

REPORT
FROM THE
INSPECTORATE

**City of
Westminster
College**

February 1997

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL***

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

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

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GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

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

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

College grade profiles 1993-96

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

FEFC INSPECTION REPORT 09/97

CITY OF WESTMINSTER COLLEGE

GREATER LONDON REGION

Inspected May-November 1996

Summary

City of Westminster College is the only general further education college in the London borough of Westminster. It offers a wide range of general education and vocational courses. The college has good links with external agencies and with several European countries. Governors are committed to ensuring that the college is successful and they work effectively with the principal. Overall, the college is well managed. The recruitment and induction of students are well organised. Students benefit from an effective tutorial system. They receive good counselling and sound careers advice. Teachers are well qualified and experienced. There is an effective programme of staff development. Much of the teaching is good. Students' achievements are good on many courses. Additional support for learning is available to students but, in some instances, it is not taken up by those who need it. Accommodation is generally satisfactory. Some specialist accommodation has been recently refurbished to a good standard. The five-yearly course evaluation process has been strengthened by the recent implementation of annual course reviews. The college needs, however, to ensure greater consistency in the ways these are carried out. Specialist equipment is adequate but some of it is underused. The college needs to ensure that: course teams meet regularly; good practice is shared by all staff; and that lessons for students with learning difficulties are sufficiently challenging to them. The college should also improve students' retention rates generally and students' achievements on some courses.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science	2	Art and design, and media and performing arts	3
Mathematics and information technology	3	Humanities	2
Engineering	3	ESOL and basic education	3
Business	2	Provision for students with learning difficulties and/or disabilities	4
Hotel and catering	2		
Health and community care	2		

INTRODUCTION

1 City of Westminster College was inspected between May and November 1996. Twenty-two inspectors spent 76 days in the college inspecting curriculum areas and cross-college provision. They observed 204 lessons and examined students' work, together with documentation about the college and its courses. Meetings were held with students, teachers, senior managers, governors, employers and representatives of local groups, schools and the Central London Training and Enterprise Council (TEC).

THE COLLEGE AND ITS AIMS

2 City of Westminster College, originally known as Paddington Technical Institute, has provided further education since 1903. It is situated within the area covered by the Central London TEC and is the only further education college in the London borough of Westminster. Most of the 12 secondary schools within the borough have sixth forms. The college competes for its students with these and 10 other further education colleges in surrounding boroughs. The college has seven centres in central and west London. The main centre is at Paddington Green; the others are in Maida Vale, West Kilburn and Ladbroke Grove. The college also has a theatre, the Cockpit, in Marylebone.

3 At July 1996, there were 7,043 students enrolled at the college, of whom about three-quarters were over 18 years of age. Over 80 per cent of the students were funded by the Further Education Funding Council (FEFC). Twenty-eight per cent of the college's students come from Westminster and this proportion has increased in recent years. A further 24 per cent come from the neighbouring boroughs of Kensington and Chelsea, and Brent. The remainder are recruited from further afield. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively.

4 The student population of the college has a rich and diverse blend of culture and experience. Fifty-eight per cent are from minority ethnic backgrounds. Forty-six per cent of the students at the college have a first language other than English. Within the Central London TEC area, recorded unemployment in June 1995 was 14.2 per cent. Over 23 per cent of the workforce resident in Westminster has no formal educational qualifications. In June 1996, there were over 8,000 people who were registered as unemployed in Westminster and 19 per cent of them were aged 16 to 24.

5 Courses in all of the FEFC's 10 programme areas are provided by five faculties: business studies, community and language studies, engineering and building services, visual and performing arts, and science and humanities. In addition, a training services department organises courses for commercial, industrial and public sector clients. The work of the faculties is supported by customer services, student support services,

computer services and open learning facilities. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

6 Through its mission statement, the college is committed to providing high standards of further education and training for all students. The college's strategic aims are: 'to contribute to the development of a skilled workforce appropriate to the needs of commerce and industry; to enable people to further their education and training; to support, develop and value the skills and potential of its staff; to identify and respond to changing market opportunities; to develop and promote the quality of its service; to develop and maintain an efficient and appropriate working and learning environment; and to thrive'. The college is making good progress in achieving its aims.

RESPONSIVENESS AND RANGE OF PROVISION

7 The college offers a wide range of general education and vocational courses at different levels. It has taken a number of initiatives in response to the needs of students and employers. It is the main centre in the south-east of England for medical technology programmes and these attract students from all parts of the country. As a result of falling demand, the college has withdrawn a number of courses. New courses in areas such as the performing arts, childcare and leisure and tourism, have been provided in response to the needs of potential students. Enrolment is low, however, in some areas, including aspects of engineering and provision for students with learning difficulties and/or disabilities. There is scope for the college to carry out a further review of its provision to ensure that it matches local needs.

8 A centralised marketing unit is well established in the college. It has effectively assisted planning across the college and in faculties by providing analyses of local labour markets and the provision offered by other competing institutions. For example, information from the marketing unit on the changing demand for computer engineering skills influenced the decision by the faculty of engineering and building services to close some evening classes and develop its full-time provision. Similarly, managers in the faculty of business studies increasingly study labour market provision when planning the faculty's provision. As a result of faculty marketing projects, marketing information is increasingly used in course development and review. Some course teams, however, do not fully accept that marketing information can help them in their planning.

9 The college offers 48 courses which lead to general national vocational qualifications (GNVQs) in nine vocational areas. There are GNVQ courses at foundation, intermediate and advanced levels in business studies, leisure and tourism, and health and social care. There are GNVQ courses at both intermediate and advanced levels in media and communication studies, information technology, engineering and art and design. In addition the college offers broad-based GNVQ foundation provision. Between 1993

and 1996, some students, including six in business studies, have progressed from GNVQ foundation courses to the second year of a GNVQ advanced course. Students on GNVQ courses in business, and leisure and tourism benefit from the opportunity to take units in French, German, Italian and Spanish. The college offered a GNVQ course in engineering at advanced level, but this failed to recruit students. There are courses leading to national vocational qualifications (NVQs) in eight vocational areas, notably business, leisure and tourism, science, construction and motor vehicle crafts. In 1994-95, there were 345 students enrolled on such courses leading to NVQs at levels 1 to 3.

10 The training services department of the college has been successful in developing provision directly funded by the Central London TEC and by employers. At the time of the inspection, there were 280 young people on network training and 120 on training for work schemes, managed by the college. This provision includes a unique GNVQ 'young cricketers' programme for the Marylebone Cricket Club. The largest contracts with employers are for NVQ work. The college has established 13 NVQ assessment centres and some of these are within major United Kingdom companies. There are more than 1,000 candidates working towards training and development awards within such companies. The training services department has been particularly successful in helping employers to identify provision that matches their specific requirements. Staff have been particularly responsive to employers' needs. For example, engineering teachers undertake night shifts as part of a training programme for London Underground personnel concerned with escalator safety. The training services department has made an important contribution to the college's income with its revenue from work with companies and other clients. The income earned from employers has grown from £57,000 in 1989-90 to £615,000 in 1995-96. Income from TEC-funded programmes in 1995-96 was £635,000.

11 The college has a large number of courses leading to the general certificate of secondary education (GCSE) and the general certificate of education advanced level (GCE A level). GCSE courses are provided in 20 subjects. Eighteen GCSE subjects are offered in the daytime, two in the evening only and five, including English and mathematics, during the day and evening. Demand for GCE A level courses has increased over the last two years. Twenty-one subjects are offered, eight of which can be studied in the evening. Five GCE advanced supplementary (AS) subjects are offered but these attract few students. The college has based nearly all its GCSE and GCE A level courses at the Maida Vale Centre. There is little opportunity for students to combine GCE A level subjects with GNVQ advanced programmes.

12 There are 12 access to higher education courses which attracted 150 adult students in 1996-97. These courses cover business, computing, engineering, life sciences, humanities and social science, most of which can be studied over one or two years. An imaginative and successful

innovation has been the access to international business course aimed at students whose first languages are French or Spanish. In addition, the college offers a one-year 'return to learning' course and an eight-week access foundation course. In a number of programme areas, including business studies, languages, engineering and humanities, there are good links between the college and higher education institutions. Through these links, students are well informed about opportunities available to them in higher education. The college has developed a number of specific links with universities. For example, it offers a postgraduate diploma in medical technology, validated by Middlesex University, and the first year of a degree in business studies which is franchised from the University of Westminster.

13 The college offers a good range of courses in English for speakers of other languages (ESOL). These courses are at four levels. They are mostly available during the day and some are provided in the evenings. There has been an expansion of this provision in recent years as a result of demand and the college's own commitment to improve access for speakers of other languages to all its courses. Vocational provision designed for speakers of other languages, includes GNVQ foundation courses in business, and health and social care and training for work programmes, sponsored by the Central London TEC, in business administration, business familiarisation and motor vehicle engineering. Three further courses are offered to students whose first language is not English: a one-year 'college introduction' course for students aged 16 to 19 to enable them to progress to other mainstream courses, an initial training programme for students under 23 years old who wish to progress to youth training programmes, and a study skills programme for adults. Help with English is also given to some students who are enrolled on mainstream vocational courses.

14 The college's keenness to meet the needs of students is evident in other ways. Modular programmes leading to NVQs in business administration have been developed to meet the needs of students, and particularly adults, who cannot attend college regularly because of their commitments at home or at work. The travel and tourism section has also developed a modular programme which can lead to an NVQ in tour operations and to various practical travel trade certificates. The programme includes modules in English and modern foreign languages, and secretarial and information technology skills are available. This programme has attracted about 100 students from home and overseas. Provision is made to help students learn more effectively. For instance, careers guidance and tuition in study skills and the key skills of information technology, numeracy and communication are provided for all first-year GCE A level students.

15 The faculty of engineering and building services has a formal employers liaison group which meets regularly. Its minutes show that employers contribute to curriculum development and course review. There

is also a liaison group for sound engineering. However, the college has found that small employers are unlikely to participate in such liaison groups. Nevertheless, staff in most curriculum areas have good, informal links with employers. Employers provide work experience opportunities for students, contribute their specialist expertise to courses and sponsor many prizes. Relationships with the Central London TEC are good. The college is held in high regard by the TEC for its responsiveness. The college, in partnership with six other London further education colleges, made a successful bid to the Competitiveness Fund in 1995-96 for money to promote information and learning technology.

16 Links with other local providers and agencies vary in strength and effectiveness. The college makes provision for pupils from seven local schools. These pupils usually attend the college on one day a week to study subjects which are not available to them in their schools. The college is collaborating with a London trust which has a contract with the City of Westminster to run courses for pupils expelled from local schools. The college provides between 40 and 60 per cent of the weekly timetable for 60 young people in this scheme. It is also collaborating with a local school in the piloting of a GNVQ course at foundation level. Staff have little contact with the parents of students aged 16 to 18. However, staff from the faculty of community and language studies recently held a meeting with parents as part of an attempt to improve students' retention rates on some of the faculty's courses. The college supports a number of initiatives in the community. It has some informal links with the youth service. For instance, college staff liaise with youth workers who are developing provision on housing estates near the Beethoven Street Centre. It also acts as the sponsor of schedule 2 provision offered by the City of Westminster's adult education service.

17 The college has established some good European links. It collaborates with a Danish higher education institution, the Kolding Kobmandsskole, in operating an international business academy. One hundred and fifty students taking diploma courses in Denmark undertake a business placement in London, organised and supervised by the college. Degree accreditation is being sought for this Open University diploma course. The faculty of business studies has some productive overseas links. Students can undertake project-based work experience in Paris or Valencia, organised through colleges in the two cities. The faculty also exchanges teaching materials with the college in Valencia. Students taking GNVQ information technology at advanced level, who also study German, are provided with the opportunity to visit a technical school in Berlin.

18 There is a detailed equal opportunities policy which is referred to in the staff and student handbooks. The corporation has decided that one of the main functions of the academic board is to implement and monitor the college's equal opportunities statement. There is, however, little reference to equal opportunities in recent agendas of the academic board. The college does not have an equal opportunities officer or committee.

Managers aim to ensure, however, that all the college's provision and procedures conform to the college's equal opportunities policy. This aim is understood at faculty level and heads are committed to good equal opportunities practice in, for example, the appointment of staff. The number of female students taking courses, such as GCE A level physics, upon which more males than females have been enrolled in the past, has increased over the last two years. Over the last three years, the percentage of the college's students from minority ethnic backgrounds has increased from 41 per cent to 50 per cent. The proportion of female students has risen from 39 per cent to 41 per cent and the proportion of students with disabilities has risen from 3 per cent to nearly 6 per cent over the same period.

GOVERNANCE AND MANAGEMENT

19 There are 15 governors. They include seven independent members, a TEC nominee, one co-opted member, two staff members, one student member and the principal. At the time of the inspection there were two vacancies on the governing body. Five governors are women. Governors are aware of their responsibilities and understand the difference between their role and that of senior managers. The chair and members of the governing body have an excellent working relationship with the principal and other senior managers. Governors have a thorough understanding of the work of the college and have a range of knowledge and skills which the college is able to draw upon. They have particular expertise in business, finance, information technology, leisure and tourism, marketing and higher education. The governing body has established a search committee which has the responsibility to find two new governors to fill the existing vacancies on the board. The committee wishes to recruit a governor with legal expertise and another who has links with the local community. There are three subcommittees of the governing body for audit, finance and general purposes, and remuneration. All have clear terms of reference.

20 Most governors have been in post since incorporation and four were members before that. Governors' attendance at the full board and subcommittee meetings has averaged 65 per cent over the last three years. Initial training was organised for governors following incorporation. Their current training needs have been identified recently and a training programme is being drawn up to meet these. Governors made use of the document *Governance and Management of Further Education Colleges*, published by the FEFC in June 1996, to assess and review their working arrangements and performance. Governors have encouraged the appointment of external consultants to support the management of the college's accommodation, and to stimulate initiatives in human resource development, appraisal and marketing. A code of conduct for governors has been established and agreement has been reached to maintain a register of governors' interests.

21 The governors' main concern recently has been to maintain the existing range of the college's provision in the face of financial constraints.

They have not concerned themselves to the same extent with the curriculum, students' achievements or quality assurance. All governors receive information about college events. Some of them have spent time familiarising themselves with particular areas of the curriculum such as business studies, electrical engineering, leisure and tourism, and performing arts. Presentations to governors from senior managers have covered curriculum developments, marketing, quality assurance, training services, and property matters.

22 The governing body manages its business well. There is a clear timetable of meetings. The full board meets four times a year and most committees normally meet monthly. Meetings are well prepared. The clerk to the corporation is a vice-principal who effectively separates his responsibilities to the board from those he has as a senior manager. Members receive accurate, detailed minutes and well-prepared papers on agenda items. Reports and recommendations from subcommittees are presented to the board.

23 The college has a well-documented and effective strategic planning process. Governors are involved in the development of the strategic plan and have a clear understanding of the college's mission, ethos and future development. The mission statement is at the heart of strategic planning in the college and the strategic plan is monitored and updated following consultations with staff and students. The college's strategic aims and management objectives are reflected in the development plans of faculties. These plans are generally consistent in format and quality. They do not, however, include clear specifications of performance indicators or give timescales within which recommended action should be completed.

24 Overall the college is effectively managed. The executive of the college comprises the principal and two vice-principals. The principal is the line manager of the two vice-principals and of the human resources manager. One vice-principal is responsible for the faculties, marketing, quality, customer services, learning services and development activities. The other vice-principal is responsible for finance, centre management and administration, training services, technical services, premises and health and safety. The senior management team includes members of the executive, heads of faculty and managers of technical, financial and learning services. There is also a senior management forum which has an advisory role and has a broad membership from across the college. Teaching staff are managed by heads of school, or by section leaders, who are responsible for groups of courses and answerable to heads of faculty. The present management structure, lines of communication and responsibilities are clear and understood by staff. Some course teams do not meet regularly and there is variability in the quality of the minutes of meetings.

25 In 1995, the financial situation of the college worsened as a consequence of the need for urgent building works. Consequently,

managers became aware of the need to make significant operational savings. A review of staffing levels in 1996 led to a loss of nine teaching and 44 support staff posts. At the time of the inspection, a major review of the college's accommodation, curriculum and management structure was being carried out. This review is funded by the TEC which believes it to be a useful management exercise from which other colleges in the further education sector could benefit. The review has led to a comprehensive management action plan for various aspects of the college's operations. The governors and senior managers are carrying out the review in an open and consultative manner. They recognise the importance of communicating effectively with staff and students, and, to this end, make good use of a college newsletter and bulletins. However, the likelihood of further reductions in staffing, and the prospect of closing two sites, have led to a high level of anxiety amongst some staff.

26 The academic board, chaired by the principal, includes senior managers, representatives of teaching and support staff and students. The board advises the principal on the standards, co-ordination and development of the college's provision.

27 The college's average level of funding for 1995-96 was £22.40 per unit. The median nationally for general further education and tertiary colleges was £18.13, and for London, it was £20.47. The college's average level of funding for 1996-97 is £21.79 per unit compared with a median of £17.97 for similar colleges nationally. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The college has a clearly understood system for formulating and allocating budgets. Heads of faculty are able to delegate budgets to schools and individuals. Managers are aware of the need for strong financial control mechanisms. Spending is closely monitored and detailed monthly reports are sent to budget holders. Some work on the costs of individual courses and programme areas has been carried out by senior managers and it is the subject of continuing discussion with heads of faculty.

28 The college's management information systems are generally effective. Information is available on enquiries from potential students, enrolments, timetables, examination entries, examination results, financial and personnel matters and the college's payroll. However, the college's management information systems were unable to provide comprehensive data on completion rates over two-year courses. Managers are setting targets for various aspects of the colleges's performance. Heads of faculty have enrolment targets, and monitor students' achievements, completion rates and destinations. However, the collection of information from faculties is unsystematic. There is no clear calendar of dates by which information from managers should have been collected. Some managers have insufficient access to the management information systems and others lack the expertise to make productive use of them.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

29 The college has, generally, effective and well-documented systems for the recruitment and enrolment of students. Course leaflets give clear information about entry requirements, course content, assessment procedures and progression possibilities. The college offers an information and advice service to applicants and organises open days which are well attended. Customer services staff at an attractive information centre at Paddington Green offer prospective students guidance and advice about the college and its provision. Other centres also provide detailed information on the full range of courses available at the college. All enquiries from prospective students are systematically logged and followed up. Pre-course guidance is co-ordinated across the college by the customer services team. Marketing and customer services staff work together to provide a comprehensive information service. The local careers service, which is well briefed by the college, provides information about the college to local schools.

30 In order to minimise queuing at enrolment, prospective students may enrol by appointment. Reception staff are welcoming and informative. Most applicants receive an interview with a course tutor who helps them to choose a course of study best suited to their needs. Applicants who require additional advice are referred to student admissions staff and the careers service. Students expressed positive views about their enrolment experience. Each faculty has its own enrolment process which should be carried out in accordance with college guidelines. In practice, however, there is wide variation in enrolment procedures across the college. For instance, the enrolment procedure at the Maida Vale Centre is sometimes protracted because of the time needed to process students' data onto the management information system. Best practice for enrolment is not shared throughout the college.

31 Induction programmes are generally effective. Each course team provides its own induction sessions. At these, students have the opportunity to discuss their course and to get to know other students by working with them in groups. Most teachers are responsive to the needs of students. They provide a range of appropriate information about the college, course and the responsibilities students have. A minority of induction sessions were monotonous and teachers overloaded students with information.

32 Additional help with English, and with other aspects of their learning, is available to students at all centres. The needs of students with disabilities are identified through a screening process which the students undergo before they start their course. The needs of other students for additional assistance with their learning are identified later. These students are referred to student support services but they do not necessarily receive the assistance they require. Some students are not sufficiently aware of the extent of assistance available to them. At the Paddington Green Centre,

additional support for learning is provided at a centre which students may use at any time. On occasions, however, this facility is too small for the number of students who want to use it. The progress of students receiving additional assistance with their learning is monitored thoroughly and is reported to their tutors.

33 Procedures for the accreditation of students' prior learning are more developed in some curriculum areas than in others. On business administration and building services programmes, this accreditation process has been successfully developed. Students on these programmes may take modules which supplement the skills and experience they have acquired previously. Some useful guidelines for accrediting prior learning have been developed for use across the college. Customer services provides clear information to students about accreditation.

34 All full-time students have a weekly tutorial session. Tutors are given a comprehensive pack which provides guidance on the tutorial curriculum. The pack concentrates on the content of tutorial periods rather than tutorial methods. Tutors are given discretion to adapt the programme to suit the needs of their courses and students. Group work and one-to-one interviews are features of the tutorial provision. Tutors are usually willing to give extra time to those students who require additional help and guidance. The establishment of targets for students is a feature of many courses. Tutorials provide an opportunity for students to discuss, with their tutor, the progress they are making towards meeting their individual targets. Tutors are keen to develop students' records of achievement, but some students have shown little interest. Students value the tutorial system and the support they get from it. The college prospectus does not mention the availability of tutorial support for students. The course leaflets for some curriculum areas, such as business, stress the importance of the tutorial system.

35 Procedures for dealing with students' absence vary across the college. An attempt has been made to introduce standardised systems for monitoring attendance and dealing with non-attenders, but there are variations in the way these are implemented. For example, on some courses, action is taken to contact a student who has been absent on two consecutive occasions. On other courses, no action is taken until a student has been absent for two weeks. There is a similar lack of consistency in the response of teachers to students who are not punctual for lessons.

36 The college provides students with good access to its comprehensive careers education provision. Specialist staff provide careers guidance for students, often as part of their course. Careers education sessions are well planned. They offer students a variety of appropriate activities, and good use is made of resources, such as videos and employers' literature. Students are given help and advice on their applications for higher education courses. In addition, students can attend widely-advertised careers education sessions which are regularly provided in the college's

learning support centres throughout the year. Presentations on careers education are sometimes mounted to address the specific needs of a particular group of students. In some curriculum areas, careers education has been given enhanced status through the accreditation of course modules.

37 There are two student advisers whose work is organised through customer services. They have bases at each centre. Working to a publicised rota, they are available to all students and can advise on a wide range of practical matters, such as benefits and accommodation, and on personal and domestic issues. The close co-operation and consultation between the advisers and students' tutors are strengths of this service. In addition, the advisers are able to refer students to a wide range of external agencies which can offer more specialised support. Advisers are careful to maintain contact with students who are referred to outside agencies. In some centres, at certain times, the demand for the advisers' services is heavy and delays can occur before students receive advice.

38 Through its literature, and in the students' handbook, the students' union has publicised the acceptable codes of conduct for students as they are defined in the charter. These codes of conduct are also stated in the learning agreement which every student is required to sign. However, students at centres other than Paddington have a limited awareness of the union's status and activities. The learning agreement is clearly worded and it contains an even balance between statements of the college's responsibilities and those of the students. However, many students are unsure of the purpose of the learning agreement.

TEACHING AND THE PROMOTION OF LEARNING

39 During the inspection, inspectors observed 204 sessions attended by 2,307 students. In 61 per cent of the sessions the strengths outweighed weaknesses. In 13 per cent, weaknesses outweighed strengths. Although the proportion of lessons graded 4 or 5 is slightly higher than the figure nationally, the number of lessons so graded is relatively small. The following table shows the grades awarded for the lessons inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		7	17	6	2	0	32
GCSE		1	6	3	1	0	11
GNVQ		7	22	13	5	0	47
NVQ		2	7	4	0	1	14
Other*		22	33	28	15	2	100
Total		39	85	54	23	3	204

**includes courses in ESOL, Business and Technology Education Council (BTEC) national and higher national certificates and diplomas, and City and Guilds of London Institute (C&G) courses.*

40 The average attendance rate in the lessons inspected was 77 per cent. The lowest rate of attendance at 65 per cent, was in health and community care, and the highest, at 85 per cent, was in science. Attendance and punctuality were poor in some GCSE evening classes and on some art and design courses. Some teachers do not take appropriate action when students are late for lessons. On some courses a pattern of erratic attendance is developing.

41 Courses in business, leisure and tourism, health and social care, vocational language courses, psychology and science are comprehensively planned. Schemes of work in these areas show an appropriate balance between theory and practice. They contain important information on course content, assessment procedures, examination dates, planned visits and work experience. In leisure and tourism, schemes of work are similarly well developed and they are subject to continuous review. Schemes of work in media, performing arts and on some humanities courses are less detailed and comprehensive. Most lessons are well planned. Science lesson plans contain a variety of suitable activities to help students develop practical skills and an understanding of scientific theories and concepts. In motor vehicle lessons, students are issued with task books which cover all aspects of their practical work.

42 In the best sessions, teaching methods, activities undertaken and the level of work matched the lesson objectives, met the students' needs and fully exercised the students' capabilities. Teachers illustrated points with topical and relevant examples and they drew skilfully on their own industrial experience and their students' work experience. In an advanced level GNVQ leisure and tourism lesson in customer care, students engaged in a combination of small group discussion with role-play, and successfully simulated the sale of a holiday to a family. Students on a BTEC national diploma course in performing arts used photographs and newspaper articles to research and bring to life scenes from the battle of Cable Street. In mathematics teachers explained mathematical concepts clearly and worked through practical examples of them effectively.

43 Teachers employed audio-visual teaching aids with varying degrees of effectiveness. Handouts and overhead transparencies were of high quality in humanities and business, and particularly good use was made of models and video tapes in science. Satellite television and audio cassettes were well used in vocational modern language lessons on vocational courses. Teachers of German and ESOL had produced their own vocabulary booklets. Little use was made of teaching aids in art and design lessons. Some courses provide students with a stimulating programme of visits and field trips. The annual student magazine gives opportunities for students to publish their views and engage in creative writing.

44 With very few exceptions, relationships between teachers and students are good. At its best the atmosphere in lessons is ordered, friendly and businesslike and students enjoy their studies. In leisure and tourism,

mathematics and science, teachers make good use of directed questions to involve all students and check that they understand the lesson. In areas such as humanities, there is an appropriate emphasis on debate and enquiry and contentious and sensitive issues are handled with care. On business courses, students are helped to acquire key skills. They are given study packs and encouraged to learn on their own. Most students participate well in lessons, and they are provided with a range of stimulating practical activities. Some teachers have a low expectation of their students. For example, in some modern language, information technology and health and social care lessons the more able students are not sufficiently challenged. Project and lesson planning in media, art and design, and performing arts does not always take account of students' differing abilities. There is some unimaginative teaching in a few engineering and information technology classes, and the pace of teaching is too slow in some ESOL lessons.

45 Some lessons for students with learning difficulties and/or disabilities were sound. On the whole, however, lessons for these students contained more weaknesses than strengths. In the best lessons, teachers were creative and imaginative. They used question and answer techniques to check that students understood the material presented and they provided opportunities for students to develop communication skills. In some of the less successful lessons, students were not sufficiently challenged and the teaching lacked imagination. Often, teachers failed to take account of the differing abilities of students. For example, in some lessons, all the students were given the same tasks. Some students completed these quickly and then wasted time while waiting for the other students who were struggling with the work to finish. In some lessons, the teachers did too much for the students and allowed them few opportunities to take part in discussion or collaborative work.

46 There is a significant number of students on the modular tourism course who are from mainland Europe and who receive effective help with English in their lessons. In engineering, and in art and design, adults and younger students are taught together successfully and teachers take account of the older students' maturity and experience. Timetables, in areas such as health and social care, have been adjusted to reflect the needs of students who are parents and who have children to look after.

47 Homework, coursework and assignments are set regularly. Such work is usually carefully matched to the objectives of the course and the needs of students. A particular strength of courses in sound engineering, and in studio lighting and electrics is the tailoring of assignments to workplace requirements. In English, health and social care, humanities and science, assignments are marked promptly and returned to students with detailed and helpful written comments. In one case, each assignment was accompanied by a one page, wordprocessed commentary from the teacher. However, students on the business GNVQ programmes are not

given clear information about how their work is graded. In art and design, some students are allowed to leave important preparatory work unfinished and their teachers fail to make them complete it. Engineering students do not always receive written feedback on their assignments. The portfolios of some students with learning difficulties and/or disabilities contain little evidence that work has been marked.

STUDENTS' ACHIEVEMENTS

48 Most students are enthusiastic about their work and they are responsive in class. They work well in groups and are usually well motivated and industrious. Contributions to class discussions made by students in performing arts, media, and English lessons were often mature, lively and reflective. However, a significant number of art and design students found it difficult to discuss and explain their work. Students on evening courses in English were less committed to their work than students on similar courses in the daytime. Although students with learning difficulties become more confident when dealing with other people, they are not achieving other important skills.

49 The students' assignment work across most curriculum areas is generally sound. In science, particularly in medical physics and physiological measurement, the students' assignments are of a high standard and their files are neat and accurate. The written work of students in English is competent, and it shows that due regard is given to spelling, punctuation and grammar. The portfolios of work of students on programmes leading to NVQs in business are well presented. Business students, generally, are able to communicate their ideas confidently in writing. Some portfolios of students with learning difficulties and/or disabilities are disorganised and they are ineffective as records of achievement.

50 Much of the work done by students in practical sessions is of a high standard. Projects carried out by students on the advanced GNVQ media course are exciting and stimulating. Practical work in engineering is sound, and science students carry out practical exercises safely and competently. Leisure and tourism students achieve excellent examination results in travel trade and sports coaching awards and they do well in sporting activities. In 1995, a medical technology student, who achieved a distinction in all subjects, was awarded a national prize for being the best student on NVQ courses for cardiac and respiratory technicians. Some performing arts students have had acting experience before joining their course and the standard of performance in this area is good. Photography students produce creative work of high quality.

51 In 1995-96, over three-quarters of the college's students followed vocational courses. Students were entered for a wide range of qualifications validated by the BTEC, the C&G, the RSA Examinations Board (RSA) and other examining bodies. Seventy-two per cent of students,

aged 16 to 18, in their final year of study on advanced vocational courses included in the Department for Education and Employment's (DfEE's) 1996 performance tables, were successful. This places the college among the middle third of colleges in the further education sector on this performance measure. However, over 75 per cent of the college's students are aged 19 or above.

52 Overall, the results obtained by students on GNVQ and NVQ programmes in 1995-96 were good. In business studies, the proportion of students who achieved full certification on intermediate and advanced level GNVQ courses was above the national average. Results obtained by students on the foundation and intermediate level GNVQ programmes in health and social care compare favourably with national figures. However, results on the intermediate GNVQ course in leisure and tourism were well below national figures. Results achieved on art and design courses were generally sound and students on the BTEC national diploma in performing arts achieved a 100 per cent pass rate in 1995-96. Pass rates on most building services courses were good. Students on sound engineering programmes achieved consistently good results, but fewer than 40 per cent of students achieved the full award in electronic servicing, gas servicing, and road vehicle repair and maintenance in 1995-96. On some programmes, many students do not aim to achieve the full award, but are successful in the modules they complete.

53 Pass rates for GCE A levels vary widely. Students aged 16 to 18 entered for GCE AS/A level examinations in 1996 scored, on average, 2.6 points per entry (where grade A=10 points, E=2). This places the college among the bottom third of colleges in the further education sector on this performance measure, based on data in the 1996 performance tables published by the DfEE. Pass rates in physics and chemistry were about the same as national averages but were below the national figure in biology. In art and design, the pass rate of 90 per cent exceeded the national figure. The 1996 pass rate of 85 per cent for English is in line with the national figure. In contrast, pass rates for GCE A level sports studies and business were well below national figures. In 1996 pass rates in sociology, psychology, politics, history and law were all below national figures. The college subscribes to an independent, external service which provides an analysis of the value added to students' achievements by comparing their performance at GCE A level with their predicted performance based on GCSE achievements. The analysis shows that over the last three years students have achieved significantly higher grades than those predicted in physics. They have performed as predicted in most other subjects.

54 Students taking GCSE English achieved very good results in 1996 with 76 per cent of the students aged 16 to 18 achieving grades A to C. In contrast, only 25 per cent of students taking GCSE mathematics obtained grades A to C. Results in other GCSE subjects were generally poor. In science subjects, results were well below the national figures.

No students achieved A to C grades in human biology in 1996, and only 25 per cent gained these grades in chemistry. Results were also poor in business studies with only 18 per cent of the students gaining A to C grades.

55 Students on basic education and ESOL courses achieved an overall pass rate of 62.5 per cent in 1995-96. Students with learning difficulties have only recently had the opportunity to achieve nationally recognised qualifications. To date, only a few students have obtained such qualifications.

56 The failure of students to complete their course is an issue across the college. On many building services courses, where the students are employed, completion rates are good. However, in 1995-96, a full-time electrical installation course had to be curtailed because so many students had left. Completion rates were satisfactory on some NVQ courses in business and on the business access programme. However, the completion rate on the BTEC national diploma course in 1996 was only 50 per cent. There are satisfactory completion rates on advanced level health and social care courses but the completion rates on courses at intermediate and foundation levels are low. Fewer than half the students enrolled completed some art and design, and history courses in 1996 and only slightly more students finished the advanced GNVQ in leisure and tourism or the intensive GCE A level law programme.

57 The college's analysis of students' destinations in 1995-96, based on all those students whose destinations are known, indicates that 10 per cent of all full-time students progressed to higher education, 9 per cent gained employment and a further 52 per cent continued in further education. Progression to higher education is particularly good from access courses and over 100 students gained places in higher education establishments in 1995-96. In general engineering and business, over 80 per cent gained places in higher education. Of the 25 students who successfully completed the modular access course in humanities, 23 obtained places in higher education. Progression to higher education was generally good from GCE A level and advanced GNVQ programmes.

QUALITY ASSURANCE

58 In its mission statement the college affirms its commitment to providing high standards of education and training for all students. The rationale and features of the college's approach to curriculum review and development, and course validation are set out in a policy document. A vice-principal has overall responsibility for curriculum and quality, and there is a quality assurance manager whose role includes co-ordinating and supporting quality assurance activities. The vice-principal chairs the quality action group, which comprises the quality manager and representatives of the teaching faculties, cross-college services and students' union. This group oversees the development and implementation of the quality framework and monitors the outcomes. The academic board receives reports from the quality action group.

59 There is a valuable and detailed process for reviewing and evaluating courses every five years, and this is implemented through a rolling programme. The current year, 1996-97, is the last of the first five-year cycle. Each course team is required to analyse and evaluate key aspects of the course, such as marketing, enrolment, induction, curriculum, resources, support and progression, and then to propose action points which are designed to improve the quality of provision. The review is presented to a validation panel comprising the vice-principal responsible for quality, the quality manager, one representative each of the faculty heads, teaching staff, support staff, and an employer or external validating body representative. Following robust discussion, the panel provides written feedback to the course team with specific recommendations for action. The team's subsequent response to these recommendations is closely monitored. The extent of analysis and evaluation in the reviews presented to the panel by course teams is variable and there is little analysis or evaluation of the quality of teaching and learning. GCE A level and GCSE reviews do not offer any analysis of individual subjects within the programmes. Another function of the validation panels is to approve or reject proposals for new courses. There are college guidelines for the approval process.

60 Annual course review was introduced in 1995-96. Course teams are provided with information on students' achievements and progression. They are expected to make brief comments on this information and on how they are meeting their commitments under the students' charter. The teams are then required to analyse the strengths and weaknesses of their provision and to devise a short action plan to address the latter. The college recognises that the quality of the commentaries, analyses and action plans has, so far, been variable. However, at faculty level, business plans contain good summaries of the main strengths and weaknesses identified by the quality assurance process, and this information is used in devising local operational plans.

61 The practice of lesson observation has been started as a means of improving the quality of teaching. All probationary teachers have their teaching observed in their first year. A staff-appraisal system has been introduced recently which includes observation of the teaching of established staff. In addition, heads of faculties or their deputies observe lessons as part of the five-yearly review system. The college has also published a list of experienced teachers who are willing to have their teaching observed by colleagues, such as those undertaking teacher training courses.

62 Students' views on the quality of the college's provision are gathered through questionnaires as part of the five-yearly review process. In their regular monitoring of provision, course teams also use questionnaires and other methods to obtain students' views. Practice varies between faculties and between courses. Students taking GCE A level psychology had completed a detailed course evaluation form which succinctly covered the

main aspects of teaching and learning and which also gave them space where they could make additional comments. Many course teams include student representatives.

63 Procedures have been developed for the internal verification of courses and these are operating successfully across the college. Reports from external verifiers are monitored by the vice-principal for curriculum and quality, and heads of faculty are responsible for ensuring that follow-up action is taken on these. The work of learning services and customer services is subject to careful monitoring and review in accordance with defined standards. Learning services has developed service charters for students and staff. Students are invited to comment, using a standard form, on the quality of the assistance they receive from learning services.

64 There are effective arrangements for identifying and meeting staff-development needs. A budget of £120,000, representing just over 1 per cent of the college's total funding from the FEFC, is set aside for curriculum and staff-development activities. Staff development is managed by the human resources planning and development manager who is assisted by a part-time staff-development co-ordinator. Each faculty has a representative who identifies the professional development needs of staff within the faculty. These needs are reported to the college's staff-development committee. This meets four times a year to prioritise needs according to the college's strategic objectives and to allocate funds for meeting them. A proportion of the staff-development budget is allocated to faculties and services to fund their own staff-development activities. There is a programme of in-house seminars on subjects such as budget management, building portfolios of evidence for NVQs, and preparing students for industrial placements. Each faculty holds three staff-development days a year. All teachers without a teaching qualification are required to take a course leading to a teaching certificate. A staff-appraisal scheme was piloted during 1995-96, and following evaluation, an amended scheme is being introduced across the college in 1996-97.

65 A particular strength of the college's staff-development activity is the programme of developmental projects. Teams within faculties bid for funds for development projects against agreed priorities. During 1996-97, the projects cover major curriculum developments, the teaching and learning of key skills, materials for private study, the implementation of strategies to improve retention rates, methods for diagnosing students' needs for additional help with English and numeracy, and progression to higher education. There is also a small number of centrally managed projects and these include the development of college-wide procedures for establishing NVQ assessment centres and modern apprenticeships. Overall, projects are well managed. A contract is signed between the project manager and the quality manager and this sets out their respective roles. The tasks to be covered are agreed together with dates by which they are to be achieved. There are regular meetings between the project

manager and the quality manager or other co-ordinator to monitor the projects' progress. As a result of a cross-college project on tutoring, materials have been developed for staff who are responsible for monitoring and recording students' attendance, and for use in tutorials.

66 There are two attractively produced charters, one for students and the other for employers. The students' charter is reproduced in the students' handbook. The students' charter and handbook both give information on what action students should take if they are unhappy with any aspect of their course or the college's provision. A separate leaflet is available which gives details of the formal complaints procedure. The principal's secretary keeps a log of complaints and the action taken on them.

67 The college has produced a self-assessment report which identifies achievements and strengths against the college's main strategic aims, and records key performance indicators. The clear link between the assessment and the strategic plan is a strength of the report. Weaknesses are not specifically identified, but future action is set out for improving provision, with named persons for co-ordinating it and dates by which it must be achieved. The report did not address all of the issues identified by inspectors, such as the need for a sharper focus on teaching and learning in the quality assurance system.

RESOURCES

Staffing

68 The college employs 371 teaching and support staff who are, generally, well qualified for their work. There are 180 full-time teachers and 24 full-time equivalent, part-time teachers. Eighty-two per cent of the teachers are graduates and 79 per cent have teaching qualifications. In most subjects, teachers have relevant industrial or commercial experience. This has been updated in many areas, such as engineering, leisure and tourism, business and health and social care. Some medical technology teachers hold fractional posts in London hospitals and their work there is relevant to the courses offered by the college. The college is aware that some staff would benefit from further training in teaching on foundation and advanced GNVQ programmes in some curriculum areas. Just over 46 per cent of the teachers are female. Of the 13 members of the college management team, five are female and two are from minority ethnic backgrounds. Six members of staff identify themselves as having a disability. Of the 60 appointments to the college in the last year, 25 per cent were from minority ethnic backgrounds and 60 per cent were female.

69 Following incorporation, there has been a continuous reappraisal of staffing needs, based on the college's strategic plan and faculty business plans. There has been a significant reduction in the number of staff and there is a restructuring programme which is intended to improve further the effectiveness and efficiency with which staff are deployed. In the most

recent phase of restructuring, management, supervisory and support staff posts were significantly reduced in number and there was a 6 per cent reduction in teaching posts.

70 The college's corporate services are managed by a team of professionally qualified staff who have expertise in accounting, finance, property services, management information and the management of personnel. Personnel policies and procedures are well developed. The college operates a rigorous policy and code of practice on recruitment. The recruitment policy is closely related to the college's strategic plan and to ensuring that the college can provide its courses and curriculum effectively.

71 Students' learning is assisted in most areas by competent and qualified technical support staff, and by administrative and clerical staff. Staff in the library and in learning services are appropriately qualified, and they help students in their use of the library and learning services facilities. However, some technical support staff are not deployed effectively. As a result, some curriculum areas are not as well served with technical support as others. Technicians do not have a line manager within the faculties or schools in which they work, but are responsible to a director of technician services. The college is reviewing the management and deployment of technical support staff to ensure that they are able to meet the needs of curriculum areas and the college as a whole.

Equipment/learning resources

72 Overall, the college is well equipped and resources are deployed effectively to support learning. Most teaching rooms are adequately furnished and equipped with whiteboards, overhead projectors and, where appropriate, television monitors. However, at the Beethoven Street Centre, an information technology room has unsuitable furniture and computer monitors which are positioned at an inappropriate height for the students using them.

73 There is good specialist equipment in motor vehicle engineering workshops, sound engineering rooms, science laboratories, and photography rooms. Much of the equipment, such as the motor vehicle simulation and diagnostic equipment, and the newly-purchased photographic processing and print finishing equipment, is up to date and of a professional standard. In art and design, students benefit from a new computer suite dedicated to their use. The Cockpit Theatre is an impressive resource. It supports a wide variety of performing arts activities and has professional equipment suited to the needs of the theatre lighting and electrics students. In most other specialist areas the equipment is adequate. However, in some electronics laboratories, some of the test equipment is out of date and poorly calibrated and maintained.

74 Four of the college's five main centres have a learning services centre. Students at the fifth centre in Beethoven Street use the learning services

facility at the nearby Queens Park Centre. The learning services centres are open five days a week and are open in the evening at the college's centres which provide evening classes. The majority of students at the college have easy access to one or other of the learning services centres. In 1995-96, the learning services budget was about £80,000. The centres' facilities include 60 computers, 67 compact disk read-only memory (CD-ROM) database titles and 377 study places. There is a wide range of software available at each centre. The centres have more than 38,000 books and they have 223 periodicals. The library stock for humanities is well chosen, but there are insufficient books to meet demand. Business studies stock is limited and is distributed across the college in such a way that the books do not necessarily match the courses at the different centres. In most other respects, the bookstock is adequate.

75 The college is generally well equipped with computers. There are some 400 computers to support the learning of around 3,600 full-time students. The Paddington Green Centre has a large, pleasant, well-equipped learning centre which students may use at any time. It has 20 networked computers, electronic simulation equipment and a dedicated Internet suite. This facility is heavily used and students in some curriculum areas, such as engineering, information technology, and leisure and tourism, are making good use of it to work on their own with learning materials suited to their needs. Each of the other college sites also has a centre providing students with access to computers. At Queens Park, there is an international centre in which computers and appropriate software provide communication with the many European countries with which the college has links. Despite these generally good facilities, there are insufficient computers for some information technology classes and, in a few specialist areas, such as science, some aspects of business studies, and provision for students with learning difficulties, the information technology equipment is either old or non-existent. The learning centre at Maida Vale offers inadequate computing facilities for the number of students who are based at this site.

Accommodation

76 The college has seven centres situated within two miles of the main centre at Paddington Green. The five largest centres are at Paddington Green, Beethoven Street, Ladbroke Grove, Queens Park and Maida Vale. The additional centres are a purpose-built science facility in Cosway Street and the Cockpit Theatre in Gatforth Street. Both are close to Paddington Green. In 1994, the college drew up an accommodation strategy for the wide geographical spread of its premises within Westminster. The strategy was based on external professional advice and a full survey of accommodation. It focuses on the appropriateness of accommodation to the college's courses and to local needs. One college centre was disposed of in 1995, and the closure of two other centres is under consideration. A review of the utilisation of space carried out showed that there was

significant underuse of accommodation, and this remains an issue. In an attempt to improve its space utilisation, the college has introduced a process whereby faculties bid for accommodation best suited to their needs. Although there is a clear collegiate approach to planning, each centre has its own communal ethos which staff and students value. Security at each centre is unobtrusive. Students appreciate the ordered environment which the college provides.

77 The condition of the college's different buildings varies considerably. A substantial sum of money has been spent repairing the external fabric of buildings and replacing windows. At Paddington Green, the general teaching and specialist accommodation is of sound quality. Many areas have been refurbished and some work has been carried out to improve the flexibility and adaptability of rooms. The recently-completed photographic suite and the learning centre are examples of the success of such improvement. Nevertheless, some rooms remain in poor decorative order and a few are too small for the numbers of students using them. The Ladroke Grove Centre has been developed to provide good specialist work areas, and the business administration training unit is well suited for the provision of the training and assessment of a wide range of skills. The grade II listed building at Beethoven Street is generally in a poor state of repair, but staff have worked effectively to ensure that it provides a stimulating learning environment for students. Redecoration has improved the appearance of some of the rooms at both the Queens Park and Maida Vale Centres and they now provide some good classrooms and laboratories. The engineering projects room and specialist film and theatre lighting workshop at Queens Park provide good accommodation in which students carry out practical work. At Cosway Street there are good science laboratories and some general purpose classrooms have been redecorated and furnished to a high standard. Access for wheelchair users is generally poor throughout the college, although there are ramps and a lift at the Paddington Green Centre.

CONCLUSIONS AND ISSUES

78 City of Westminster College is making progress towards achieving its mission. The particular strengths of the college are:

- a good range of courses in most programme areas which meets the needs of the students, the local community and employers
- effective planning based on good market information
- good links with external agencies, including employers and the local TEC
- strong and improving international links
- a clear mission and strategic overview
- a committed and experienced governing body
- good enrolment and induction procedures

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- strong tutorial support and effective careers guidance
 - good lesson planning and teaching in most curriculum areas
 - good practical work by students in many specialist areas
 - generally good progression to higher education
 - close links between quality assurance, staff development and strategic planning
 - well-qualified and appropriately experienced staff
 - generally, a high standard of specialist resources.

79 If it is to continue to improve the quality of provision the college should:

- improve the communication between its central marketing unit and course teams
- improve the management and recording of course team meetings
- develop a consistent approach to the identification of students' needs for additional support for their learning
- ensure that all staff comply with the college's procedures for dealing with students' absence and unpunctuality
- ensure that the best practice in teaching and learning is extended across all courses
- improve the quality of provision for students with learning difficulties and/or disabilities
- improve students' completion and achievement rates on some courses
- improve the quality of review and evaluation on some courses
- continue to improve the evaluation of teaching and learning
- ensure the appropriate deployment of technical support staff
- ensure the appropriate utilisation of space across all centres.

FIGURES

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

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

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

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

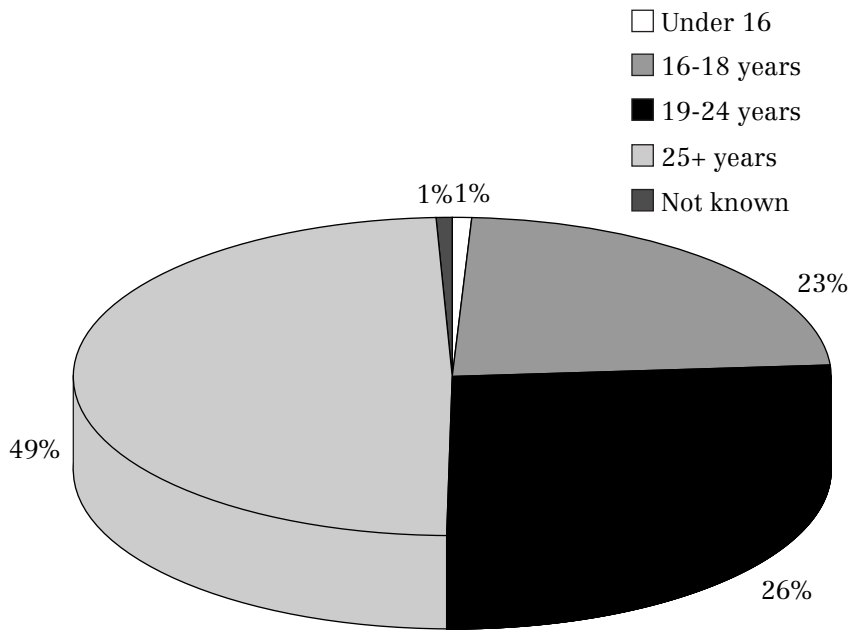
 - 5 Income (for 12 months to July 1996)

 - 6 Expenditure (for 12 months to July 1996)

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

Figure 1

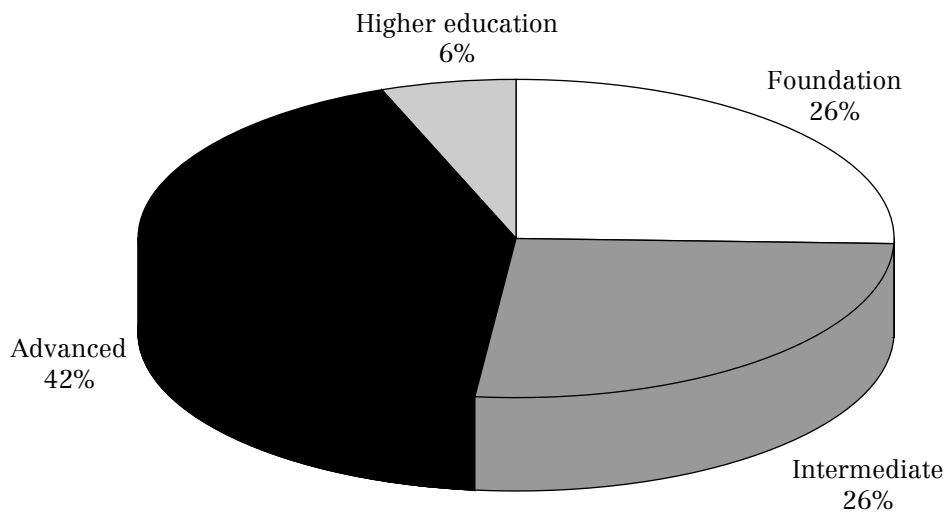
City of Westminster College: percentage student numbers by age (as at July 1996)



Student numbers: 7,043

Figure 2

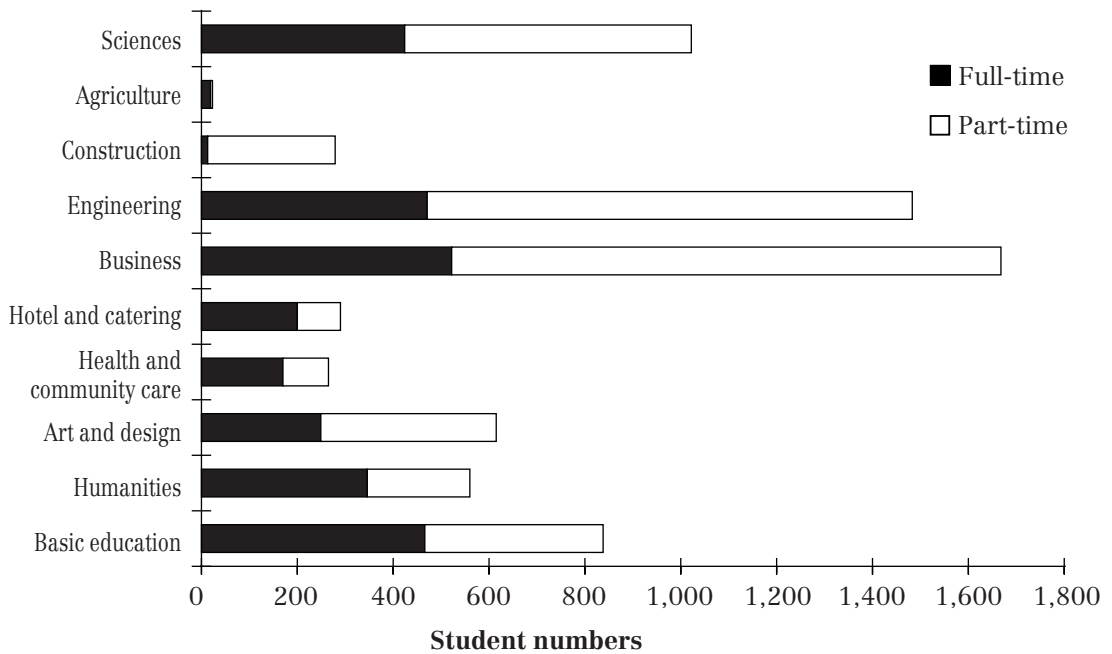
City of Westminster College: percentage student numbers by level of study (as at July 1996)



Student numbers: 7,043

Figure 3

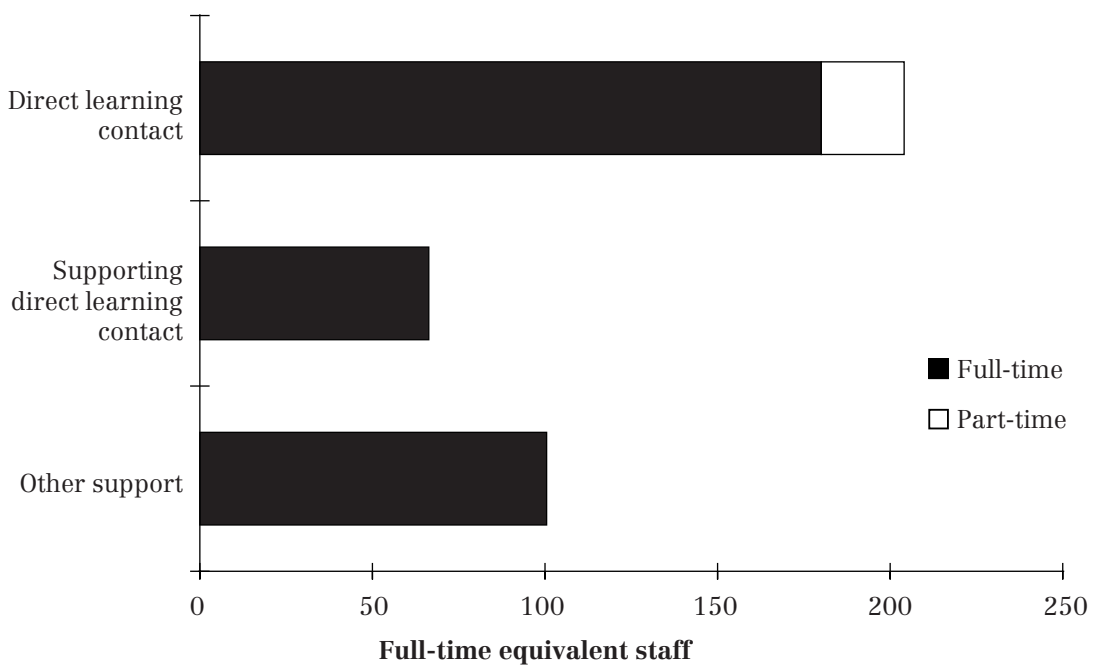
City of Westminster College: student numbers by mode of attendance and curriculum area (as at July 1996)



Student numbers: 7,043

Figure 4

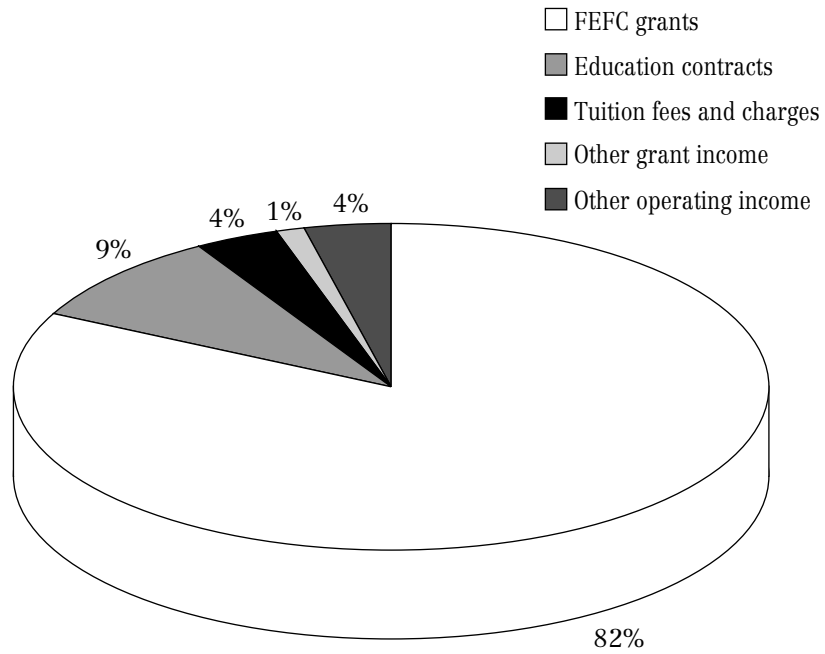
City of Westminster College: staff profile – staff expressed as full-time equivalents (as at October 1996)



Full-time equivalent staff: 371

Figure 5

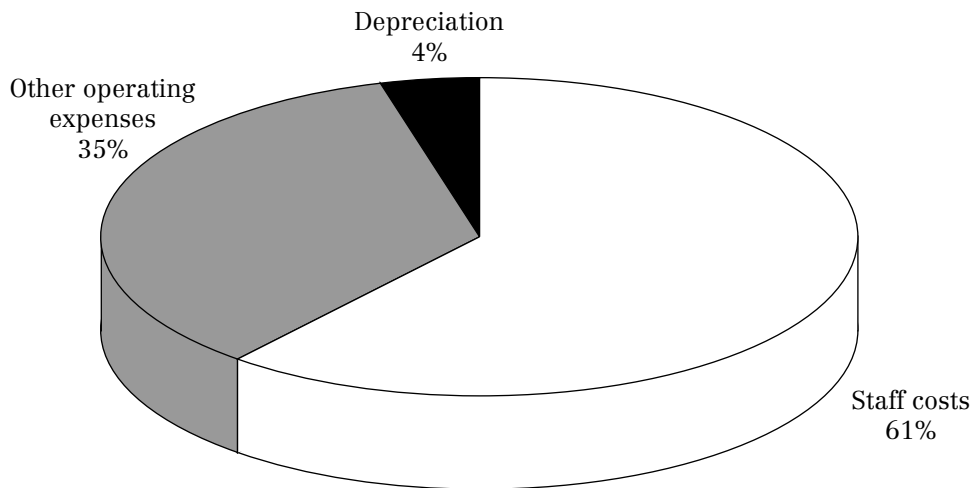
City of Westminster College: income (for 12 months to July 1996)



Income: £16,596,000

Figure 6

City of Westminster College: expenditure (for 12 months to July 1996)



Expenditure: £18,345,000

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