate level on GNVQ courses in business studies were poor. There are some low levels of achievement in NVQ awards in business administration; only 40 per cent of 16-18 year old students enrolled in 1994 achieved full awards. Seventy-two per cent of students over 18 years old were successful. A significant number of students who began the NVQ level 1 and 3 courses did not complete their programmes.

67 Second-year leisure and tourism students demonstrated a high level of understanding and knowledge of their subjects. Students showed that they could work effectively on their own and in groups. There were wide differences in the levels of successful completion. There were poor pass rates for the intermediate GNVQ in leisure and tourism (47 per cent) and the national diploma in travel and tourism (41 per cent) for 1994. However, 61 per cent of entrants gained the national diploma in travel and tourism in 1993.

68 Students in catering were articulate. They demonstrated good practical competences and, in some cases, organisational skills of a high standard. However, students' written work lacked originality and relied heavily on the use of checklists and documentation provided by lecturers. Students' achievements varied widely but examination results and the completion of units in 1993-94 were good. Employers comment favourably on students' performance during work placements.

69 Students' achievements were good on some courses in health and social care. All students entered for C&G qualifications achieved at least a pass. The number of passes on some BTEC courses was also high, particularly for health sciences. Overall pass rates were about 85 per cent with higher success on the C&G courses than on BTEC courses. Some of the work completed on the NNEB nursery nursing course was outstanding. Over 90 per cent of students successfully enter employment from this course. The achievements of students on the pre-nursing course including the GCSEs in health sciences and psychology were unsatisfactory.

70 Students are enthusiastic about their work in art and design and talk about it with confidence. Most develop a suitable range of technical and creative competencies supported by a good understanding of concepts. However, students are acquiring only limited competence in some essential skills in drawing and visual language. The achievement of students on the BTEC courses is good, with about 90 per cent gaining the qualifications.

71 The college's own monitoring of student destinations shows that a high proportion of students are successful in gaining places in further or higher education or employment. In 1994, over 430 students from full-time courses, about a third of all full-time students, entered universities or colleges of higher education to study for degrees or higher national diplomas. The following table summarises the destinations of students.

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<b>Level</b>	<b>Further or higher education percentage</b>	<b>Employment percentage</b>	<b>Unknown percentage</b>
Foundation	79	14	7
Intermediate	75	24	1
Advanced	65	27	8
Other (including access to higher education)	79	17	4

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72 Opportunities for students with learning difficulties and/or disabilities to gain nationally recognised qualifications are limited. The college is investigating accreditation of its courses. Records of achievement are not maintained for all students and there is very little formal evidence of student achievement in a format acceptable to employers. Students on work preparation courses have developed their confidence to a level sufficient to enable them to consider employment. There are good retention rates on many courses but few students progress to vocational courses.

#### **QUALITY ASSURANCE**

73 The college does not operate a comprehensive system for quality assurance. There are no documented procedures for monitoring and evaluating course provision or for setting quality targets. The responsibilities for managing and co-ordinating the elements of the quality assurance process are unclear. The courses which are franchised to the village colleges use a different but well-documented, criteria-based monitoring system which was developed by Cambridgeshire LEA. The college is working towards the Investors in People award with a target date for its achievement in the middle of 1995.

74 A brief policy statement has been agreed which recognises the chief executive as being ultimately responsible for all aspects of quality. The statement also identifies that all aspects of the college's work contributes to improving the quality of provision and that all college staff are responsible for the management of quality within their areas. A college conference and wide debate have helped to make staff aware of the implications of the approach. A quality systems manager, who reports directly to the chief executive, has recently been appointed. The post-holder is responsible for co-ordinating the development of the quality assurance systems.

75 The current approach to quality assurance is based on two methods; the use of student questionnaires and discussions within 'quality circles'. The college uses the term quality circle to describe a group of staff with a subject, course or service interest which meets formally to consider quality issues. Student questionnaires are analysed to provide a considerable quantity of data which forms the basis for review by quality circles.

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Discussions by quality circles form the basis of the quality reports produced by course teams and schools. The reports are reviewed by faculty directors and senior management. Data provided by the Advanced Level Information System are analysed thoroughly. The analyses are referred to subject quality circles so that improvement strategies can be developed if necessary. Some improvements have resulted from this process. Changes have included more appropriate allocation of accommodation, the increased availability of careers advice to students, increased opening hours for the library and funding for the development of resources specifically designed to support students working on their own.

76 Many staff speak positively about the existence and effectiveness of quality circles. However, they operate without terms of reference and do not cover all aspects of college provision and services. No documented guidelines exist for course reviews and consequently school quality reports are of a general nature and do not propose explicit targets for future work. Proposals for actions required to improve quality are not routinely produced as part of the process of course review and evaluation.

77 The academic board does not have a clear remit to review college provision and services. It has no role in advising on the setting of quality standards and targets. It does not routinely receive reports on the outcomes of the review and evaluation process and does not consider proposals for new courses. The college system of course validation involves managers in reading and approving submissions. It does not make use of peer group evaluation.

78 In response to the inspection requirements a self-assessment report was produced using the headings of the inspection framework set out in Council Circular 93/28, *Assessing Achievement*. The report was written following discussions among senior management and members of the academic board. It provided an overview of college activity under each of the areas but did not provide a comprehensive and critical appraisal of the quality of the college management and curriculum provision. An evaluative summary provided judgements on key areas of activity which were consistent with the conclusions reached by the inspection team.

79 Staff-development policies and procedures are comprehensively documented and widely known to staff. Staff-development priorities are established in a variety of ways including recommendations from quality circles and course teams. The staff-development manager attends school and faculty management meetings when staff development is being discussed and receives course team/quality circle minutes and faculty development plans. The staff-development plan reflects the objectives of the college strategic plan. In-house staff development has been increased and often draws on external experts. This has enabled the college to make more effective use of staff-development funding which currently stands at 1.8 per cent of the college's expenditure. Over 100 staff have achieved Training and Development Lead Body assessor or verifier awards and

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over 70 per cent of staff were engaged in staff-development activity in 1993-94.

80 Comprehensive records of staff-development activity are maintained on a database together with the results of a staff skills audit. This allows the college to produce suitable reports to monitor the implementation of staff-development strategies. There are effective evaluation procedures which involve the setting of targets directly linked to development activity. Targets are monitored by line managers with checks provided by the recording system. Staff at all levels spoke positively about the organisation and availability of staff development within the college. Staff are encouraged to apply for support for development projects from the staff-development budget. Successful projects include the development of new course provision and course materials.

81 There is a staff-appraisal policy and a number of staff have been trained as appraisers. At present staff appraisal does not include main grade lecturers. Consequently, planning of staff development is not effectively informed by the appraisal of all staff.

82 The college has satisfied statutory requirements and produced a student charter which has been endorsed by the academic board and the governing body. Two documents, one for students and one for employers, are in summary form and make reference to resource packs which contain detailed procedures and policies. Service standards and monitoring procedures have been developed for a range of client services. For example, there is now an effective and carefully-monitored complaints procedure. There is a recognition that the charter and supporting statements will need further refinement.

83 Management responsibility for the overall implementation of charter requirements is unclear. There is a need for staff development to explore the implications of the charter for teaching and the administration of courses. The adoption of the charter has led to an understanding by staff that students are clients of the college and that they should have a level of service comparable with that expected from other service providers.

## **RESOURCES**

### **Staffing**

84 Full-time and part-time teaching staff are generally well qualified. In some technological subject areas, full-time lecturers have insufficient recent experience outside education. In others, changes in the curriculum have not yet been matched by appropriate retraining. A high proportion, 92 per cent, of the total full-time and part-time teachers in vocational areas have achieved, or are working towards, the assessor/verifier qualifications needed to support NVQ and GNVQ programmes. Teaching is generally well supported by technicians and other staff. As a result of restructuring, more administrative and clerical staff are deployed in



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faculties. Teachers in some disciplines appreciate the extra support this has given their work. Many technicians and administrative staff are highly qualified academically and most have had appropriate employment experience elsewhere. Some are also valued part-time teachers.

85 Part-time teaching staff are encouraged to identify with the college and its aims. Induction sessions for all part-time lecturers are held throughout the year. They are encouraged to take part in the staff-development programme and to attend team meetings. About 27 per cent of teaching is delivered by staff on part-time contracts. The proportion varies widely within subject area; for example, it is less than 5 per cent in engineering and about 50 per cent in office studies. Where the proportion is low, opportunities to bring current industrial experience to the teaching of the curriculum are limited. Where it is high, course managers experience difficulty because many of the part-time staff cannot attend meetings regularly.

86 The personnel manager, who reports to an associate principal, leads a well-qualified team. A clear human resource development plan sets annual targets for improving efficiency and effectiveness. Staffing levels are critically reviewed. The average group size and taught hours per course are monitored and adjustments made where required. The student to staff ratio and the average class size have risen by 22 per cent and 16 per cent, respectively, over the last four years. This has largely been achieved through a programme of voluntary retirement in areas where enrolments are falling. However, there still remain one or two areas where staff are underused.

### **Equipment/learning resources**

87 Courses are generally supported by sufficient equipment. Construction crafts, health and care, modern languages, and art and design have particularly good levels of equipment. The computer suite at Kings Hedges is a facility of high quality. The hardware and software are up to date and the suite provides a well-organised and professional facility in which students can work independently or under the guidance of a lecturer. The suite contains about 80 computers and accommodates several groups simultaneously. There is good support from a team of technicians. Access to the computer suite and its effective management enable students to develop rapidly a good level of information technology skill. However, on the other sites the number of computers is insufficient to meet the requirements of all students and some curriculum areas have insufficient access to specialist software. The arrangements for managing the college information technology facilities are currently under review. Much of the engineering machinery and equipment is outdated but considerable new investment is planned. A detailed register of college assets has been compiled with the help of an external consultant.

88 The learning-resource centres at Kings Hedges, Newmarket Road and the County Centre are efficiently managed. The centres hold stocks of

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books, periodicals and audio-visual resources. The overall number of books is too low to provide an adequate resource for all students, although the books available in most subject areas are up to date and appropriate to the curriculum. The stock of CD-ROM disks and associated computer equipment and audio-visual aids is impressive and well used. The Kings Hedges centre has been designed to serve all eventual developments on the site. It has 200 study places and facilities for silent study and groupwork, and provides a useful environment which is popular with students. The other centres are smaller and study facilities are limited. A computer database provides detailed information on book loans but there are no systems for monitoring the use of resources such as CD-ROMs, or computers in the centres. The library at Anglia Polytechnic University is also used for reference and private study.

### **Accommodation**

89 The college operates on eight sites up to four miles apart in and around Cambridge. None of the older accommodation was purpose built for further education students. Much of the accommodation remains of a temporary nature and is inconveniently located. The long-term strategy is to base the college on two sites: one in the city centre and the other at Kings Hedges, initially a green-field site close to the A14 some two miles to the north. This strategy takes account of the college's leasehold and planning agreements. The governors recently commissioned external consultants to review the options available. The review confirmed the three-phase building programme at Kings Hedges as the preferred solution. The first phase of building is complete and the second phase under construction. At the time of the inspection, financial arrangements for building the final phase were under consideration.

90 The building at Kings Hedges, opened by Her Majesty the Queen in 1993, is purpose designed for business studies courses and provides some of the facilities that will eventually serve the main college site. It is an ambitious development that provides excellent facilities for both teaching and learning. Classrooms, learning resource and information technology centres are decorated and furnished to a high standard. A large sports hall is used by students for study and leisure and also hired to local clubs. The second phase, due for occupation in September 1995, will provide similar standard accommodation for science, engineering and construction courses and will also include improved refectory and social facilities for students on the site. Public areas are spacious and the design of the building demonstrates the college commitment to its future as a provider of education and training of high quality. However, its geographical position creates travel difficulties for some students and it is remote from shops and other public facilities. A regular shuttle bus service is planned to ease travel between college sites.

91 Of the city centre sites only one, at Newmarket Road, will be retained and developed. It is based on a conversion from a 1920s primary school

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positioned beside the River Cam. Most of the rooms and public areas are well maintained, decorated and furnished. A separate block, used mainly for catering studies has been added and improvements have been made to the entrance foyer. It is a popular location with students. The other city centre sites, close to Newmarket Road, include a converted school leased from the local authority, an old property leased from a church and several temporary units. At the Country Centre, a converted country house some two miles from the city centre, much of the accommodation is poor and unsuited to its present use; access to college facilities is limited and students feel isolated. Some specialist areas in the Country Centre are to move to Kings Hedges in September 1995.

92 Although accommodation and the development of its buildings has been well managed, operational problems arise from the multiplicity of sites. Leases on many of its buildings are due to expire and there is pressure from the city planning authorities for the college to vacate its temporary accommodation units. The age and nature of some of the buildings limits the college in what it can achieve. Much of the teaching takes place in temporary classrooms. Student refectory and social facilities are poor. Students and staff have constantly to move outside to reach different rooms and sites. Car parking is restricted on the city centre sites. Generally good internal maintenance in the older buildings has resulted in some pleasant teaching and staff accommodation. The accommodation is clean and largely free of graffiti and effort is made to provide an attractive environment at all sites. Access for wheelchair users is good at Kings Hedges and improvements to access have been made at other sites.

### **CONCLUSIONS AND ISSUES**

93 Cambridge Regional College is well managed and has successfully planned and implemented an ambitious building programme to support the achievement of its mission. The college has the following strengths:

- the wide range of vocational courses and GCE A level and GCSE subjects
- effective and well-organised marketing of its provision
- well-established and effective liaison with schools and the community
- an effective governing body with influential, high-calibre members
- successful planning and implementation of curriculum developments
- efficient management of human and physical resources
- good-quality tutorial support and careers guidance for full-time students
- students' achievements in GCE A level and GCSE examinations
- comprehensive staff development for all staff

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- the information technology computer suite and well-managed learning-resource centre at the Kings Hedges site
  - some modern accommodation of high quality.
- 94 If the college is to continue to raise its standards it should:
- improve the management information system and the quality of information it provides
  - review the function of the academic board
  - provide more consistent support for students in basic skills
  - raise the level of students' achievements on some vocational courses
  - implement systematic quality assurance procedures
  - increase the number of computers and the access to information technology facilities
  - raise the quality of all its accommodation towards that of the best.

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## FIGURES

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- 1 Percentage enrolments by age (1994-95)

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

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

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

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  - 5 Income (for 16 months to July 1994)

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  - 6 Expenditure (for 16 months to July 1994)

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

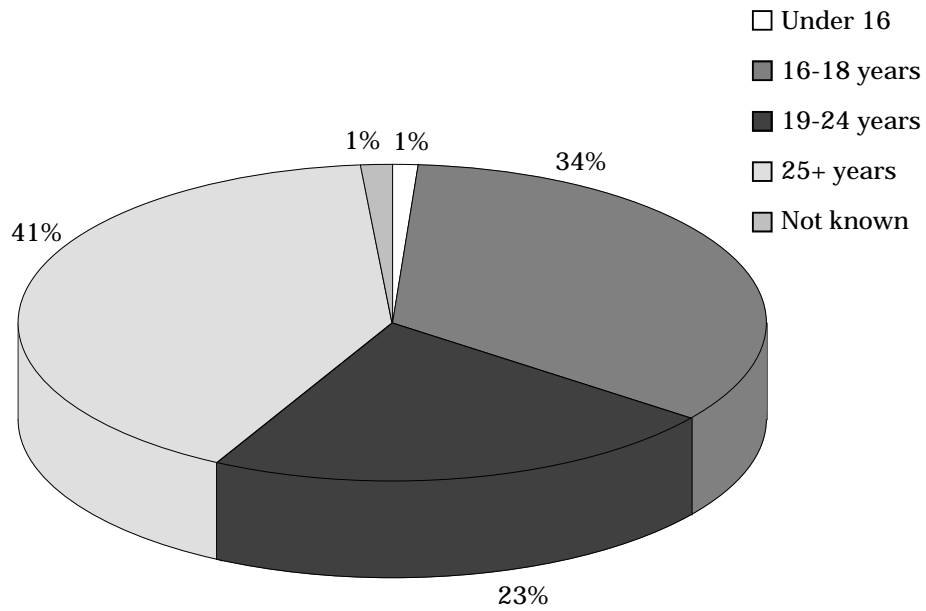
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**Figure 1**

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**Cambridge Regional College: percentage enrolments by age (1994-95)**

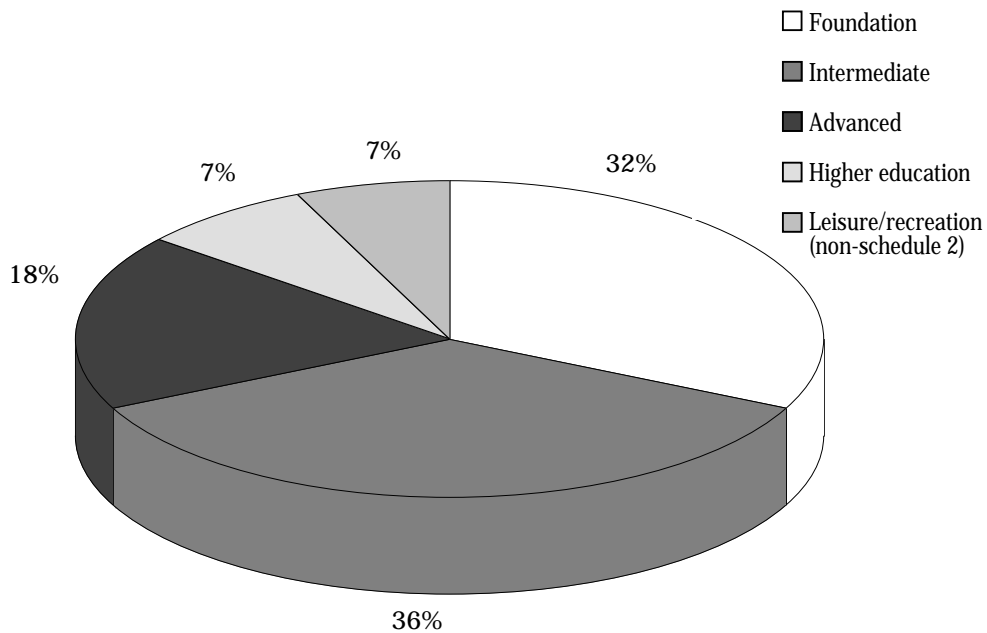


Enrolments: 9,898

**Figure 2**

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**Cambridge Regional College: percentage enrolments by level of study (1994-95)**

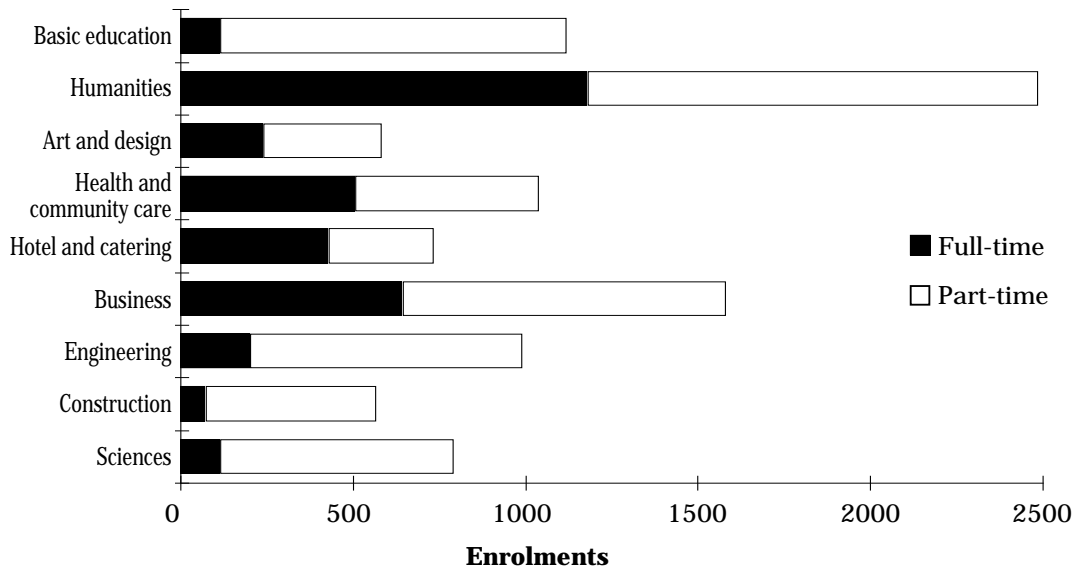


Enrolments: 9,898

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**Figure 3**

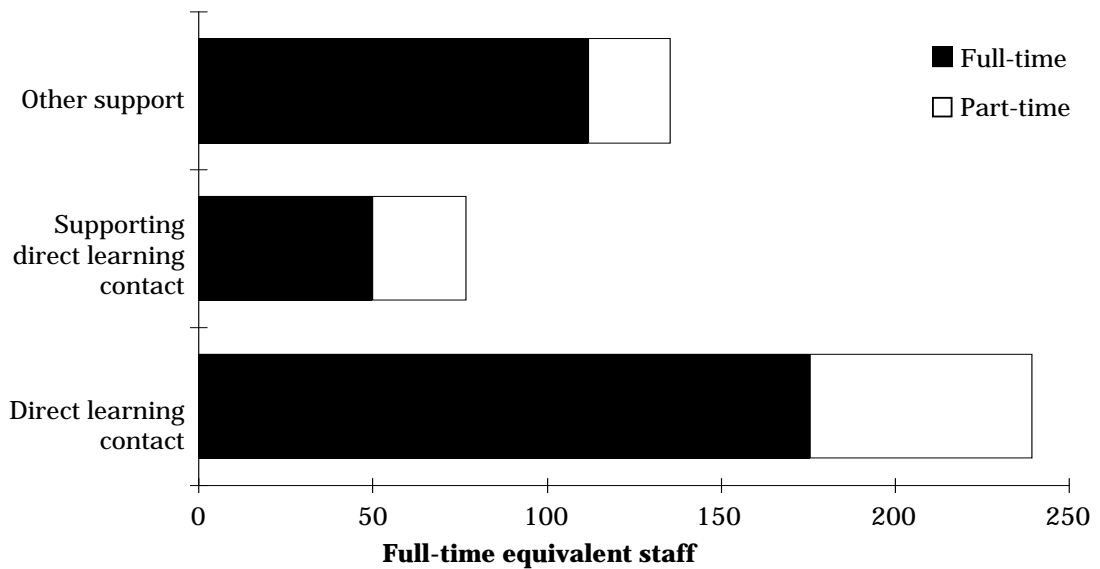
**Cambridge Regional College: enrolments by mode of attendance and curriculum area (1994-95)**



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**Figure 4**

**Cambridge Regional College: staff profile – staff expressed as full-time equivalents (1994-95)**

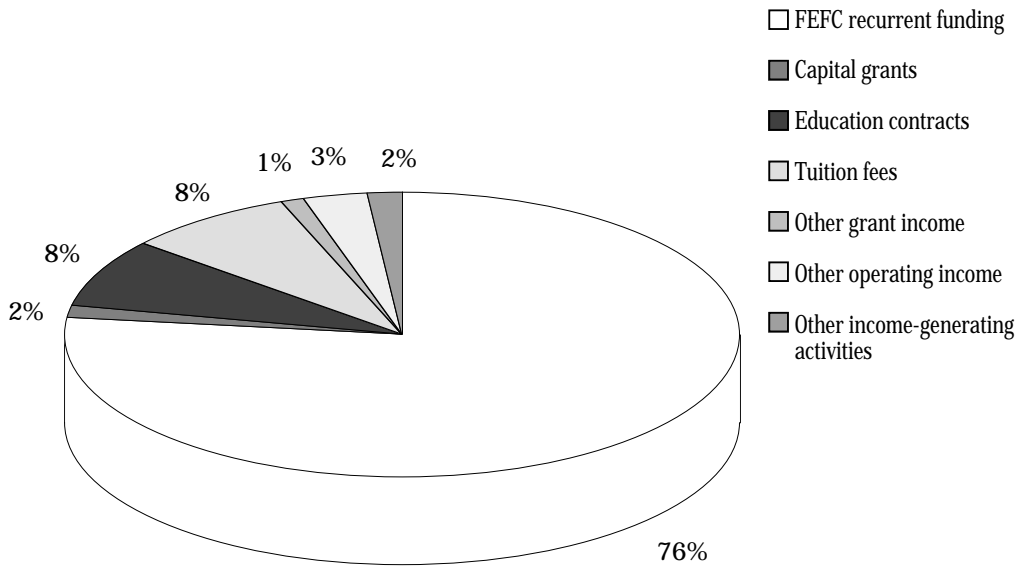


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**Figure 5**

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**Cambridge Regional College: income (for 16 months to July 1994)**

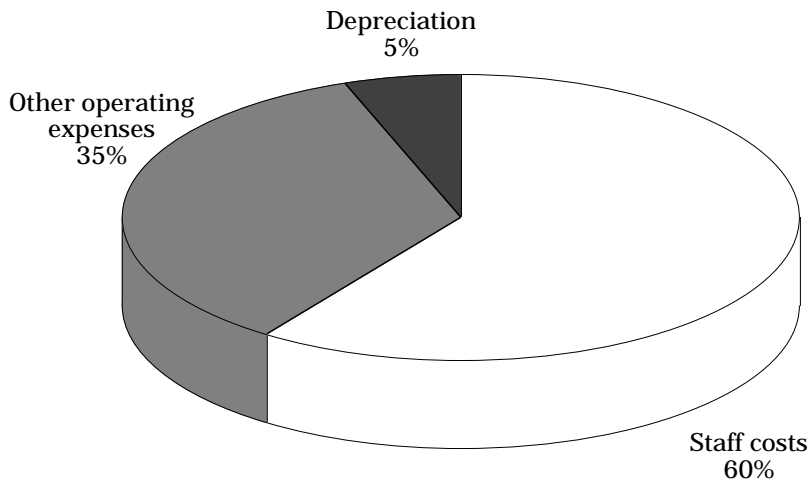


Income: £20,024,000

**Figure 6**

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**Cambridge Regional College: expenditure (for 16 months to July 1994)**



Expenditure: £18,245,000



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