

The City Literary Institute

REPORT FROM
THE INSPECTORATE
1999-00

THE
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FUNDING
COUNCIL

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FUNDING COUNCIL*

The Further Education Funding Council (FEFC) 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 according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	-
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

Where data on student achievements appear in tables, levels of achievement are shown in three ways:

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

The City Literary Institute *Greater London Region*

Inspected October 1999

The City Literary Institute is an adult education institution, designated under the *Further and Higher Education Act 1992* (the Act), as eligible to receive funding from the FEFC. The institute is funded for provision described in schedule 2 of the Act, together with non-schedule 2 provision. Non-schedule 2 provision accounts for most of its work. The institute is situated in central London and aims to provide accessible learning opportunities for adults who live or work in the heart of London and beyond, and who want to fulfil their potential in the expressive arts, languages and humanities. Almost all the students are part time and aged 19 or over. The institute carried out its second self-assessment in preparation for the inspection. The report was comprehensive. Inspectors agreed with many of the judgements in the report, but concluded that some strengths were overstated and some weaknesses were overlooked or given insufficient significance.

The institute provides courses in seven of the FEFC's 10 programme areas. The inspection included a sample drawn from three of these areas that represented more than half of the institute's provision. The institute is a successful provider of a wide range of adult education courses. Much of the teaching is good. Students produce good-quality work and many progress to further study.

Many teachers are highly qualified professionally. Part-time teachers receive good support from managers. Students are provided with good advice about courses. There is a wide range of support for students with learning difficulties and/or disabilities. IT facilities are much improved since the last inspection and have been successfully integrated with library and other learning resources. There is an effective system for responding to students' complaints and comments. Staff have good training and development opportunities. Communication within the institute is good. There are well-developed arrangements for strategic planning and effective partnerships with other organisations. The governors make an effective contribution on financial matters. The institute should improve: some aspects of teaching, particularly teaching that lacks attention to individual learning needs; procedures for assessing and recording students' achievements, especially on non-schedule 2 courses; arrangements for ensuring that students receiving learning support have appropriate personal learning plans; some poor facilities and unsatisfactory buildings; procedures for quality assurance and performance review; the extent to which governors are involved in the monitoring and review of the curriculum and students' achievements; the quality of financial reporting; the reliability and accuracy of management information; the use of management targets.

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

Curriculum area	Grade	Cross-college provision	Grade
Visual arts	2	Support for students	2
Drama, dance and speech	2	General resources	3
Foreign languages	2	Quality assurance	3
Humanities	2	Governance	3
Provision for deaf people, others with specific communication needs and professional trainers in these areas	3	Management	3

The Institute and its Mission

1 The City Literary Institute was one of five literary institutes set up by the London County Council in 1919. Its original brief was to create demand amongst office workers for evening study, mainly in the arts and humanities. The institute grew rapidly. In 1928, it enrolled more than 5,000 students and in 1929, it moved to its current main building in central London, off Drury Lane. The City Literary Institute was established as a charitable company limited by guarantee in 1990. Following the *Further and Higher Education Act 1992* (the Act), the institute was designated under section 28 of the Act as eligible for funding from the Further Education Funding Council (FEFC) for provision defined within schedule 2 of the Act, and for non-schedule 2 provision. Most of the provision is non-schedule 2, amounting to 95% of enrolments and 75% of funding units. In 1998-99, FEFC income represented approximately 57% of total income, with student fees accounting for a further 30%.

2 The institute reports that, in 1998-99, it achieved 43,801 enrolments representing 22,919 students. Almost half the students live in inner London. Another third come from outer London boroughs. Students from ethnic minorities comprise 15% of the total; 61% are aged 25 to 50, 85% are aged 25 or over; 69% are women. A large proportion of students, 32% in 1998-99, is in receipt of fee concessions. The FEFC has identified the institute as one of a group of colleges which typically recruits a high percentage of students from disadvantaged areas. Some 64% of the students come from disadvantaged areas. Almost all the students are part time. They spend little time in the institute except to attend their courses. Courses are offered in the day, evening and on Saturdays. The institute provides programmes mainly in humanities, languages, visual arts, drama and music. Other programmes include: computing; counselling and personal development; professional development and

training; health and fitness; community and parent education; and provision for deaf people. More than 800 part-time, hourly-paid teachers are managed by a small number of full-time academic staff. Since the last inspection, the institute has achieved the Investor in People standard and the Charter Mark.

3 The institute is the largest provider of adult education in London. It is located in an area of London that includes local authority provision, many further education colleges and other specialist adult education providers. Managers have developed productive external links, including parent education with Camden Local Education Authority (LEA), collaborative projects with Kensington and Chelsea College, Morley College, The Mary Ward Centre and Kingsway College. The institute has education contracts with the City of London Corporation.

4 The mission of the institute is to 'provide accessible learning opportunities for adults who live or work in the heart of London and beyond, and who want to fulfil their potential in the expressive arts, languages and humanities'. Ten corporate and strategic objectives guide the institute's activities. These are: the development of high-quality teaching and learning for adults; the development of programmes which meet the needs of a wider student population; the enhancement of the institute's long-term viability and solvency; the maintenance and enhancement of quality; the effective use of information technology (IT); the development of student support; the effective and efficient use of staff; the progressive removal of barriers to learning and employment; the fostering of partnerships with other organisations and agencies; and the provision of opportunities to acquire skills and knowledge in art forms.

The Inspection

5 The institute was inspected in October 1999. Inspectors had previously evaluated the institute's self-assessment report and reviewed information about the institute held by the FEFC. The institute was notified of the sample of its provision to be inspected approximately three months before the inspection. The inspection was carried out by 13 inspectors and an auditor working in the institute for a total of 44 days. Inspectors observed 69 lessons. They examined students' work and documentation relating to the institute and its courses. Meetings were held with governors, managers, teachers, support staff, students and representatives from partner organisations.

6 Inspectors identified several problems with the institute's data for students' retention and achievements. The institute is required to submit data for the individualised student record (ISR) for schedule 2 retention and achievement rates in the usual way, but it is not required to submit non-schedule 2 data for achievement rates; non-schedule 2 retention data were submitted for the first time for 1997-98. The institute acknowledges that there have been difficulties with data collection, recording and analysis over a period of years. Inspectors visited the institute before the inspection to check for anomalies in the institute's ISR data for 1997 and 1998, and to examine the institute's own data for 1999. The data for 1998 were those resubmitted by the institute following the identification, by institute managers, of inaccuracies in the first data submission. In checking these data, inspectors identified many anomalies. Inspectors, unusually, also checked a sample of ISR data against other available primary evidence including registers, documentation from awarding bodies and the institute's own records. The numbers of students starting many schedule 2 courses and retention rates and achievement rates for these courses could not be

reconciled with the primary sources of evidence. ISR data were generally unreliable and often gave a misleading picture of performance. Curriculum managers had not seen the ISR data and some doubted their accuracy. The institute's own data for 1999 had not been collated centrally nor analysed by the time of the pre-inspection visits. The information held by programme areas was not in a consistent format. Where sampled, however, it was found to be generally reliable to the extent that it matched other evidence held by the institute. The information was used by inspectors to inform their judgements about students' retention and achievements. The inadequacy of data made it impossible to form a view of trends. For this reason, tables of retention and achievement rates have not been included in the curriculum sections of the report, nor in the statistical annexes. Weaknesses in the management information necessary to monitor performance were acknowledged in the institute's self-assessment report.

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the 69 lessons inspected, 71% were good or outstanding. Only 4% were less than satisfactory. This profile is better than the sector profile for colleges inspected during 1998-99.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
Schedule 2	3	5	7	0	0	15
Non-schedule 2	13	28	10	3	0	54
Total (No.)	16	33	17	3	0	69
Total (%)	23	48	25	4	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
The City Literary Institute	13.2	80
National average, all inspected colleges 1998-99	11.2	78

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

Curriculum Areas

Visual Arts

Grade 2

9 Inspectors observed 14 lessons in art, design and crafts. Inspectors agreed with most of the judgements in the self-assessment report and identified a few additional strengths and weaknesses.

Key strengths

- a wide range of subjects
- much effective, thoughtfully planned and varied teaching
- valuable contributions from part-time teachers who are practising artists and designers
- good video and computer facilities for pre-degree students
- students' lively and creative work
- successful progression to further study

Weaknesses

- insufficient assessment and recording of achievement on non-schedule 2 courses
- few opportunities for students to gain national awards
- some inadequate accommodation and ageing equipment

10 Inspectors agreed with the institute's self-assessment that it provides a comprehensive range of courses in art, design and crafts, some of which are offered at a number of levels. Some opportunities are missed for students to gain national awards. Schedule 2 courses comprise the pre-degree foundation diploma in art and design, City and Guilds of London Institute (C&G) certificates in basketry, ceramic restoration, and pottery, the higher diploma in ceramics, and certificates in art and design, computing and multimedia. The wide and varied non-schedule 2 provision ranges from traditional crafts such as stone carving, mosaics,

book restoration, calligraphy, picture frame making and gilding, to digital photography, video making, Internet design and authoring, and animation. Demand for courses often exceeds supply. Students report that they are attracted to these courses because of their good reputation.

11 Inspectors agreed with the judgement in the self-assessment report that courses are efficiently managed. Programme management recently underwent changes which are proving beneficial. Teaching is often varied and imaginative. Schemes of work provide students with a wide range of experiences. There is an emphasis on good professional practice. Students are encouraged to develop technical skills and individual creativity side by side. Learning activities include group work and one-to-one teaching in the studios and workshops. Frequent visits are made to galleries and exhibitions as a means of sustaining students' knowledge and interest in their chosen specialism. Group critiques encourage students to develop evaluation and communication skills and to express judgements with confidence. Much group work involves lively debate and comment. Students use technical terms well. Most learning is based around practical assignments which have clear objectives. A few lessons were less successful because some of the students were not being drawn to play a full part in the relevant learning activities or because teachers were making inadequate demands of those with well-developed skills.

12 Much of students' practical and written work is good. Students make good use of visual research to support their assignments. They explore processes and imagery in a systematic way, and develop individual styles of work. On most courses, pass rates and retention rates are good. The institute reports that the overall retention rate in 1998-99 was 84% and that the average retention rate on the pre-degree foundation course over the past three years has

Curriculum Areas

been 97%. There are poorer retention rates on some courses, and a few had rates below 50% in 1998-99. This weakness was not recognised in the self-assessment report. Achievement rates for students who complete their schedule 2 courses are high. Attendance at the lessons inspected was good, at 85%. Most schedule 2 students progress to further study or higher education. Students regularly enter for competitions and commissions. A student, on a non-schedule 2 course, recently won second prize in the National Architectural Glass Competition for students and young designers. Teachers assess students' progress through regular tutorials though assessment practice is inconsistent. Arrangements for assessing and recording students' achievements on non-schedule 2 courses are underdeveloped. Action is being taken to address this.

13 The small team of full-time staff are well supported by practising artists, designers and craftspeople who bring an extensive range of up-to-date expertise and experience into the studios and workshops. Students benefit from regular contact with external professionals. The equipment in most workshops and studios is ageing, and some replacement is overdue. Since the last inspection, the institute has established high-quality video and digital imaging facilities to assist students' learning. As the self-assessment report acknowledges, accommodation is a significant issue. There are not enough workspaces and it is difficult for students to carry out work effectively in overcrowded accommodation. Some teaching rooms are too small; others are not always used effectively. Subject areas as diverse as history of art and physical education share some rooms. Many rooms are untidy. In most areas of work, there are acute problems over the storage of students' work in progress.

Curriculum Areas

Drama, Dance and Speech

Grade 2

14 Inspectors observed 13 lessons in drama, dance and speech. Inspectors agreed with many of the judgements in the self-assessment report.

Key strengths

- good teaching
- good work by students in lessons
- successful destinations from the access course
- a wide range of courses providing good opportunities for progression
- teachers with high standards of professional expertise

Weaknesses

- underdeveloped assessment methods on non-schedule 2 courses
- inadequate theatre facilities

15 An unusually wide range of courses is provided in drama, dance and speech. Demand exceeds supply for some of the 66 courses; acting and English pronunciation courses are particularly popular. Inspectors agreed with the institute's self-assessment that there are well-established links with the arts and entertainment industry which are used productively. On the theatre technicians' course, students visited a London drama school to watch a production and use its theatre's technical facilities. Courses aim to teach practical skills and develop a professional approach to drama work. The three full-time teachers have professional backgrounds and, with their administrative staff, provide an efficient focus for the work of the programme area. Full-time staff maintain communication with the 57 part-time teachers through regular letters, as well as through personal contact at

the programme area office. There is a standard format for describing courses. New students, therefore, receive accurate and helpful information. Inspectors agreed with the institute's judgement about the good standards of the drama access course. The course successfully prepares students for drama school or professional employment. There is a high level of student satisfaction, as the responses to surveys indicate.

16 In the best lessons, teachers provide individual attention to students without compromising the range of work to be covered. In a drama access lesson, the teacher asked pairs of students involved in a movement project to present their work-in-progress. This gave them a chance to perform before an audience and to share their ideas on the project. A student in a speech lesson, who wished to improve her standard English pronunciation, was delighted that her initial anxiety at reading aloud was dispelled by the relaxed atmosphere created by the teacher. The inspection confirmed the judgements in the self-assessment report about the good standard of teaching across all courses. Teachers plan their lessons well. An introduction to acting, taught by a professional actor, enabled students to break down imaginary physical barriers by engaging in a carefully guided sequence of movement exercises. The teacher dealt sensitively with the discomfort of some students by building confidence and trust within the group. The teacher of a tap dance lesson was able to give individual attention to a wide range of ages and abilities whilst maintaining a demanding pace of work for the whole class.

17 Students speak highly of the quality of courses and are enthusiastic about their studies. Their work in the lessons observed was of a high standard as stated in the self-assessment report. Students in a beginners' magic lesson quickly accomplished a disappearing coin trick, performing their work in front of the group and accepting helpful criticism from the other

Curriculum Areas

students. In a voice lesson, students quickly overcame their reluctance to read a poem aloud. All were pleased with the progress they had made during their course. There are some good achievements on schedule 2 courses. Of the 53 students completing the second year of the London Open College Network drama access course in 1998-99, 45 gained their certificate. Students completing the course progress to accredited drama schools, or to a range of employment including solo performance, stand-up comedy and voiceovers. Alternatively, they return to take further specialist courses at the institute. The assessment of students' progress on non-schedule 2 courses is inconsistent. Assessment methods on these courses are not sufficiently developed. This weakness was not identified in the institute's self-assessment report.

18 Teachers are highly experienced. Many have current professional expertise. Some are working actors and dancers. The magician is a member of the Magic Circle. Some teaching rooms are too small for the planned activities. The previous inspection drew attention to the poor quality of the theatre and its technical facilities. Inspectors confirmed the institute's assessment that these facilities remain inadequate. These courses also lack a theatre technician and a soundproofed studio.

Curriculum Areas

Foreign Languages

Grade 2

19 Inspectors observed 15 lessons in 11 modern and classical languages. They agreed with most of the strengths and weaknesses in the self-assessment report but identified some additional weaknesses.

Key strengths

- the extensive range of languages
- good teaching
- the high standard of students' coursework
- very well-qualified teachers

Weaknesses

- poor retention on schedule 2 courses
- insufficient assessment of students' achievements on non-schedule 2 courses
- some unsuitable classrooms

20 Language programmes form one of the institute's largest curriculum areas, with 8,778 enrolments, all part time, in 1998-99. Twenty foreign languages are taught, including some, such as Cornish and medieval Latin, which are rarely available in the further education sector. Inspectors agreed with the self-assessment report that languages provision forms a cohesive programme with flexible entry points and good progression routes. There are, for example, 61 different Spanish courses on offer, at locations, times and levels to suit students' requirements. There are one-day courses such as classics days and Celtic days and intensive courses in the main European languages. Specific courses for employers are arranged by the business language co-ordinator. Courses are coherently structured at five different levels. Teachers help students to choose the appropriate level by assessing their linguistic competence before enrolment and allowing students to sample lessons before enrolling.

The range of courses is kept under review. The waiting list for some courses demonstrates the popularity of this provision.

21 In most lessons, the teaching is of high quality. Teachers consistently use the foreign language as the main means of communication. Lessons are well planned and contain a suitable variety of activities, designed to encourage use of the language. Students of Italian were learning the conditional tense in the context of a phone-in 'agony aunt' radio programme; the lesson contained role-play, use of video, discussion and grammar, and was conducted entirely in Italian. In some lessons, teachers do not make the aims of the lesson sufficiently explicit, and spend too much time talking to the class rather than allowing students to do things for themselves. In other lessons, insufficient account is taken of the varying levels of ability within the group. Some of the written feedback on students' work is inadequate. Responses to questionnaires, 1998-99, show that 91% of students rated the teaching outstanding or good.

22 Most students demonstrate a high level of confidence and fluency. In advanced level lessons, for example, they are able to express their views about literature, current affairs and social issues, and to debate with others. In a few lessons, students lacked confidence, displayed low levels of accuracy and struggled with activities. Some work is outstanding, displaying linguistic skill, flair and imagination. Each year, the advanced French class publishes a collection of creative writing, entitled 'Mélanges', which includes love poems, short stories, news items and cartoons. Advanced Greek students translate competently; a recent translation was of a text from Archilochus' account of the eclipse of the sun in the seventh century BC. Most students on non-schedule 2 courses state that they achieve their intended learning outcomes, based on self-assessment. The evaluation of students' achievements, however, is not rigorous enough. Students who sit examinations perform well: in 1998-99, 94%

Curriculum Areas

of general certificate of education advanced level (GCE A level) and general certificate of secondary education (GCSE) candidates passed, and 90% gained higher grades. However, only 66% of the 205 students who started an examination course completed it, a figure which is below the national average for comparable courses. The overall retention rate for languages in 1998-99 was 76%, lower than for most other curriculum areas in the institute. Inspectors did not agree with the judgement in the self-assessment report that retention was a strength.

23 Five permanent staff effectively manage the work of 72 part-time teachers. They ensure that a consistent standard of teaching is maintained, providing extensive and constructive written feedback to the part-time teachers. Communication with part-time staff is good. All teachers receive a thorough induction and are provided with good opportunities for staff development. Part-time teachers are well qualified and 84% are native speakers. Careful recruitment of part-time teachers also ensures that they all have a qualification in language teaching. The administrative staff, who are themselves qualified linguists, provide effective support. Technician support is not available in the evenings, when most of the teaching takes place. Library resources for language learning, including computer software and satellite television, are good. Classrooms are well equipped with audiovisual equipment, but some rooms are of unsuitable shape or size, restricting the teaching methods that can be used.

Curriculum Areas

Humanities

Grade 2

24 Inspectors observed 12 lessons across a range of non-schedule 2 courses in philosophy, history and politics. History and anthropology components of the access to higher education course were also inspected. Inspectors agreed with many of the strengths and weaknesses in the self-assessment report.

Key strengths

- much good teaching
- the high standard of students' work in lessons
- good retention rates on most non-schedule 2 courses
- the breadth, flexibility and variety of provision

Weaknesses

- some teaching that lacks attention to individual learning needs
- some inadequate schemes of work and lesson plans
- underdeveloped assessment and recording of achievements on non-schedule 2 courses

25 The programme area offers almost 400 non-schedule 2 courses. Many are organised as two hours a week for 10 weeks. There are also weekend and one-day courses. Inspectors agreed with the strength identified in the self-assessment report that the programme is rich and varied. Many students travel considerable distances to attend the courses. Since the last inspection, the coherence of the programme has improved and new courses have been added in African studies, Russian studies and access to anthropology. Some subjects, such as anthropology, are seldom offered in further education colleges. Four full-time staff

are responsible for organising 184 part-time lecturers. The programme is well managed and there are clear lines of responsibility. Full-time teachers work well as a team. They also communicate effectively with the part-time teachers; for example, through tutor reviews, lesson observations, informal visits to classrooms and the institute newsletter. Some schemes of work and lesson plans are inadequate. Some opportunities are missed to provide opportunities for students to gain qualifications.

26 Much teaching is good. Philosophy teaching is outstanding. In most lessons, lively talks by teachers are accompanied by thought-provoking questions. Teachers use effective activities to enhance students' understanding of abstract concepts. In one lesson, students were asked to identify the essential characteristics of God as perceived in various societies. From this they generated a range of definitions and questions which the teacher linked to explanations put forward by some philosophers. The students were interested and were developing confidence in the thinking skills required for philosophy. On access courses, there is an emphasis on the acquisition of subject-specific and study skills which boosts the confidence of students returning to education. In many subjects, students are encouraged to explore contemporary issues set in a broader cultural context. Inspectors agreed with the weaknesses identified in the institute's self-assessment in respect of teachers' lack of attention to individual learning needs in some lessons. Some teachers work too slowly and do not manage time effectively, occasionally as the result of open-ended questions which are allowed to become too expansive. Teachers provide good support to students attending courses for short periods of time. The self-assessment report recognises that there is insufficient use of IT applications in the curriculum.

Curriculum Areas

27 The institute is addressing concerns, noted in the self-assessment report, about retention rates on some courses. It reports that the retention rate for non-schedule 2 courses in 1998-99 was 94%; on schedule 2 courses, however, it was much lower, at 60%. In most lessons, students' contributions are outstanding and levels of interest and enthusiasm are high. Questions and comments are well informed and are often based on good personal research and writing. On the non-schedule 2 courses, students are given the option of producing written work but only a minority choose to do so. Where produced, the work is often of a high standard. Few teachers keep an assessment record for each student. Assessment and recording of learning are underdeveloped, a weakness not fully identified in the institute's self-assessment report. Students are asked to assess their own learning and progress. More than 90% state that most of their learning objectives have been met. Teachers do not evaluate these statements, however.

28 Most accommodation is adequate for its purpose. Where rooms are used for a variety of different subjects they often lack the visual wall displays which encourage learning. With so many lessons taking place at flexible times, staff need access to photocopiers at short notice. At times, the equipment breaks down and the lack of photocopied material has an adverse effect on the quality of teaching and learning. Staff are very well qualified, many having higher degrees.

Curriculum Areas

Provision for Deaf People, others with Specific Communication Needs and Professional Trainers in these Areas

Grade 3

29 Inspectors observed 15 lessons. They agreed with some of the judgements in the self-assessment report, but identified several different strengths and weaknesses. Inspectors agreed with the institute's overall judgement of the quality of provision. Inspectors worked with a sign language interpreter during part of the inspection. In addition to the provision at the institute, they also inspected some off-site provision.

Key strengths

- outstanding work with stammerers
- good professional training courses
- successful programmes in lip reading
- effective specialist therapies and technical support services for deaf students
- some good support for deaf students in other colleges

Weaknesses

- inadequate recording and monitoring of students' achievements
- lack of individual learning programmes
- the narrow range of courses for deaf students
- insufficient support for deaf students in the institute's other curriculum areas
- some ineffective teaching of deaf students
- some poor use of resources to enhance learning

30 The work of the centre for deaf people comprises four parts. The continuing education service for deaf adults provides basic education and lip reading courses. A further and higher education support team provides communication and tutorial support in over 30 universities and colleges in the London area. The sign language training and professional development service provides a range of training courses for those who wish to work with deaf people. The communication development and professional training team is responsible for specialist therapies and technical support. The centre for deaf people is located in the Keeley Street building. Deaf students value the site as a meeting place, especially the canteen and adjacent seating area. Many deaf students are apprehensive about using facilities, or joining courses, at the main site. Staff from the centre support few of their students on other courses within the institute, although other deaf students enrol individually on courses of their choice. The range of specific courses for deaf students is narrow and classroom based, with too few opportunities for learning in practical settings. The self-assessment report acknowledges that the institute does not run practical courses for deaf students. Other areas of the institute are not used as a context for teaching deaf students. These students have little awareness of the institute's wider programme, a weakness not identified in the self-assessment report.

31 Teaching and learning are most effective for students who are hearing or who have become deafened. Teaching on courses for stammerers is outstanding. It enables students to devise effective strategies for minimising the impact of stammering on their lives. Teachers of British Sign Language, for whom British Sign Language is their first language, make skilful use of the target language in their teaching. They use well-tried methods that enable many students to learn the language and become familiar with deaf culture but there is little variety in the teaching methods used. Whole-group teaching results in some students

Curriculum Areas

working at too high or too low a level. Some teaching of deaf students is less successful than it might be because students with different abilities and skills are taught together as a whole group. Lip reading is taught effectively. Teaching on training courses for those wishing to work with deaf people is of a good standard and there are appropriate contributions from outside agencies. None of these strengths and weaknesses were fully recognised in the self-assessment report. Inspectors agreed that the specialist therapies and technical support services for deaf students are a strength in the centre's work. Staff provide good support for deaf students in other colleges, but do not always have enough say in the teaching and learning methods being used. The content of some lessons, the methods of presentation and the layout of rooms are not always suitable for deaf students.

32 Many students are satisfied with their progress and value their courses. In many lessons, the standard of work they produce is good. The institute reports that the retention rate for 1998-99 in this area of provision was 77%. However, as the self-assessment report acknowledges, there is a lack of reliable data on how many students complete their courses, gain qualifications and progress to higher level courses or to work. As students do not have individual learning programmes with clear criteria for success, inspectors could not judge the extent to which they were achieving their learning goals.

33 Teachers are well qualified and have the communication skills necessary to work effectively with their students. Communication support workers offer a high-quality service to students. Teaching accommodation is generally appropriate. However, many lessons are held in rooms which contain few learning materials and where little use is made of displays to enhance learning. In lessons, there are few resources to enable students to work at their own pace. Some resources, such as cardboard money and counting frames, are inappropriate for adults.

Cross-college Provision

Support for Students

Grade 2

34 Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report, but judged that some weaknesses had been overlooked. Action to address some weaknesses had been taken by the time of the inspection.

Key strengths

- the high standard of pre-course information and advice for students
- a well-considered statement of learner entitlement and students' handbook
- the wide range of arrangements to support students with learning difficulties and/or disabilities
- the accessibility and range of learner services
- good advice for students interested in employment or career development

Weaknesses

- underdeveloped support for students on non-schedule 2 courses
- inadequate personal learning plans for students needing support
- resources for learning support that do not reflect the diversity of provision

35 Inspectors agreed with the institute's judgement of the good standard of pre-course information and advice. Courses are publicised in a prospectus and in directories of adult learning opportunities in London. Many new students are recruited by personal recommendation. Staff have access to a computerised database of course outlines and provide information and advice through telephone helplines. The institute recognised in its self-assessment report that the switchboard cannot cope with the demand for this service at

peak times. Students joining most schedule 2 courses receive advice and, where appropriate, assessment. Students are able to sample non-schedule 2 courses before joining them. The arrangements for enrolment have been standardised. Enrolments can be made in person, by post, by fax or by telephone, although enrolment by telephone is available only on weekday afternoons. Programme managers organise waiting lists for courses. Arrangements for transferring between courses are clear. Teachers follow standard procedures for inducting students to non-schedule 2 courses. Students on most schedule 2 courses receive more extensive induction. Learner services staff may be invited to contribute to this, but practice is not yet consistent.

36 The institute has established a learner services division. A number of initiatives within this division are in the early stages of development. There is a comprehensive statement of learner entitlement based on the number of hours students study. Awareness on the part of staff and students of the range of the institute's learner services is growing together with increased take-up of some services. Advice on dyslexia is available to all students and those on schedule 2 courses can access dyslexia assessment and support. Some of the materials used for this assessment are inappropriate for adults, but a number of students have found this service helpful in enabling them to continue their studies. The institute has produced an outstanding students' handbook and a comprehensive disabilities statement. Inspectors agreed with this strength identified in the self-assessment report. The handbook and charter are issued to students on most schedule 2 courses, and are available throughout the institute. Even so, many students remain unaware of the institute's support services.

37 Students who identify themselves, or are referred by their teacher, as needing additional learning support are interviewed and appropriate help is agreed. Course tutors are

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advised about suitable support strategies. The institute has a wide range of facilities and resources that can be drawn upon to aid learning. Inspectors agreed with the institute's assessment that its arrangements for supporting students with learning difficulties and/or disabilities are a strength. The institute has no method of checking the outcomes from additional learning support, or of evaluating its effectiveness. At present, there is insufficient training for staff working with students with learning difficulties. Student services are accessible at times convenient to students. This includes the small, contracted-out bookshop at the Stukeley Street site and the cafeterias.

38 Study skills support is available in the learning centre. Students may refer themselves, or be referred by their course tutor. However, initial assessment of the needs of students attending the learning centre, especially in the area of basic skills, is inadequate. There is not a developed strategy for ensuring that students receiving support have effective personal learning plans. The resources available in the learning centre do not adequately reflect the demands made on students following a wide range of courses. These weaknesses were not acknowledged in the institute's self-assessment report. Tutorial arrangements for students on most schedule 2 courses are well established. They consist of both group and individual sessions. Staff provide guidance and organise some tutorials for students on non-schedule 2 courses. Practice in conducting and recording these activities is inconsistent and, sometimes, inadequate. Students are appreciative of the level of personal and academic support they receive.

39 Staff provide impartial guidance that is effective in enabling students to make informed training and career choices. The institute provides courses for students who are aiming to move to employment or to change career. Inspectors agreed that the range of this support

is a strength. Advice is also provided on financial matters and on the allocation of access and hardship funds. There is a counselling service that is run to professional standards. The institute has recently discontinued its underused crèche provision, and replaced it with a voucher system. This is intended to widen access to childcare but it is too early to assess the effectiveness of this scheme.

General Resources

Grade 3

40 Inspectors agreed with most of the strengths and weaknesses identified in the institute's self-assessment report.

Key strengths

- successful integration of library facilities with other learning resources
- much improved IT provision
- well-equipped classrooms

Weaknesses

- the poor condition of institute buildings
- the many teaching areas which are not accessible to students with restricted mobility
- inadequate facilities for students on some sites

41 The institute is situated on three main sites in central London. The buildings are all more than 60 years old and were designed for purposes generally different from those for which they are now being used. The institute acknowledges that this results in some areas being unsuitable for current purposes. In its accommodation strategy it proposes a redevelopment of the institute on a single site at Keeley Street as a Public and Private Partnership, for which an application to the FEFC is imminent. A range of appropriate

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consultants is assisting the institute. Planning consent has been secured for a part of the proposed development. The fabric of the buildings is currently in poor condition. Only essential maintenance and minor works are being carried out to the general areas of buildings pending the outcome of the decision to relocate. There are serious access problems on all three sites for students with restricted mobility; large areas of the institute remain inaccessible. The institute recognises all of these shortcomings in its self-assessment report.

42 The institute has prioritised improvements in classroom accommodation, and has refurbished and updated some areas during the last two years. Some rooms have been redecorated and furniture renewed. All teaching rooms have been fitted with whiteboards, overhead projectors and audiovisual teaching units. Inspectors agreed with this strength, as stated in the institute's self-assessment report. Entrance foyers of the three buildings have been refurbished to provide better reception areas. The standard of office accommodation for full-time staff has improved since the last inspection. Students now have access to networked computers and the Internet can be accessed on all sites. Facilities for students differ in standards across the three sites. Catering facilities are good on two sites but are restricted to a vending machine service on the third. Toilet facilities are inadequate in some areas. A room utilisation survey carried out by the institute shows that much of the accommodation is underused in the mornings with usage increasing through the day. It reaches a peak in the evenings. The demand for certain evening courses cannot be met and the self-assessment report acknowledges the difficulties in matching demand to the available space.

43 The learning centre on the Stukeley Street site has been combined with the library. The removal of the physical barriers between the library, the learning resource centre and the

studies skills provision has led to the successful integration of learning services and resources. Inspectors agreed with this strength, as identified by the institute. The new learning centre combines the resources of the library with new computer-aided learning facilities, and this strengthens opportunities for learning. The allocation of learning resource funds is based on the size of enrolments in the various curriculum areas. There is close co-operation between the learning resource manager and the curricular managers over the selection and purchase of learning materials. A new library management system has been installed and this will be made available in the libraries on the other two sites.

44 Induction sessions are held in the learning centre to support students who wish to use IT equipment for a particular task. Students value these sessions. There is a series of help sheets to indicate the computer software and CD-ROMs available to students. Services offered by the learning centre include a satellite recording service and a foreign news service. The institute has an IT policy. The development of access to, and use of, IT by students across the institute has been piecemeal. An audit of current access and use is being carried out and this information will inform the strategic planning process. The institute has 122 personal computers available to students. Most of them are networked and can be accessed in dedicated computer rooms, in the learning centre or the libraries. There is a wide range of software available which reflects the varied use of IT across the institute. A staff development project, in collaboration with three other colleges, is promoting the use of IT to enhance learning. Inspectors agreed with the judgement in the self-assessment report that these facilities were much improved since the last inspection.

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Quality Assurance

Grade 3

45 The institute has made progress in developing its quality assurance arrangements. Inspectors agreed with some of the institute's judgements on quality assurance but some strengths were overstated and some weaknesses omitted.

Key strengths

- improved arrangements for the review and evaluation of provision
- good staff development opportunities for full-time and part-time staff
- an effective system for responding to complaints and comments
- a well-established appraisal scheme

Weaknesses

- an over-complex quality assurance system
- lack of systematic reporting on students' achievements
- lack of evidence about improvement in performance
- some unsatisfactory quality assurance reports

46 Managers have made progress in addressing some of the weaknesses in quality assurance identified at the last inspection. Inspectors agreed with this strength, as stated in the self-assessment report. There has been an emphasis on quality development and this is now evident across the organisation. A quality assurance framework and cycle have been established. The approach has been developmental, focusing on the understanding and skills required for effective quality assurance. One of the vice-principals has overall responsibility for quality assurance. A quality committee, reporting to the academic board and the executive, oversees quality

matters. Self-assessment is now well established and involves both staff and governors.

47 The institute completed its second self-assessment report in preparation for inspection. Inspectors agreed with many of the judgements in the self-assessment report, though some strengths were overstated and some weaknesses were omitted. The evidence submitted in support of a number of judgements was inadequate. The quality assurance framework consists of a three phase reporting cycle, lasting 12 months, based on guidance in Council Circular 97/12, *Validating Self-assessment*. Managers of programmes and support areas complete a self-assessment and action plan. Institute action-planning and performance review documents are also produced. The cycle of reporting and action-planning, however, is over-complex, a matter not acknowledged in the self-assessment report. Judgements made early in the cycle are out of date by the time the self-assessment report is produced in October each year. The performance review document sets new targets without reference to changes in strategic plan objectives. The quality assurance manual is widely available but does not describe all of the procedures. Some reports contain clear judgements; others are largely descriptive. The institute acknowledges these weaknesses. It is establishing an internal audit team to moderate judgements.

48 Quality reports are informed by evidence collected from course evaluations completed by students and teachers. The completion of these evaluations is inconsistent and some are inadequate. Most students on non-schedule 2 courses are asked to complete a personal statement of learning which invites them to assess their own progress against the intended learning outcomes listed in the course outline. Where it is effective, this procedure provides useful information about the quality of the course and students' progress. In most cases,

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statements lack evaluative comment from teachers. The student charter is clear and simple and it includes standards for key activities, such as responses to complaints. The charter is supported by a widely available proforma for students to communicate complaints, comments and compliments. Complaints are fully documented and response letters are invariably courteous and constructive. Of the responses, 87% are within the 10-day target. Inspectors agreed that this was a strength.

49 The self-assessment report lacks sufficient analysis of data on students' achievements and retention. This is partly because of the difficulty of assessing students' achievements on non-schedule 2 courses. It is also because centrally held data has not been sufficiently reliable to provide accurate information on trends. The evaluation reports for schedule 2 courses are in a format largely determined by awarding bodies. They lack precision and consistency. The institute is unable to demonstrate evidence of the impact of quality assurance on student performance, or that there has been continuous improvement. Target-setting for retention and achievement is not systematic. Managers are aware of these weaknesses although they were not acknowledged in the self-assessment report.

50 Staff development is good and has been successfully linked to quality development. Inspectors agreed with the institute that this was a strength. The staff handbook describes entitlements including an allowance for part-time teachers to attend training events. There is a detailed staff development plan, linked to the strategic plan, and training events are well publicised. Over a three-year period all teachers were observed working in the classroom. New teachers are observed in their first six months. Lessons are graded but the grades are not collated, so that the overall profile cannot be tested against national benchmarks. The institute has placed a high

priority on inclusive learning. As part of its work on the inclusive learning quality initiative, a learning policy and guidelines for planning inclusive learning have been produced. The appraisal scheme is well established. All full-time staff are appraised each year. For most teachers, this includes observation of teaching before the appraisal interview. Individual targets are set and these enable line managers to monitor performance and appraisees to work to clear objectives. Part-time staff are offered a less structured appraisal which includes feedback on their performance.

Governance

Grade 3

51 Inspectors agreed with many of the judgements in the self-assessment report but found that the strengths were overstated.

Key strengths

- good clerking arrangements
- governors' effective contribution on financial matters

Weaknesses

- insufficient attention to curriculum matters and students' achievements
- delays in filling governor vacancies

52 The institute has a legal framework for its operation, set by its memorandum and articles of association. The FEFC's audit service concludes that, within the scope of its assessment, the governance of the institute is adequate. The governing body substantially conducts its business in accordance with its memorandum and articles of association. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC. The institute's articles of association provide for a governing body membership of 21, including the principal. There are currently three external

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vacancies. The governing body has established a search committee to assist with the identification and recruitment of external governors. It has identified gaps within its current membership, including a lack of representation from minority ethnic groups. The search committee has sought to recruit governors to meet particular needs, primarily through informal links. This approach has led to some vacancies not being filled promptly. Advertising has not been used to recruit new governors.

53 The self-assessment report states that induction of governors was not fully developed. Inspectors judged this weakness to be overstated. There is an induction pack and governors are made aware of opportunities to attend courses. The needs of individual governors are met informally through discussions with the chair. Governor review days are used to share information and expertise. The self-assessment process has been used as a tool to identify areas for further development. The governors are well involved in the strategic planning process. They have made effective contributions to identifying key objectives and issues for the institute. In addition to discussion at meetings, they hold review days twice a year, at which progress against the plan is reviewed and future direction is discussed. They recognise, however, that they are not effectively monitoring the curriculum and students' achievements. They do not receive reports which enable them to judge adequately the performance of students in terms of retention and achievement. They have asked for more information, in particular to help them benchmark achievement on non-schedule 2 courses. The lack of robust management information has also hindered the monitoring of schedule 2 work. A recent report to governors focused on the destinations of students attending some of the institute's courses, but this has not been addressed systematically.

54 Clerking arrangements are effective. The clerk to the governing body, who is also the company secretary, is directly accountable to the governing body and acts as clerk to all the governing body's committees. There is timely production and distribution of agendas, supporting papers and minutes. Papers are comprehensive and provide a good basis for discussion and action. The minutes clearly identify decisions made. They also provide good evidence of governors' deliberations. There is a good level of attendance at meetings of the governing body and its committees. However, the level of vacancies has contributed to a few meetings being postponed or closed due to quoracy difficulties. The governing body has an appropriate committee structure, including: finance and general purposes, staffing, audit and remuneration. Governors have adopted a robust approach to financial matters. They discuss the institute's financial position at each meeting of the finance and general purposes committee and the governing body, and have taken prompt action where appropriate to address any operating losses that are forecast. Governors have been sufficiently informed and involved on key issues, such as the accommodation strategy, whilst making sure that they maintain the distinction between governance and management. The audit committee has not fulfilled some of its responsibilities effectively. It made slow progress in appointing internal auditors in 1998-99.

55 The memorandum and articles of association include procedures for the conduct of governing body business. However, they are not supported by a comprehensive set of standing orders or policy statements. The governing body has a code of conduct but this has not been updated to reflect the Nolan committee's recommendations. The governing body has established a register of interests, which includes declarations by all governors and senior managers of the institute. The articles of

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association state the governors' duty to appraise and determine the remuneration of senior postholders. In the last year, the governing body has redetermined the number of senior postholders. There are now two vice-principals in addition to the principal and the company secretary. The governors have not yet established formal criteria for the appraisal and remuneration of these new postholders.

Management

Grade 3

56 Inspectors agreed with many of the judgements in the self-assessment report, but found that several strengths were overstated. The institute recognised the main weaknesses, but accorded them less significance than inspectors did.

Key strengths

- good communication within the organisation
- effective management of programmes
- well-developed arrangements for strategic planning
- effective partnership arrangements with local organisations

Weaknesses

- slow progress in addressing some key issues
- a lack of reliable management information
- underdeveloped use of targets
- inadequate financial reporting

57 Management of the institute has improved since the last inspection, but progress on some key issues, including management reorganisation and management information, has been slower than planned. There have been a number of changes to the management structure. The principal was appointed in 1996. The current executive team, comprising the principal and two vice-principals, has been

operating since January 1999. They have clear roles and responsibilities and are working well together as a team. Since September 1999, six heads of programme have had responsibility for managing the curriculum. A new personnel manager is in post. The self-assessment report acknowledges some staffing difficulties over the past two years, and action has been taken to address these. The report identifies as a weakness the lack of reliable information to inform monitoring and planning by managers. Progress has been slow to identify and implement systems that will meet the institution's needs. This has caused difficulties in returning accurate and timely data to the FEFC. A new management information system was installed in October 1999, but it is too early to judge its effectiveness. The institute has experienced problems across a number of its computer functions. Managers have conducted a lengthy and extensive review of arrangements for information systems support, and governors have recently decided to contract this service externally.

58 Communication has improved significantly since the last inspection, as evidenced in the self-assessment report. Roles and responsibilities have been clarified across the organisation and the meetings structure has been reviewed. Decisions and actions are clearly published in minutes, which are appropriately circulated. Staff are consulted as a part of the decision-making process and are positive about the changes. They understand their responsibilities and they welcome the open style of management. The self-assessment report recognises the need to review the role of the academic board. The institute has an equal opportunities policy and committee. The minutes of the latter identify areas of work that need further attention. There is a separate disability advisory group, which is working effectively, and an inclusive learning manager. The links between these areas of work are underdeveloped.

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59 The institute has developed effective relationships with a wide range of external partners. Regular meetings are held with other colleges to consider joint planning and sharing of resources. Managers have made good progress in strategic planning processes since the last inspection. Staff and governors are well involved. The institute recognises that the links between the annual operating statement and action plans are not yet fully effective. There is inconsistency in the way institute targets are translated into targets for programmes and services across the organisation. Programmes are well managed and the links between senior and middle managers are effective.

A curriculum review system was put in place in 1998 in which senior managers reviewed performance and future plans with programme managers. The review of performance indicates actions that have been taken but it does not provide a systematic check against the targets set out in the annual operating plan. Some objectives have not been met, such as a review of timetabling and room utilisation.

The self-assessment report recognises the need to develop further the institute's marketing activities. A publicity officer has been appointed, and external expertise is being used to conduct a marketing audit. Inspectors identified deficiencies in market research. The institute is aware that it does not carry out a needs analysis which adequately addresses its objective of further widening participation.

60 The FEFC's audit service concludes that, within the scope of its review, the institute's financial management is weak. The institute's financial accounting system does not meet its financial management needs. The production of financial reports is laborious. The finance team has to use a combination of three computer systems, with significant manual transfer of data, to produce financial reports. This adversely affects their prompt production monthly and is an inefficient use of resources. Budget holders operate their own local systems

to monitor their budgets. Income and expenditure reports do not include profiled budget information, which makes monitoring difficult, particularly in the first half of the year. Financial reports to governors do not include a rolling cashflow forecast for 12 months ahead. The institute has recognised in its self-assessment report that its finance system is a weakness and is working towards replacing it for 2000-01. The institute is in strong financial health. It has developed a sophisticated budget planning process, which involves extensive delegation of income and expenditure to programme manager level. Clear guidance and training is given to budget holders. The finance team has monitoring sessions with budget holders.

Conclusions

61 The institute produced its second self-assessment report in preparation for inspection. The report was comprehensive but too long. Some judgements were clearly stated but parts of the report contained too many narrative statements. Action to address weaknesses and further improve provision was described, but the intended outcomes were not always clear. The institute has been slow to achieve action in some areas. Inspectors agreed with many of the judgements in the report, but concluded that some strengths were overstated and some weaknesses were overlooked. Some weaknesses in management and quality assurance were given more significance by inspectors. In one curriculum area, inspectors agreed with the self-assessment grade, but found different strengths and weaknesses. Inspectors agreed with six of the self-assessment grades; four grades awarded by inspectors were lower than those in the institute's report.

62 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

Institute Statistics

Student enrolments by age (July 1999)

Age	%
Under 16	0
16-18 years	1
19-24 years	7
25+ years	85
Not known	7
Total	100

Source: college data

Student enrolments by level of study (July 1999)

Level of study	%
Level 1 (foundation)	2
Level 2 (intermediate)	1
Level 3 (advanced)	2
Level 4/5 (higher)	0
Non-schedule 2	95
Total	100

Source: college data

Student enrolments by mode of attendance and curriculum area (July 1999)

Programme area	Full time	Part time	Total provision %
Science	0	117	0
Business	0	1,930	5
Hotel and catering	0	120	0
Health and community care	0	3,646	8
Art and design	56	18,400	42
Humanities	24	19,205	44
Basic education	0	303	1
Total	80	43,721	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 64% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1999)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	59	0	70	129
Supporting direct learning contact	19	0	14	33
Other support	63	0	11	74
Total	141	0	95	236

Source: college data, rounded to nearest full-time equivalent

Three-year Trends

Financial data

	1997	1998	1999
Income	£7,816,000	£7,817,000	£8,206,000
Average level of funding (ALF)*	£18.17	£17.93	£17.32
Payroll as a proportion of income	76%	74%	74%
Achievement of funding target	117%	134%	114%
Diversity of income	42%	43%	43%
Operating surplus	-£41,000	£175,000	£42,000

Sources: Income – Council Circular 98/43 (1997), college (1998 and 1999)

ALF – college (1997, 1998 and 1999)

Payroll – Council Circular 98/43 (1997), college (1998 and 1999)

Achievement of funding target – Performance Indicators 1997-98 (1997 and 1998), college (1999)

Diversity of income – Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus – Council Circular 98/43 (1997), college (1998 and 1999)

**including non-schedule 2 provision*

FEFC Inspection Report 20/00

Published by the
Further Education Funding Council
Website www.fefc.ac.uk
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