

**REPORT  
FROM THE  
INSPECTORATE**

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# **Peterlee College**

**February 1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**THE FURTHER EDUCATION  
FUNDING COUNCIL**

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

**GRADE DESCRIPTORS**

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

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

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# FEFC INSPECTION REPORT 12/94

**PETERLEE COLLEGE, COUNTY DURHAM**

**NORTHERN REGION**

**Inspected November - December 1993**

## **Summary**

Peterlee College, County Durham is the main provider of post-16 education in east Durham. It offers an extensive range of academic and vocational courses for school leavers and adults including those with learning difficulties and/or disabilities. The college company delivers an increasing service of training and consultancy for local businesses. The college is responsive to the needs of the community and operates centres in the north and south of the district as well as in Peterlee. The college managers give clear leadership to the college with strong support from the college governors. Students are well supported in their studies by an imaginative range of services and resources. They experience good teaching in most areas of work. The major part of the provision is vocationally orientated and students on these courses are well motivated and achieve good results. Parts of the GCE A level provision have unsatisfactory retention and success rates. Other weaknesses are the inconsistent implementation and monitoring of quality assurance procedures, underdeveloped management information systems and the unsatisfactory quality of the learning environment at one of the college sites.

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

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Basic education	2	Health and community care	3
Business and administration	2	Humanities	2
Creative arts	3	Information technology	2
Engineering	2	Mathematics	2
Hairdressing and catering	2	Science	2

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## **INTRODUCTION**

1 Peterlee College was inspected during the autumn term 1993. A team of eight inspectors spent 40 inspector days in the college from 6 to 10 December 1993. Specialist aspects of the college provision were inspected earlier in the term through an additional 38 inspector days. Inspectors observed classes and examined samples of students' written and practical work. They held discussions with governors, staff and students. They met local employers, head teachers and representatives from County Durham Training and Enterprise Council (TEC), the local education authority (LEA), the East Durham Development Agency and the University of Sunderland.

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

## **THE COLLEGE AND ITS AIMS**

3 Peterlee College in County Durham was established in 1984 as the first tertiary college in the north east of England. Most of its provision is based on two separate centres, 'Town', which is in the town centre and 'Howletch', about ten minutes walk away. A subsidiary centre, 'Seaham College', has recently been opened in Seaham, a former mining town eight miles to the north. There is also outreach provision at Fishburn, 10 miles south of Peterlee, and in several community and miners' welfare centres elsewhere in the area.

4 At the time of the inspection, the college had 4,966 total enrolments. Of these 1,219 were full-time students and 3,747 part-time (figure 1). There were 81 teaching staff and 89 support staff in full-time posts. The college is organised in three faculties: business and communication; social and community; mathematics, science, computing and technology. It provides courses in all major curriculum areas. Figures 3 and 4 show enrolments by curriculum area. The curriculum is delivered by teaching staff organised into eleven specialist teams.

5 The college serves the Easington district of County Durham, which has a population of about 97,000. The district was dominated by coal mining and is now characterised by high levels of unemployment and disadvantage. There are five 11-16 secondary schools in the Easington district. The college is the sole provider of post-16 education but well-established sixth form provision in Darlington and Durham City attracts some students from the district's schools. The published mission of the college (figure 5) includes contributing to the rebuilding and regeneration of the region. Its stated values include encouraging optimism, enterprise and endeavour.

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## **RESPONSIVENESS AND RANGE OF PROVISION**

6 The college is responsive to the education and training needs of the local community and employers. It provides an extensive range of vocational and academic courses for students in the 16-18 age range and for adults, including the unemployed. Almost one third of the current students are 19 years of age or over.

7 A good range of courses is available for full-time study post-16 at levels that are appropriate for the target population. An extensive vocational programme covers most major curriculum areas at foundation, intermediate and advanced levels. The college offers 22 subjects at General Certificate of Education advanced level (GCE A level). In order to maintain the wide choice of subjects, the college is prepared to support some teaching groups with single-figure numbers of students. The college is responding actively to new initiatives. General National Vocational Qualifications (GNVQs) at intermediate and advanced levels are offered in four of the five programme areas available nationally and the college is part of a national pilot scheme for foundation level courses in health and social care. Figure 6 shows the proportions of full-time students studying at various levels.

8 The college runs a successful programme of access courses designed to give adults opportunities to return to study for entry into higher education. The programmes are offered in Peterlee and at other centres in the district, including Seaham College. Opportunities for adults to study at times and places of their own choosing are limited.

9 There is specific provision for students with learning difficulties and/or disabilities which focuses on young people and adults who have moderate learning difficulties. There are well-considered opportunities for these students to progress to other courses and close links have been established with special schools, social services and voluntary agencies. The adult basic education service operates from the Peterlee, Seaham and Fishburn centres and there is growing activity at each location.

10 The college has established effective links with a wide variety of public, voluntary and development organisations in the area. There is a strong partnership with East Durham Development Agency and a positive relationship with the County Durham TEC. The principal takes a leading and energetic role in developing these links, promoting the college's role and supporting local community initiatives. The college is successful in communicating its mission, values and achievements to the wider community. Local groups use the college buildings increasingly as a centre for their various activities. The opening of Seaham College is a good example of the way the college seeks to meet community needs.

11 Strong relationships with local schools are well supported by a college liaison team. There is an extensive calendar of events aimed at pupils and their parents. The college actively markets its courses in the local schools, although some school staff are not fully aware of the quality and range of

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provision offered. The links between subject specialists in the schools and their counterparts in the college are stronger and more effective in some subjects than in others. The college is encouraging local schools to consider providing foundation units of GNVQ at age 14 - 16 as an extension to the National Curriculum.

12 The college company is the main direct link between the college and business. It provides an increasing range of training and consultancy services for local employers. Some training programmes are offered as a result of a general needs-analysis survey carried out by the college in the district. Other programmes, such as an innovative National Vocational Qualification (NVQ) scheme in electronics assembly, satisfy the specific requirements of individual employers. There is a comprehensive employer database which enables the company to be effective in co-ordinating and organising work placements for the college. College staff could make much more use of the company's excellent links with local businesses to enhance their mainstream courses.

13 The college maintains a high public profile through professionally-produced promotional material which is easy to read and informative. Schools are pleased to have their name printed on the college prospectus. There is a clear marketing plan which is currently being updated to strengthen research and strategic marketing functions.

14 The college has a clear equal opportunities policy. The equal opportunities manager has identified priorities and set targets for monitoring the policy, and produces a regular and informative newsletter. Staff have an awareness of equal opportunities matters but, in practice, these have yet to be embedded in all areas of the college's work.

#### **GOVERNANCE AND MANAGEMENT**

15 The college board of governors and the management team are viewed positively by college staff and the community. They provide clear leadership for the college and a strong sense of momentum.

16 The governors represent a wide range of interests, skills and experience. There are five directors of local companies and representatives from management consultancy, the East Durham Development Agency, a local health authority, County Durham TEC, the University of Sunderland, the trades council, and the county council. Other members of the board include a head teacher of a local school, two college staff, a college student and the principal.

17 The board shows a strong commitment to the college. Governors attend meetings regularly and take a particular interest in ensuring that the college meets appropriate standards, for instance, on safety issues. Governors have developed their own mission statement to complement that of the college.

18 The principal provides a clear sense of direction. Staff are familiar with and support the college's objectives and targets as set out in its strategic plan. Each specialist team has produced its own detailed plan.

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However, the plans are of varying quality. Most fail to demonstrate clearly how they relate to the strategic plan and college policies. Staff of the college are well informed about government policy, the FEFC and educational issues nationally through briefings conducted by the senior managers and a regular newsletter.

19 The way that managers structure their meetings allows for a clear distinction between strategic management and the day-to-day running of the college. The full management team meets weekly to look at policy matters. The smaller group of five directors, responsible for the three faculties, learner services and the college company also meets weekly to deal with operational matters.

20 The college is committed to teamwork, which is particularly effective in the cases of the directorate and the specialist teaching teams. Part-time staff are generally integrated well into the course teams. The college has a clear commitment to consultation and to open communication. A well-designed cycle of meetings helps to ensure that staff are kept fully informed and that they have opportunities to express their views. This openness has helped staff to respond positively to a considerable amount of change and development over the past three years. The college is currently working at a policy to encourage all staff to value themselves and others in terms of the contributions they each make to the effective running of the college. One outcome of this is the opportunity for personal development the college offers its support staff.

21 Some college procedures are not yet fully embedded in working practices. Line management arrangements for support staff are less clear than for teaching staff. The role of the academic board is being reviewed in order to provide a clearer definition of its function in the college.

22 The college's management information systems are largely computer based. Senior managers receive a satisfactory service from them but they are of limited assistance to team leaders and tutors who supply most of the input data. The recent introduction of an optical mark reader system is easing the burden of data entry. A management information systems users group has been established to enable potential users to contribute to the development of the system.

23 The college has an overall budget of about £7.4 million. The unit of resource for 1992-93 is £2,148 per weighted full-time equivalent student, which is one of the lowest in the region and compares with a median of £2,436 for general further education and tertiary colleges nationally. Figures 7 and 8 show the principal sources of income and the main areas of expenditure. Financial allocations are clear and well understood. Expenditure at team and faculty level is monitored regularly. A training programme is helping staff to make full use of the monthly reports which the financial management system provides.

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

24 The learner services organisation at Peterlee College is an imaginative



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way of bringing together the wide range of mechanisms that support students throughout their learning. The college has invested considerable human and financial resources in its development. It is a valued and well-managed service which covers central admissions, a tutorial system, counselling, careers guidance, crèche facilities and outdoor education. Support at other college centres is less comprehensive than at the Town site.

25 The student services centre is well situated and provides a friendly and accessible reference point for college students and members of the community. The staff are welcoming, helpful and well informed.

26 A centralised admissions programme is effectively co-ordinated. All enquiries are logged and applications rigorously tracked. Guidance at entry is comprehensive. Good practice includes the use of National Records of Achievement (NROA) and the A-level Information System (ALIS) during guidance interviews. Specialist staff are involved at appropriate times. The numbers of students changing course or subject after enrolment in 1993 have reduced as a probable result of these procedures. A joint project with the County Durham TEC has investigated systems for accrediting prior learning although these are not yet in general use.

27 The induction programme for new students is planned, documented and delivered well. It is generally appreciated by students. An example of good practice is the three-week common induction for students enrolled at both foundation and intermediate levels on the GNVQ course in health and social care. Towards the end of the induction period the students are counselled to join the level most appropriate to their needs and abilities. Induction for part-time students is less comprehensive than for full-time students and more variable in quality.

28 Students speak positively about the care and support given by their tutors. Tutorial guidance for all full-time students is effective, clearly structured and managed by a team of tutor managers. The support for part-time students is less consistent. Activities within the tutorial programme are well organised and meaningful. In some courses, individual action planning and the use of records of achievement are well developed. Contact with employers and parents is regular and purposeful. There is close monitoring of attendance and rapid action is taken where necessary. A limited range of voluntary extension studies is available although participation levels are low.

29 The learner services centres are models of cross-college and cross-curricular support. They provide attractive, high-quality learning environments that are well provided with information technology (IT) through sponsorship and external funding. The stock of books and other course-related materials are insufficient to support some programme areas appropriately. Staff work flexibly, adopting differing roles and methods of working. They are competent and professional in their support of students. The facilities encourage students to help one another with their work. The use made of the centre is monitored and the monitoring processes are

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being further computerised to enable better planning.

30 Assistance with studying, including help with basic skills such as literacy and numeracy, is readily available to students at both Peterlee centres. Teams from the access and higher education franchise courses consult learner services staff on curriculum design. Other course teams fail to liaise in this way.

31 The college counselling provision is available to all members of the college community. It is appropriately staffed by two part-time counsellors, one female and one male, who are well qualified and experienced. Students and staff value their confidential, individual counselling highly. Group sessions are also provided on stress handling, relaxation and assertiveness and these are a valuable contribution to the tutorial programme. The counselling provision is well known within the college and its use has increased so that there is some pressure on availability. The lack of a dedicated room on the Town site hinders the work of this service.

32 Careers guidance is comprehensive and there are productive links with outside agencies, particularly County Durham Careers Service. A well co-ordinated programme of talks and visits is provided for students applying to higher education. The student services centre stocks a wide range of course and employment information both on paper and on computer databases. Most students were able to use these resources confidently. Students on the access courses were less confident.

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

33 In general, the students at Peterlee College experience good-quality teaching. Inspectors observed 148 sessions in classrooms, laboratories, workshops, studios and the student learning centres. The strengths of the work clearly outweighed the weaknesses in 60 per cent of the sessions inspected.

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

<b>Programme</b>	<b>Grade 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
A level	2	10	11	3	0	26
GCSE	1	5	0	1	0	7
GNVQ	1	10	4	2	0	17
NVQ	1	10	13	0	0	24
BTEC (non-GNVQ)	2	14	6	4	0	26
Other	6	26	13	2	1	48
<b>Totals</b>	<b>13</b>	<b>75</b>	<b>47</b>	<b>12</b>	<b>1</b>	<b>148</b>

34 The relationship between teaching staff and students was generally warm, purposeful and supportive of effective learning. Staff and students were disciplined in their attitudes and approaches to work.

35 The majority of the teaching staff had clear plans for their lessons based on schemes of work. Students benefited particularly from schemes

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which had been collaboratively developed by subject teams. In many vocational courses, the schemes of work had been co-ordinated across the subjects, a practice which enabled better planning for the development of essential core skills while ensuring adequate and appropriate coverage of related topics. Outline schemes of work and the structure, aims and objectives of each lesson were often shared with students, who appreciated the additional insights these gave.

36 Teachers employed a variety of approaches within individual lessons and across programmes. There was an appropriate balance between activities that required students to work in groups and those that engaged them in private study or research. In many sessions, teachers encouraged high levels of participation through questioning or group discussion. Difficulties in understanding were dealt with competently and sympathetically.

37 Learning materials and methods designed to support independent learning and development gave students opportunities to progress at a pace most suited to their individual needs. Staff regularly checked on students' achievement and understanding to sustain progress and challenge. The learner services centres provide both the incentive and the facilities for extending these good practices. The distribution of specially prepared printed material and the use of audio-visual equipment often enhanced teaching. A particularly well-managed session for students of hairdressing featured good-quality printed handouts, use of a flip-chart, demonstrations and video-taped material.

38 A small minority of the sessions inspected offered poorer learning opportunities because the teaching methodology was weak or inappropriate resources were used. In one class in care studies, for example, there were no clear objectives for the lesson and students experienced excessive repetition of subject matter that had been covered elsewhere. Students in a first diploma information technology class exhibited lack of motivation as a result of being taught keyboard skills on electronic typewriters rather than computer keyboards.

39 Adult basic education classes and classes for students with learning difficulties and/or disabilities were generally of high quality. They featured clear arrangements for assessing the attainments of students. Each student also received printed details of his/her programme. Resources from outside the college were used to considerable benefit and links between the different subjects were made clear.

40 The programme of assessments experienced by the students tested knowledge and skills which were directly relevant to their courses including, for vocational programmes, the essential core skills. Most teams had effectively co-ordinated their assessment programme to distribute students' work-loads evenly through the course. In the best practices, the programmes had been discussed with students beforehand and the teaching teams had developed systems for moderating their appropriateness and consistency. Students on most courses were familiar

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with the pattern of assessment and knew what was expected of them.

41 Marking was generally thorough and constructive. Assignments were returned promptly. A good feature in the programmes leading to awards from the Business and Technology Education Council (BTEC) is that discussion with each student is required before an agreed grade is recorded. However, not all teachers on the programme were following this procedure.

### **STUDENTS' ACHIEVEMENTS**

42 Students generally seemed to enjoy their studies. They were developing appropriate levels of skills and knowledge and responding satisfactorily to internal and external assessments. In a few subject areas, some groups were not sufficiently engaged and levels of achievement were lower. Results in externally set or accredited examinations indicate that the college is, in the main, helping students to reach their potential.

43 Most students were highly appreciative of their experiences at the college. They were enthusiastic about the content of their courses and acknowledged the skills and support of the teaching staff. The care that students put into their written and practical course work reflected these positive attitudes. Many students took an obvious pride in discussing their work and progress. Attendance was generally satisfactory. In some subjects there were very high attendance rates. In GCE A level science, for example, it was 100 per cent over the last year. Attendance on most vocational courses was good, although it dropped in those parts of courses students perceived to lack vocational relevance.

44 Students' oral and written work generally indicated that they were acquiring knowledge, skill and understanding appropriate to their learning programmes. Many students appreciated the progress they had made since enrolment. Assessment portfolios for the BTEC national diploma in engineering provided evidence of considerable progress in students' abilities. Oral skills in one modern language class were poor and the students clearly lacked confidence. Students generally demonstrated good practical skills in workshops and laboratories and appropriate attention was given to safety. In art and design, an undue emphasis on two-dimensional work limited the range of skills developed.

45 The overall proportion of students who complete their studies compares satisfactorily with available national figures such as those provided in *Unfinished Business*, published by Ofsted and the Audit Commission. Some courses have high retention rates: for example, in a group studying nursery nursing more than 90 per cent stayed on until the end of the two-year programme in 1993. A minority of courses were not so successful in retaining their students. Of the 77 students who started on a GCE A level programme in 1992, 22 left by the end of the first year, but about a quarter of them moved to alternative full-time courses and a few continued their GCE A level studies on a part-time basis.

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46 Students on vocational programmes achieved good success rates in gaining their target qualification. The college scored well in the 1993 school and college performance tables for the 16-18 age group, 93 per cent of students leaving vocational courses having gained their awards. The great majority of these students progressed to further studies, training or employment.

47 Results in the much smaller GCE A level provision were more varied. Satisfactory examination results were consistently achieved in computing and English, and geography results were also generally satisfactory. Some students taking these subjects received high grades. In other subjects, however, the grades achieved were low. In 1993, the pass rate, grades A - E, was 95 per cent in English, 85 per cent in computing and 75 per cent in geography. The national pass rates for these subjects were 87 per cent, 78 per cent and 81 per cent respectively. The college's overall A level pass rate was 70 per cent compared with a national average of 79.8 per cent. Students age 16-18, entered for two or more A levels, achieved an average points score of 8.8 (A = 10; E = 2), placing the college in the bottom half of all colleges within the sector.

48 The college's access programmes to higher education are successful in meeting their aims. In 1993, a total of 271 entries to the final assessments achieved a pass rate of 93 per cent, 18 per cent of them at distinction level. Sixty-eight per cent of students progressed to higher education courses, and a further 12 per cent continued in further education courses at Peterlee.

#### **QUALITY ASSURANCE**

49 The college shows a sound awareness of quality assurance requirements but internal systems for quality control are not fully in place. Staff recognise the need for further development of the existing policy. There are few consistent procedures for reviewing quality assurance and monitoring implementation. College managers are actively addressing the need to establish clear structures that will support quality assurance and control.

50 Most staff are actively involved in some form of quality monitoring and review of their work. Many of the teaching staff have experience in meeting the needs of external quality controls; for example they have achieved validation of higher education degree courses. Courses, faculties and teams conduct regular reviews and some valuable reports have been produced. Managers discuss the results of student opinion surveys and disseminate the results. However, the existing quality assurance system is not fully endorsed or understood by staff and it lacks systematic leadership and direction. There are wide variations in the course review process and in the quality of the reviews themselves.

51 The college does not make systematic use of standards and performance indicators to establish internal quality benchmarks. There is a lack of data to support effective year-on-year comparisons. Targets are

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not reviewed at course level to assist continuous quality improvement. Although reliable statistics on students' achievements and destinations are published, the college's management information system does not provide sufficient data to underpin the full range of quality measures. The college makes good use of the ALIS system for measuring the value added aspects of their GCE A-level programmes

52 Most members of staff are aware of, and respond positively to, the commitments of the national charter for further education. A comprehensive learner agreement is already used with all full-time students and a college charter is being developed for June 1994. In some cases, learner agreements were not completed soon enough after enrolment.

53 There is a strong commitment to staff development which is illustrated by the increasing level of financial support. The teaching teams set the priorities for staff development. Middle managers feel involved in decision making and budget allocation. Part-time teaching staff and support staff increasingly participate in development opportunities. In-house development programmes have been designed to meet the needs that staff have identified for curriculum, tutorial and personal support.

54 Procedures for evaluating staff-development activities are underdeveloped. Reports of external activities are required and are on open display but there is no systematic process for evaluating the effectiveness of either in-house or external events.

55 The college's staff appraisal process is established. All senior managers have been trained and staff generally report positively on the interview procedures. Its main focus is the identification of individual staff-development needs. Support staff are invited to be involved on a voluntary basis. A revised staff induction programme was piloted for the first time this September. It was generally well received. The college has made a commitment to working to achieve the Investors in People award.

## **RESOURCES**

56 The college is generally making efficient and effective use of its human resources. Job descriptions are in the process of being standardised and reviewed. Some staff, for example those in the learner services centre, some course co-ordinators and team leaders, carry a disproportionate workload.

57 Teaching staff are appropriately qualified. There is good progress in securing accreditation from the training and development lead body for both teaching and support staff for the assessment of NVQs. In some areas, teaching staff lack recent industrial experience.

58 The main objective of the college's accommodation strategy is to increase the support for students' learning outside the formal structures of the classroom. This is being achieved. The broader aim of presenting the college as a centre of excellence is hampered by the quality of the Howletch

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building which limits the college's ability to provide a stimulating and welcoming environment.

59 The college is actively addressing the needs for refurbishment. Improvements for both main sites have been identified and costs estimated. Essential repair work is being carried out using earmarked FEFC grants. Grants provided by British Telecom and British Coal Enterprise have been used to upgrade parts of the college, for example the new technology centre for engineering, the hairdressing salon and the learner services centres. Many general classrooms have been improved by providing furniture and layout that support a range of teaching approaches. There are some good specialist suites, for example for IT and mathematics. Some student groups benefit because they are allocated base classrooms for most of their studies.

60 The Howletch site poses particular problems. The general appearance of the building is unattractive, the accommodation is overstretched and there are signs of vandalism. Considerable improvements have been made but the mechanical and electrical services to the building are outdated and limit the college's ability to progress further.

61 On most courses, the range, quality and quantity of equipment and materials to support teaching and learning are satisfactory but there is an imbalance across different areas of the curriculum. Some specialist facilities, for example in catering and ceramics, are inadequate. There is no consistent whole-college policy on equipment purchase or replacement.

62 Several full-time programmes, for example the GCE A-level programmes, include residential weeks at centres distant from the college. Some students on vocational courses have benefited from work experience placements in Europe.

63 Facilities for students' recreational and social needs are mixed in quality. Each main site has a refectory but common rooms and student union facilities are poor. The Howletch site includes four football pitches and a running track. Students also have access to off-site leisure centres.

#### **CONCLUSIONS AND ISSUES**

64 Peterlee College is making good progress towards satisfying its mission in the East Durham community. Its particular strengths are:

- the extensive range of courses provided, including those serving businesses
- the imaginative, well-managed and effective range of support systems for learners
- responsiveness to the needs of the wider community
- clear leadership from the managers together with strong support from the governors
- high quality teaching

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- good levels of achievements including the examination results of students on vocational courses.

65 If the college is to maintain and to strengthen the quality of its work it should address the following issues:

- the implementation and monitoring of college policies, particularly those relating to quality assurance
- the more effective use of the management information systems
- the learning environment at one main college site
- the unsatisfactory retention and success rates in parts of the GCE A level programme.



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## FIGURES

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1 Enrolments by mode of attendance (1993-94)

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2 Staff profile – staff expressed as full-time equivalents (1993-94)

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3 Enrolments by curriculum area and mode of attendance (1993-94)

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

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5 Mission and values

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6 Full-time enrolments by level of study (1993-94)

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7 Projected income (16 months to July 1994)

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8 Estimated expenditure (16 months to July 1994)

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

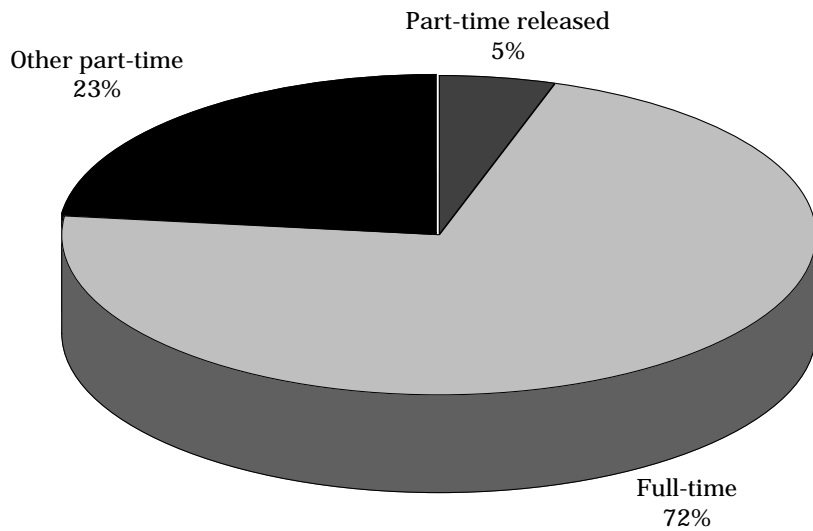
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**Figure 1**

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



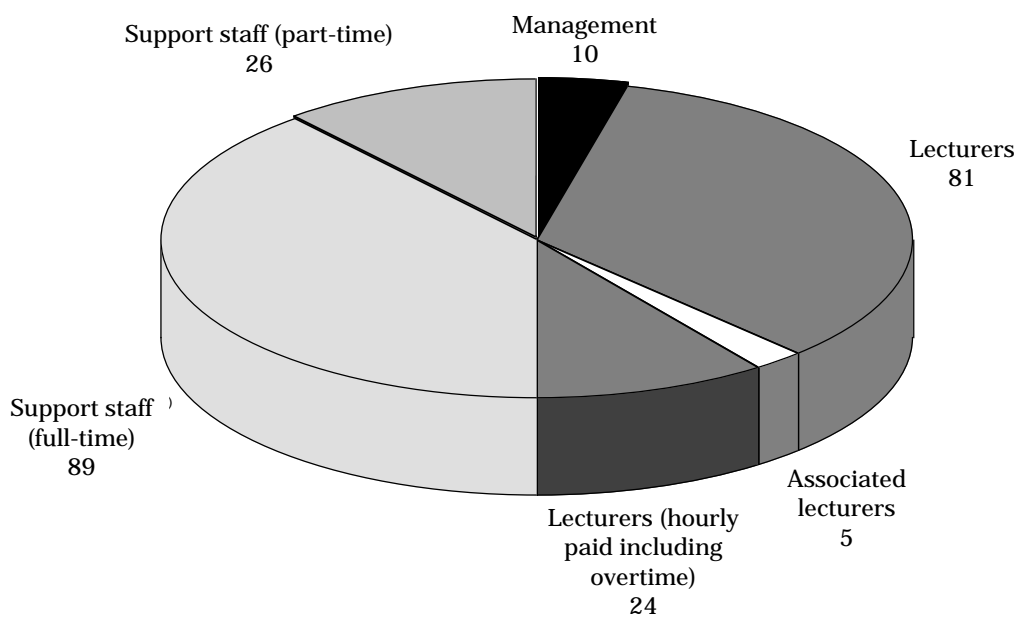
Full-time equivalent enrolments: 1,686

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**Figure 2**

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**Peterlee College: staff profile - staff expressed as full-time equivalents (1993-94)**

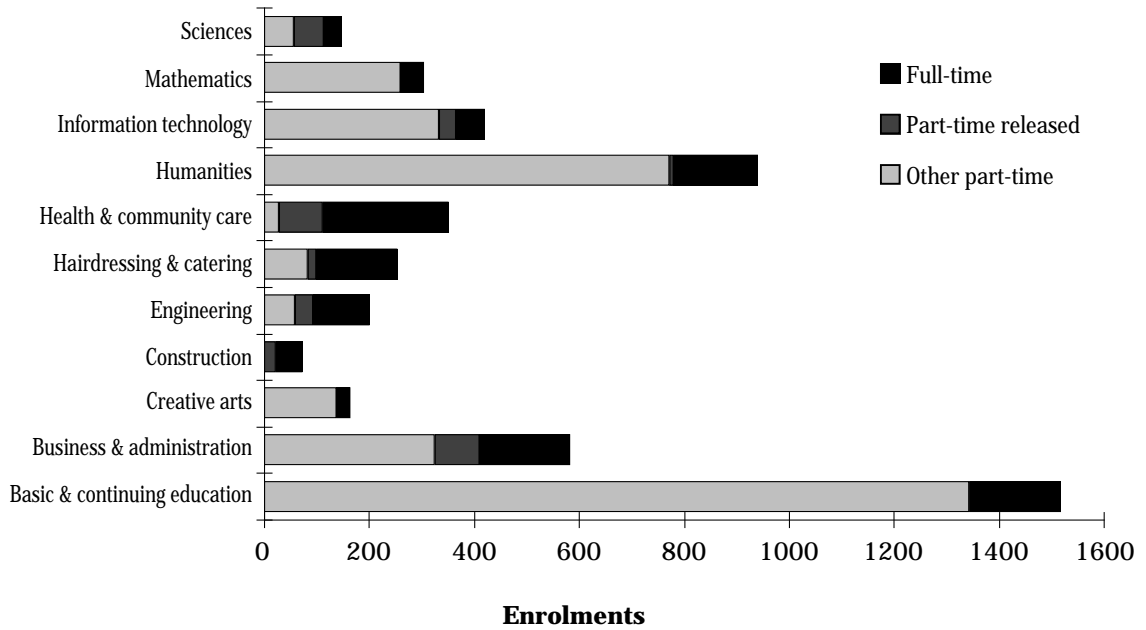


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**Figure 3**

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**Peterlee College: enrolments by curriculum area and mode of attendance (1993-94)**

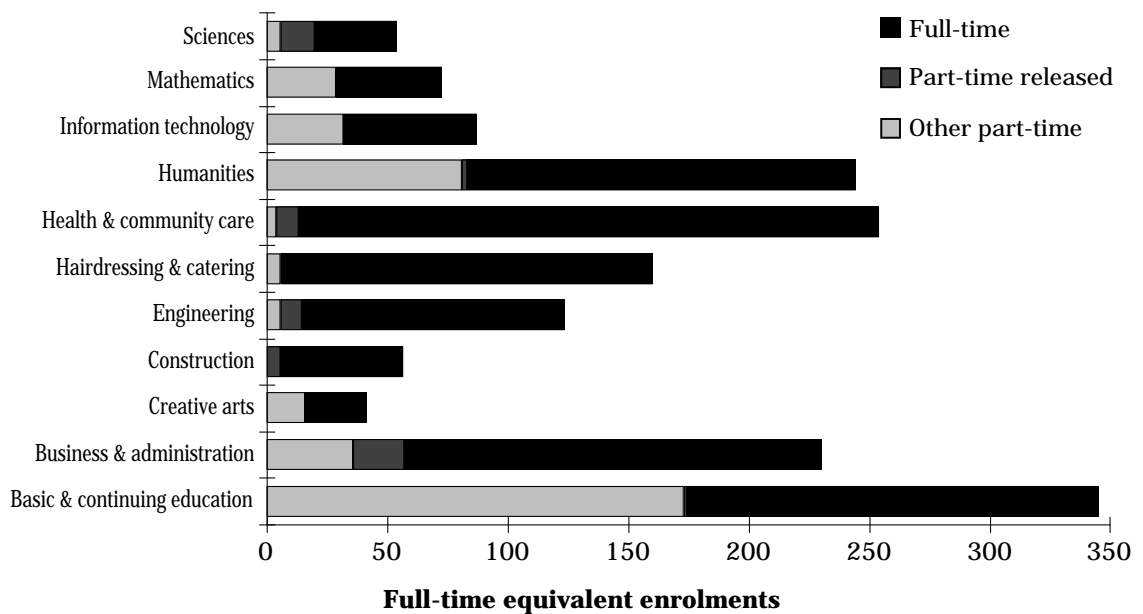


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**Figure 4**

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**Peterlee College: enrolments expressed as full-time equivalents by curriculum area and mode of attendance (1993-94)**



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**Figure 5**

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**Peterlee College: mission and values****Mission**

To create a learning culture by providing and promoting relevant learning opportunities for an increasing proportion of the local and wider community:

- with high quality teaching expertise and accessible, flexible learning programmes
- within a well resourced environment and excellent guidance and support systems
- which enable staff and learners to realise their full potential
- so that we can contribute to the rebuilding and regeneration of the region.

**Values**

The college will:

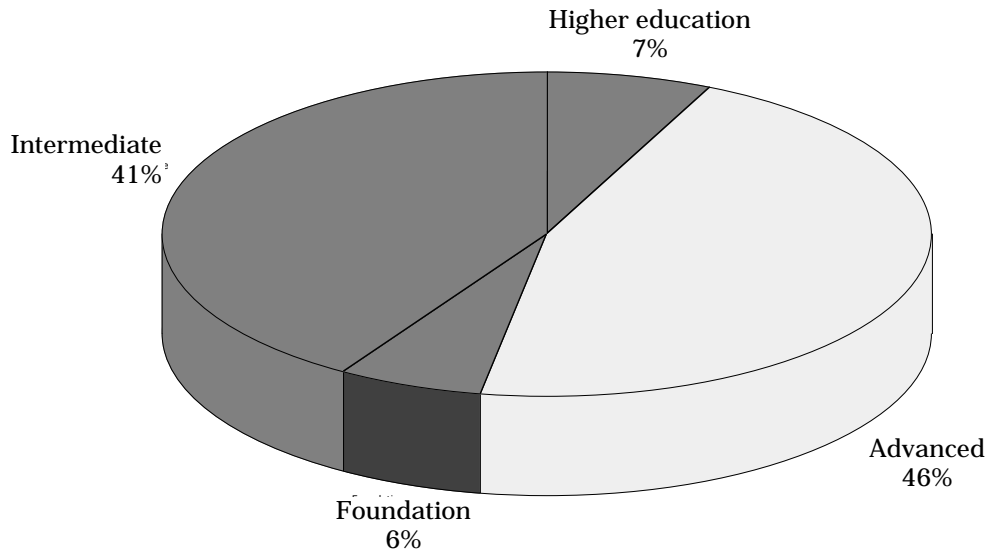
- respect individuals and promote consideration for others
- encourage optimism, enterprise and endeavour
- recognise the need for value for money and consideration.

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**Figure 6**

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**Peterlee College: full-time enrolments by level of study (1993-94)**



Full-time enrolments: 1,219

**Note:**

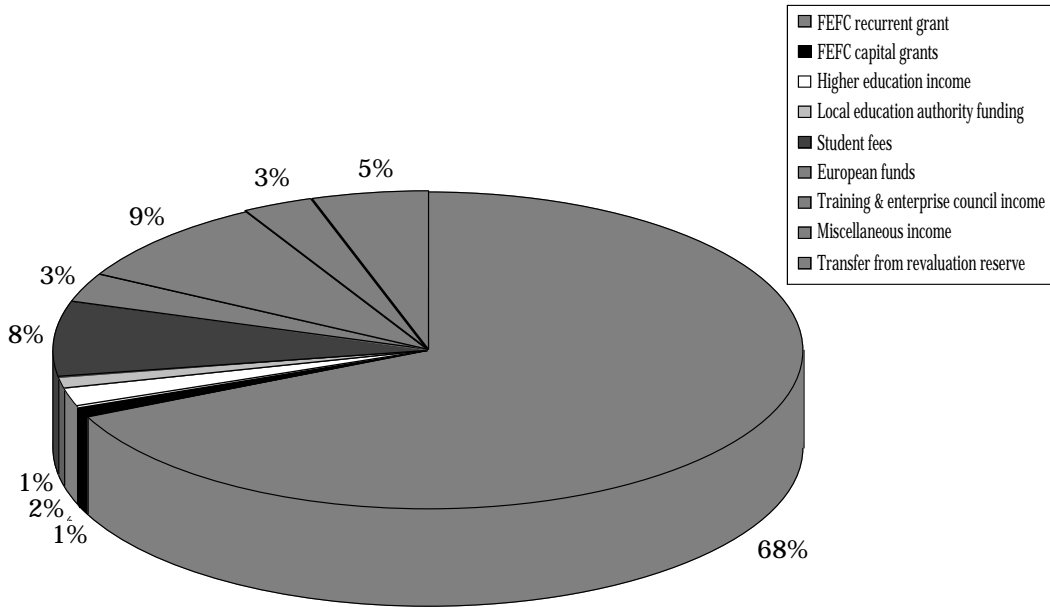
Advanced level courses:	GCE A-Level BTEC National NVQ III GNVQ advanced Access to higher education
Intermediate level courses:	City and Guilds (Year 2) GNVQ intermediate NVQ II Foundation Technology BTEC 1st Diplomas
Foundation level courses:	Bridging courses Basic skills GNVQ foundation NVQ 1
Higher Education courses:	Foundation years for degrees in engineering and sciences Level 1 in health studies and combined studies.

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**Figure 7**

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**Peterlee College: projected income (16 months to July 1994)**

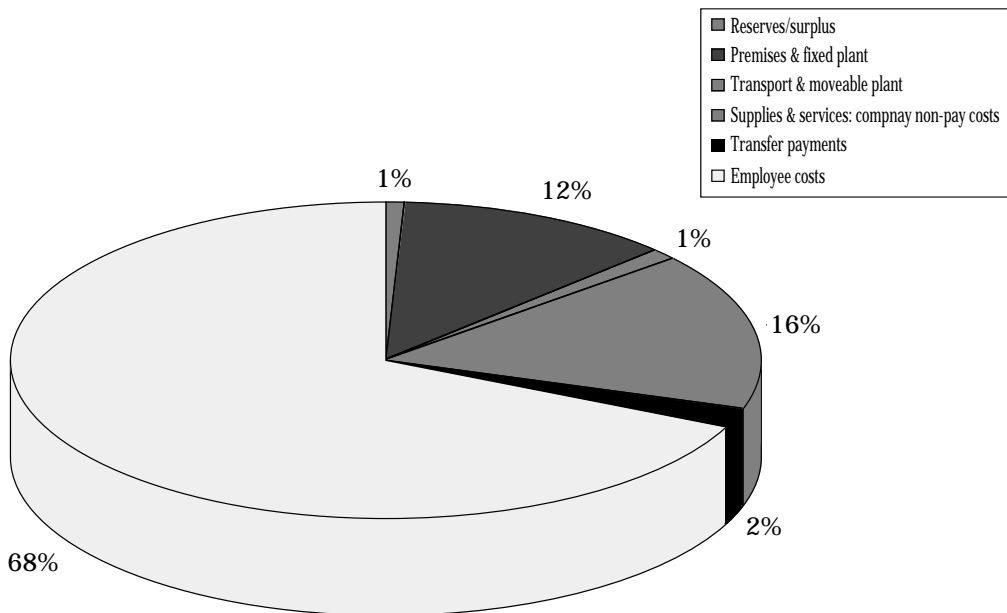


Total projected income: £7,417,360

**Figure 8**

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**Peterlee College: estimated expenditure (16 months to July 1994)**



Total estimated expenditure: £7,417,360

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