

**REPORT
FROM THE
INSPECTORATE**

Eastleigh College

August 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector in England. It discharges the duty in part through its inspectorate, which inspects and 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.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

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

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 0203 863000
Fax 0203 863100*

FEFC INSPECTION REPORT 59/94

EASTLEIGH COLLEGE SOUTH EAST REGION

Inspected March – April 1994

Summary

Eastleigh College is a major provider of post-16 education in south Hampshire. The college has a comprehensive portfolio of courses and caters for a wide range of school leavers and adults. Consistent with its mission to serve the local community, the college offers the largest community education provision in Hampshire; 800 courses attract some 11,000 students. The college has effective systems for the recruitment, guidance and support of students, and relations between management and students are good. There are well-established links with schools, the local education authority, higher education and industry. The college is generally well managed and internal communications are good. Members of the corporation are actively involved in strategic planning and the monitoring of performance. Staff are well-qualified and enthusiastic and standards of teaching are high. There is an effective staff-development programme. Examination results are generally satisfactory and there are good levels of achievement in many subjects. The majority of students progress to further or higher education or to course-related employment. The estate is well managed; there is sound planning for the future and a well-developed maintenance programme. The college has identified the need to make adjustments to its new management structure, introduced in 1993. The college quality assurance system is not yet effectively implemented and applied consistently at all levels. Management information systems require further development, particularly to facilitate the use of performance indicators. Pastoral and tutorial support for part-time students should be strengthened, and existing resource bases for learning developed to meet the needs of a wider range of students.

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

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

Curriculum area	Grade	Curriculum area	Grade
Construction	3	Leisure and hospitality	2
Electronics and information technology	3	Health and caring	2
Mechanical and motor vehicle engineering	3	Expressive media	3
Management and professional studies	3	Access, general and community education	2
Business and office skills	3	Foundation and basic skills	2

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INTRODUCTION

1 Eastleigh College, Hampshire, was inspected during the spring and summer terms of the academic year 1993-94. The college's enrolment and induction procedures were inspected at the beginning of the autumn term. During the week beginning 14 March 1994, five full-time and eight part-time registered inspectors, including one inspector with experience from outside the world of education, spent a total of 50 days on specialist subject inspections. Inspectors visited 187 classes and inspected a broad range of students' written and practical work. In addition, 28 inspector days were used to inspect aspects of cross-college provision during the week beginning 18 April 1994. Inspectors had access to an extensive variety of documentation for both phases of the inspection. They had discussions with governors, staff, students, parents, local employers, head teachers of local secondary schools, and representatives of the Hampshire Training and Enterprise Council (TEC) and the local authority careers service.

2 The inspection was 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 inspections before their quadrennial inspection and the subsequent published report. As the inspection of Eastleigh College occurred early in the cycle, the opportunity for such a response was not available.

THE COLLEGE AND ITS AIMS

3 Eastleigh College was established in 1961 to meet the further education needs of the Eastleigh, Winchester and Romsey areas of south central Hampshire. All the state schools in the area provide for the 11-16 age range and approximately 80 per cent of leavers go on to full-time education in one of the various further education, tertiary or sixth form colleges.

4 Eastleigh's original prosperity flowed from its railway locomotive and carriage works. Its industrial character made it distinct from its near neighbours, the port of Southampton and the county town of Winchester. The influence of the railway works has declined in recent years and service industries now account for approximately 50 per cent of employment in the area. However, the town retains its interests in transport, situated as it is at the junction of the M3 and M27 motorways and having a regional airport which is rapidly developing a national and international route network. There is a growing distribution industry. The town centre has benefited from recent investment. The area now has a mixed and relatively thriving economy. Unemployment is approximately 6 per cent. The college has longstanding relationships with local companies.

5 The college is located on three sites in Eastleigh, all within walking distance of one another. There is residential accommodation for 16 students with learning difficulties and/or disabilities some six miles away.

The college has grown steadily at between 5 and 6 per cent per annum over the last 10 years. There are 215 full-time equivalent lecturers, of whom 127 are full-time, and 122 full-time equivalent support and technical staff. A staff profile is shown in figure 1. At the time of the inspection, there were approximately 5,161 enrolments amounting to 2,158 full-time equivalent enrolments. Percentage enrolments by age and full-time equivalent enrolments by mode of attendance and curriculum area are shown in figures 2 and 3, respectively.

6 Following incorporation the college was restructured from five departments into three faculties: business and professional studies, care and community studies, and technology. The very broad subject curriculum is suitable for students of all ages and abilities, from those with learning difficulties to others seeking higher national diploma and professional courses. Enrolments by level of study are shown in figure 4.

7 The college's mission is to provide high-quality education and training to meet the needs of local people. It is committed to being a community college, to helping the local economy to prosper and to encouraging lifelong learning.

RESPONSIVENESS AND RANGE OF PROVISION

8 Members of the college corporation, its managers and staff have responded to, both the National Targets for Education and Training and the targets established by the local TEC. These targets are incorporated in the college's strategic plan.

9 The college's course provision is comprehensive. It caters for a wide range of clients and both the marketing unit and heads of faculty are constantly seeking new service opportunities. The vocational courses range from the pre-vocational educational certificate to the foundation year of higher education. Good opportunities exist for all students to progress to other courses or to employment. There is provision for students with both moderate and severe learning difficulties, and adult basic education is provided for a wide range of students. General Certificate of Secondary Education (GCSE) and General Certificate of Education advanced level (GCE A level) courses are provided for full-time students, mainly aged 16 to 19, and for the many part-time adult students.

10 Eastleigh College has the largest community education provision in Hampshire. Some 800 courses are offered in about 30 locations in the area. A growing and successful college enterprise unit exists to provide a wide range of services for local companies. In the 12 months prior to the inspection over 2,000 people had attended the training courses it provides.

11 Eastleigh College met its target for growth for 1993-94. Other local colleges, including Barton Peveril College, situated adjacent to Eastleigh College, have started to offer vocational courses in competition with those at Eastleigh. This will increase the pressure on the college to improve further its responsiveness in order to attract new students and meet its future growth targets.

12 The college has an effective marketing unit which has a well-defined strategy. It has established good links with the local schools and with many other schools in the county. Marketing and teaching staff visit 22 schools each year to make presentations, informing young people and their parents about the courses and opportunities available. Course information is also circulated to a further 30 schools. Staff also attend careers fairs and conventions, and have information stands in local shopping centres. During the summer term, pupils in their final year of compulsory schooling are invited to taster days to talk to current students about their studies and about the quality of life at the college.

13 Relations with parents are good. Parents receive written progress reports and are invited to the college to discuss the work of their sons and daughters. They are generally complimentary about the progress achieved at the college and, in some cases, pleased that their children have gone on to higher education, a possibility which had seemed remote to many during their secondary school years. The amount and quality of information available are much appreciated by parents.

14 Close links have been established with Southampton Institute of Higher Education and Portsmouth University. The college offers franchised courses for both institutions. Although these courses have been introduced recently, the college is making good progress in adapting to the quality assurance procedures of higher education. The college also offers access to higher education courses which allow students to choose from a range of modules in humanities, science, technology and the arts. The number of students wishing to start the access programme exceeds the number of places available.

15 The college has developed good links with the local TEC and has benefited from a number of TEC initiatives. The careers library and the open learning centre were both partially funded by the TEC. Funding for a number of other projects has been received recently, including a research and development project on progression from community to vocational education and the development of GNVQ core skills within other programmes. The college is moving towards the Investors in People award with the support of the TEC.

16 Links with the local education authority (LEA) are good. The principal regularly attends meetings with its officers. The authority provides the equivalent of one-and-a-half careers staff who attend the college each week to provide guidance to students.

17 The college marketing unit and faculty leaders take every opportunity to link with industry. The college is a member of the chambers of commerce at Eastleigh, Romsey, Southampton and Winchester. Advisory groups exist in each of the faculties and although these vary in their effectiveness, at least they provide the opportunity for the college to keep employers informed about course developments. Breakfast meetings are held regularly for invited groups of employers and business people to inform them about developments in education and training and to seek views on a

range of issues of mutual interest. A new twice-yearly newsletter for employers, 'Eastleigh Business', has been launched recently. The first issue contains an article about the Charter for Further Education, informs employers that the college is required to produce its own charter, and seeks views on how the college can best help industry.

18 A good link has been established with the local Ford factory which funds its staff for non-vocational courses at the college. A flexible fee structure and attendance modes to accommodate the different shift patterns of employees have been devised. This initiative assists people who otherwise would have had difficulty in attending a more traditional course.

19 There is an effective centre offering full-cost courses which has developed from PICKUP funding and which has established good links with the TEC, local industry and commerce. A variety of full-cost courses is run both at the college and on employers' premises. The unit is working to financial targets and is constantly seeking new markets.

20 The college has an equal opportunities policy and associated codes of practice for student admissions, access and provision, the teaching of the curriculum, and staff recruitment and development. Procedures to support the implementation of the policy are being revised following incorporation. Staff are aware of the policy and the college ensures that the language and the photographs used in its promotional literature do not reinforce gender or racial stereotypes.

GOVERNANCE AND MANAGEMENT

21 The corporation board has 14 members, consisting of eight independent members, one TEC representative, one co-opted member, one member of the college teaching staff, one member of the support staff, one student and the principal. At the time of the inspection there was one vacancy. Subcommittees for remuneration, audit, policy and resources, personnel and estates are established and working.

22 Board members are appropriately involved in the strategic planning process and in the approval of the operational plan. Papers for governors' meetings are well presented. Members understand their legal responsibilities and the board has the necessary procedures in place for monitoring the college's performance against its plans. Heads of faculty occasionally attend board meetings to give presentations on progress in their areas. Governors are becoming increasingly involved in curricular activities through acting as chairs of faculty advisory boards. This practice allows the governors to lend their expertise to faculty developments and the faculties to share curricular and operational aspects of their work with governors.

23 The college is generally well managed. The management team works collaboratively. All academic section leaders, who constitute the middle management tier, have been invited to college management team meetings

to give presentations on issues and developments in their sections. The intention is that these sessions will be followed by presentations from staff with cross-college responsibilities.

24 The new management structure was introduced this academic year, and its effectiveness is under review. Most roles and responsibilities are clearly defined, but the degree to which they are fulfilled varies. For example, section leaders and heads of faculty do not use performance indicators systematically to monitor work in their own areas or to inform decisions. The fact that this is not done consistently stems partly from a varied acceptance of the purpose and importance of performance indicators.

25 Revision of the strategic plan has involved staff at all levels. This has been achieved through meetings at which opportunities, perceived threats and external demands were fully analysed in relation to each section or function. Teaching staff are more aware of the college's mission than support staff.

26 Internal communication is good. The principal briefs all staff each term and staff receive a regular newsletter. Each week, the principal holds meetings with small groups of staff for informal discussion. The meetings are much appreciated, particularly by non-teaching staff. In some areas, there is a perception that unnecessary divisions exist between teaching and non-teaching staff. Strategies are required to resolve this. Faculty management meetings, whole-faculty and section meetings are held regularly. Where actions have been decided they are carried out.

27 Responsibility for equal opportunities and health and safety is clearly allocated, and policies are in place. The health and safety policy is being extensively revised to take account of new legislation. Responsibilities for various aspects of student support are clear, but the college does not have a published policy for student support. The college's student entitlement statement makes reference to student support but a more comprehensive policy should be developed for the college charter.

28 Staff and other resources are effectively deployed. Though budgets have not yet been devolved, the process of financial allocation is clear and account is taken of both the strategic plan and the curriculum in establishing priorities for the distribution of funds. Rigorous purchasing procedures are established. Unit costing has not been developed. The production of budget statements to support faculty heads and others in managing their resources has been unacceptably slow; only three reports have been provided in the current academic year. There is also some confusion about interpreting the reports and explanatory notes and discussions between finance and faculty staff are a positive development. These should continue and the users' requirements should influence more strongly the design of the system. The college's unit of funding for 1992-93 was £2,672. The median for general further education and tertiary colleges was £2,444. The college's estimated income and expenditure are shown in figures 5 and 6.

29 Management information systems vary in their effectiveness. Payroll, staff development and personnel systems are generally effective although some of the information should be integrated. Student record and enrolment data are available, but the system does not record students' progress or the levels of study and the titles of courses they are following. The college is as yet unable to provide year-on-year comparison of examination statistics for analysis. There are plans to extend and co-ordinate the disparate systems to produce a coherent information base.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

30 There is a comprehensive set of events to provide pupils in local schools with pre-entry information and guidance. College staff, well supported by relevant materials, visit schools to market the college's courses. Information is provided in collaboration with the county careers service and other local providers. Central co-ordination ensures that marketing material is consistent in content and style.

31 The college, in liaison with local employers, has investigated how to take account of the relevant knowledge and experience which some students bring to their studies. However, the costs involved have so far deterred the college from introducing a system for the accreditation of prior learning.

32 Appropriate efficiency targets are set for dealing with enquiries, applications and arrangements for interview. There are generally effective induction procedures for all students, although practice varies between courses. The process starts with the first pre-enrolment contacts in June or July, and is completed by the end of the first six weeks of term.

33 The college has conducted a thorough investigation into basic skills assessment with support from the Adult Literacy and Basic Skills Unit (ALBSU) and Hampshire LEA. All full-time students are assessed during the induction period. The results of the tests are passed to course tutors for action. In September 1993, a total of 728 students were assessed. Some 25 per cent of full-time students were identified as needing support in literacy and 36 per cent in numeracy. The college has limited facilities to meet their needs in a basic skills workshop. Other tuition is given within courses. It is proposed to offer a full service to all students, part-time as well as full-time, in the new academic year.

34 Procedures exist for student transfer between programmes or to other colleges where appropriate. The college should improve its procedures for monitoring and recording transfers and withdrawals.

35 There is a standard personal tutoring procedure across the college which has been developed with the help of Technical and Vocational Education Initiative funding. About two-thirds of staff act as personal tutors for full-time students. Part-time students are currently less well served. Personal tutors work to comprehensive guidelines, but the quality of support they give varies. Training for tutors is provided where the need

is identified. The college's own system of students' records of achievement is operated through the personal tutor system.

36 There is a well-organised personal counselling service for students which is supported by the course tutors. The service is also responsible for advising on the distribution of the hardship fund. The counselling service is well located, adjacent to the careers centre, but there is a need for a larger room for confidential emergency group work, such as family interviews. Demand is outrunning the growth in student numbers. Staff may also use the counselling service.

37 Careers education is provided in partnership with the Hampshire Guidance and Careers Service on a yearly contract. The service has up-to-date information and provides good support for students. It depends for its effectiveness on the partnership between specialist careers advisers and course tutors, co-ordinated by a member of the college staff.

38 Student attendance is monitored centrally. Subject tutors maintain class records. Personal tutors are responsible for following up absences.

39 Most students' rights as laid down in the Charter for Further Education are being met by the college, but further development is required in some areas, such as the creation of a policy for students with disabilities and the prompt publication of examination results. Students have only recently appreciated the full significance of the contents of the charter.

40 The students' union liaison officer ensures that there is effective communication between the student body and managers. This has resulted in a constructive relationship which enhances the quality of life of the college community as a whole. A travel shop with an annual turn over of £40,000 and a stationery shop provide a valuable service for students.

TEACHING AND THE PROMOTION OF LEARNING

41 The following table summarises the grades given to the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE A/AS level		3	7	3	1	0	14
GCSE		0	5	2	1	0	8
BTEC/GNVQ		0	11	16	3	0	30
NVQ		5	14	11	0	3	33
Other vocational		4	41	31	0	2	78
Non-vocational		3	11	7	3	0	24
Total		15	89	70	8	5	187

42 Courses are well planned. They have clear aims and objectives and comprehensive schemes of work linked to examination syllabuses and assessment requirements. Assessment procedures are documented. They

involve a wide range of techniques including peer and group assessment in construction, hotel and catering and some community education courses.

43 In over 55 per cent of the teaching sessions inspected the strengths clearly outweighed weaknesses, and a further 37 per cent had a balance of strengths and weaknesses. There were only 13 sessions in which weaknesses clearly outweighed the strengths. The best sessions employed a variety of teaching methods well matched to the needs and abilities of students. In some lessons, students experienced a range of activities which developed their ability to work on their own as well as in pairs or groups. Better use of question and answer techniques would enhance the learning in some courses. Good practice was observed in some community education sessions. There were good-quality resource booklets, developed through the National Consortium for Further Education, in GCE A level and GCSE mathematics. There were also good materials for fieldwork in environmental studies and for basic adult education, the latter produced as a result of the ALBSU project.

44 In several sections, notably teacher education, social care, engineering, construction, and hotel and catering, there was a well-judged balance between theory and practical sessions. The construction and hotel and catering departments provided opportunities for open and self-directed learning which the more mature students use to advantage. The college plans to establish an additional learning resources centre in the Desborough annexe. In a small minority of sessions the slow pace of teaching and the lack of variety in methods of teaching hindered students' involvement and progress.

45 In hotel and catering and in some business studies courses, learning is set in a realistic working environment. Skills are being developed to commercial speed and standards. In some part-time sessions tutors exploit effectively students' prior learning and work experience.

46 Work experience is a key element of many courses. It is well managed and effectively integrated into courses. Hotel and catering work placement schemes includes well-established student exchanges with institutions in Italy and Monaco. Leisure studies students have undertaken work for the local authority to survey local playgrounds; as a result of their report, substantial modifications to playground provision and its safety have been made. Another group of students has carried out the first market-research exercise for Wimbledon Lawn Tennis Museum and the museum has used the students' findings to inform policy.

47 The integration of core skills into courses is variable. Procedures are required to ensure that students identified as needing help receive more systematic support. The correction of poor spelling and grammar is inconsistent.

48 Use is made of a variety of assessment methods and the marking of students work is consistent with documented assessment policy. In the

best practice, teachers provided clear and constructive comments on written assignments. Some students received verbal reports. These were sensitively managed by teachers. Typically, the process involved a critical examination of students' strengths and weaknesses and resulted in the creation of action plans for improvement. Good examples of peer group assessment were observed in a GCSE class for mature students and in a City and Guilds of London Institute (CGLI) flower arranging class. In a few instances, lecturers returned students' work late and offered little or no constructive comment.

49 Relations between students and lecturers are good. Most students enjoy their courses. In some groups, particularly those containing students with a wide range of ability, a small minority of students were allowed to dominate the session to the detriment of the involvement of others. A number of tutors have yet to develop effective strategies to ensure that all students are extended by the work and gainfully occupied while they provide individual help or guidance to others.

50 There is an appropriate range of courses for students with learning difficulties and/or disabilities. Schemes of work show a sensitive understanding of individual needs. In many cases, resource materials were good and the teaching was lively. In the pre-vocational course the large class made it difficult to give appropriate attention to individuals or to organise effective group work.

STUDENTS' ACHIEVEMENTS

51 Students express satisfaction with their programmes of study. They are appreciative of the efforts of staff to ensure that courses are enjoyable and meet their needs. Parents and employers confirm that students enjoy their courses and that they experience a sense of achievement in terms of their academic progress and also in personal development. Most students achieve a standard of written work appropriate to their level of study.

52 In all areas where practical work is a significant aspect of the programme, there were many examples of good work and, with a few exceptions, there was suitable regard for safety. In engineering and construction, skilful use of the equipment resulted in the production of some good completed items. This section's involvement in the restoration of equipment from the local Bursledon Brickworks was highly motivating. In catering, the food produced for the restaurant was of a high standard and the service was both confident and competent. The potentially high standard of practical work in beauty therapy was limited by a shortage of models and a lack of variety in teaching methods.

53 As is the case nationally, a higher proportion of students over the age of 19 achieve GCSE passes, grades A-C, than those under 19. In most subjects, the differences between the age groups were significant, particularly in mathematics, psychology, physics, and commerce. In 1993, students over the age of 19 achieved pass rates above the national average rates in most subjects, whereas 16-18 year olds achieved this only in a

small minority of subjects. Some outstanding results were obtained by adults in English, French, German, mathematics, business studies, art and design (textiles), commerce and environmental studies, where there were pass rates, grades A-C, of over 85 per cent. For the 16-18 year old student group, the best results were in French (50 per cent), art and design (53 per cent), and Spanish (50 per cent). There were acceptable GCSE retention rates, varying between 75 and 90 per cent in most subjects. An exception was the low retention rate of 52 per cent in environmental studies. The group of full-time students taking GCSE subjects recorded an overall retention rate of 86 per cent.

54 Of 18 GCE A level subjects offered, only five had pass rates equal to or better than average rates nationally. These were art and design, French and German (all 100 per cent), psychology (80 per cent) and business studies (82 per cent). The lowest pass rate was in chemistry (33 per cent). Other subjects which give cause for concern are law, history and economics. Retention rates for GCE A level courses were generally in excess of 75 per cent.

55 The faculty of technology courses are validated either by the GCLI or the Business and Technology Education Council (BTEC). All the courses had a good retention rate and good results. The average of all CGLI course pass rates was 81 per cent; only two, an electrical installation course and a carpentry and joinery craft course, had a pass rate of less than 74 per cent. For BTEC courses nearly all students completing their programmes were awarded a certificate or diploma but retention rates were more variable.

56 Examination results in the faculty of business and professional studies were generally good. Most students completing BTEC programmes were awarded certificates or diplomas. Although retention rates for most programmes were good, including a maximum of 97 per cent for the first diploma in business and finance, the rates for the first and national diplomas in hotel and catering were low at 47 per cent and 53 per cent, respectively. The results for the Royal Society of Arts (RSA) examinations were generally satisfactory; only five subjects out of the 28 offered, failed to achieve pass rates of 60 per cent. These were bookkeeping level 1 (57 per cent), communication in business (59 per cent), wordprocessing level 3 (58 per cent), wordprocessing level 1 (50 per cent) and desk-top publishing (18 per cent). Examination performance in communications in business level 1 improved dramatically in 1992-93, the pass rate increasing from 0 per cent to 59 per cent. The pass rate for information technology level 1 also improved from 9 per cent to 80 per cent. Of the other courses in this faculty, the health and fitness teachers' diploma recorded a 100 per cent pass rate as did the London Chamber of Commerce private and executive secretaries diploma and the Institute of Sales marketing course. In hotel and catering, there were pass rates of 100 per cent and 80 per cent in two units of the catering and hospitality course. Other results were poorer, for example, there was a pass rate of 38 per cent in the cooking for

catering course and of 25 per cent for the introduction to tourism course.

57 In the faculty of care and community studies, the BTEC first diplomas in care and in performing arts, and the national diploma in caring services all produced good results, and retention rates ranged from 67 to 85 per cent. CGLI results in the photography modular course were excellent with all students passing, but for professional photography the pass rate was only 31 per cent. The family and community care course produced a good 85 per cent pass rate and had a 70 per cent retention rate over the two years. The two-year Nursery Nursing Examination Board (NNEB) diploma course also produced a high pass rate of 90 per cent, 86 per cent of those enrolled completing the course. There were satisfactory levels of achievement on courses for students with learning difficulties and/or disabilities although no formal examinations were taken. Many of the students on the access to higher education course were successful; of 85 starters, 62 gained over 60 per cent in their examinations and 70 entered higher education. The courses in beauty therapy based on National Vocational Qualification (NVQ) modules had 100 per cent pass rates for both full-time and evening classes, although the full-time retention rate was only 57 per cent.

58 There is an excellent booklet showing the destinations of students who completed their courses in 1993. Between 80 and 90 per cent of students responded to questionnaires. Seventy-seven per cent of students proceeded to further or higher education courses or to employment which, in most cases, was related to the courses taken. A high proportion of students completing BTEC national diploma courses moved to degree and higher national diploma courses.

QUALITY ASSURANCE

59 A college quality assurance policy has only recently been developed. It is not consistently implemented at programme or course level, although procedures for its implementation are now embodied in the strategic plan and in the quality assurance policy. The college was involved in an externally-funded quality assurance project between 1990 and 1992. The good practice developed included the production of course manuals by full-time course teams, the establishment of regular course-team meetings, elements of a course review process and consideration of students' views. These elements have been incorporated in the college's quality assurance policy.

60 The college is committed to total quality management. A quality council was established in 1993 to replace the academic board, and the governors have also established a quality assessment subcommittee. The quality council endorsed the new quality assurance policy which was presented to the governors in May. Two subcommittees of the quality council have also been established, one for new programme development and validation to be chaired by the assistant principal for curriculum and staffing, and one for quality assurance chaired by the assistant principal

for marketing and customer care. In relation to quality assurance matters there is some duplication of responsibilities within the current job descriptions of the two assistant principals. The college plans to remedy this situation.

61 The maintenance of quality assurance at course level has largely relied upon the energy and commitment of course teams. Without firm central direction this has resulted in the evolution of a range of practices that differ in their effectiveness. The majority of course review reports are descriptive rather than analytical and, in most instances, the current process of course review is not seen as an integral part of course management. Some notes of team meetings indicate that little is considered beyond the progress of individual students. Performance indicators are not used in course reviews, nor are targets set for improvement. Some instances of good practice do exist particularly in the access to higher education course and community education. In both, students play a central part in the review processes and the course team and faculty management are responsive to them. The access course reviews include effective use of moderators' reports and feedback from receiving institutions.

62 The marketing unit initiates numerous surveys of student perceptions and expectations during the year and passes the information gained to faculties and course teams. The recent refurbishment of the library was influenced by the results of such a survey. The marketing unit also monitors retention rates on courses through checks on class registers. Responses are sought from course teams if the drop-out rate reaches 15 per cent.

63 A scheme for the appraisal of teaching staff has developed from a previous staff development review procedure which is still in place for support staff. There is a plan to merge the two systems. All full-time and half-time teaching staff have been appraised at least once. Ninety per cent of support staff had participated in a staff development review by April 1994. Staff development needs are considered during appraisal and incorporated in the college plan. The appraisal process allows all non-management staff to select their own appraiser from amongst those who have received appropriate training. There are plans to review this aspect of the system because the appraisers may not be familiar with the work of those being appraised.

64 The staff development programme is an integral part of strategic planning. It is well conceived and appropriately evaluated. The college has a well-organised staff induction programme. The mentor system provides effective support for newcomers. The need for staff to update their industrial experience has been recognised in some sections of the college but it does not yet feature in the staff development plan. At present, there are no procedures for evaluating the impact of the staff development programme on the overall quality of provision.

65 Staff awareness of the Charter for Further Education and its significance is variable. A second draft of the college charter has been

developed following consultation organised through the college management team and the quality council. The draft bears a close resemblance to the national charter but does not appear to build upon existing good practice within the college, such as the student entitlement statement and the student handbook.

RESOURCES

Staffing

66 All the necessary personnel systems and procedures are in place to support the college's role as a responsible employer, albeit that the implementation of some elements is awaiting the outcome of national or local negotiations. The present student:staff ratio is 13:1. The college management has set new targets for increasing the ratio of students to staff over a three-year period. The proportion of part-time staff has gone down this year because the increased student enrolment has been resourced mainly through an increase in class sizes and the more efficient deployment of full-time staff.

67 Staff are generally well qualified, have relevant experience and are enthusiastic and committed. In some professional courses staff continually update their knowledge and skills through in-service training, secondment and part-time employment. The use of part-time specialists from industry and commerce is effective, particularly in hotel and catering and in media studies. The policy of requiring community education course tutors to acquire the college's own certificate of competence is good. Sixty-eight per cent of the lecturing staff and 50 per cent of the support staff are between the ages of 40 and 60. Fifty per cent of the 154 support staff are part-time or term-time only.

68 A high proportion of teaching staff have, or are training for, assessor or verifier awards. Many support staff are well qualified and have relevant industrial or commercial experience, especially in finance, administration, building services, beauty, motor vehicle engineering and science. A number of teaching staff retain close contact with their appropriate industry through secondment, placement, or continued professional practice. Staff keep up to date in their knowledge and maintain awareness of current commercial pressures.

69 Two of the library staff are qualified librarians. The senior librarian and one assistant are about to take the second stage of the CGLI teachers certificate. Library staff are keen to gain assessor awards to help their work in the learning resources bases centres. The senior librarian teaches and one of the audio-visual aids technicians contributes to media courses.

70 A few teachers do not have the appropriate qualifications for the work they are doing. This was noted in aspects of motor vehicle engineering, beauty and in science modules for beauty and construction. Some staff working solely with students with learning difficulties and/or disabilities and would benefit from the opportunity to teach a wider range

of students.

71 There is not enough technician support in art and design. Technical staff in the physics and engineering science laboratory should be redeployed to reflect the new opportunities resulting from the refurbished facilities.

Equipment/learning resources

72 The quantity and quality of teaching and audio-visual equipment are good. An asset register has been drawn up for financial purposes but has not been extended to schedule maintenance and replacement. The capital acquisition and replacement policy is well structured but takes only a three-year view. Replacement costs should be forecast over a longer period.

73 The policy for the use of information technology in teaching is sound. The policy for administration and management of information technology is currently being developed. The college has benefited from its early decision to centralise management of its information technology resources. Much of the equipment is of a high standard and the provision of one computer per 8.7 full-time equivalent students is good. Students have open access to facilities in the computing and learning resources centres but there are no information technology facilities at the Desborough or Cranbury Road annexes.

74 Hospitality, leisure, adult education and some areas of business studies are particularly well equipped, and there is a good level of equipment and materials for students with learning difficulties and/or disabilities.

75 The library is well organised and has benefited recently from a partial refurbishment intended to improve customer care. It has a small information technology drop-in centre and a learning resources area for catering and hospitality. Another learning centre exists in construction which is also supported by library staff. There are well-developed plans to set up similar facilities for adults and care students in the Desborough annexe.

76 There is little data on the use of library facilities and stock. There are 86 study spaces in the library and approximately 35 additional places in the two learning resource centres and in the Desborough annexe, providing one study space per 18 full-time equivalent students. The library has approximately 15,000 books. The security system is unreliable and the extent of stock losses is unknown. Engineering, electronics, software engineering and catering are short of up-to-date texts. There are no suitable materials for students with learning difficulties and/or disabilities. In a number of subjects the links between the library staff and course teams are unsatisfactory. Consequently, library staff were unable to provide as much support to students as they otherwise might.

77 In art and design, there is a shortfall in the quantity, rather than the quality, of equipment for photography and three-dimensional studies.

The lack of storage in this area means that equipment is not as accessible as it should be. The motor vehicle workshop does not have sufficient modern vehicles, and it also requires additional bench engines. Much of the machinery in the engineering workshops is old and a rolling programme for replacement should be introduced. In beauty, there are poor hygiene standards. Consumables funding in science is too low to meet demand.

Accommodation

78 The college's estate consists of four sites. The main campus, largely built in the 1960s, comprises five teaching and administrative blocks, the refectory, library, sports hall and two temporary buildings. The Desborough Road annexe, which is approximately 50 metres from the main campus, is a Victorian building formerly used as a secondary school. There is also a small annexe and three temporary classrooms. The Cranbury Road annexe, more distant from the main site, is a former primary school of the same era which is used as the adult education centre and for some business and professional studies courses. The college house at Compton, near Winchester acts as a hostel for 16 students. All three teaching sites are located in high density residential areas and are locked in by housing or by other educational sites.

79 Most buildings are in a reasonable condition. There are a few exceptions, such as the small annexe at Desborough Road and four of the five temporary units. Some significant improvement has been completed since incorporation using the first phase of the Hunter monies, especially in some of the computing, business studies and engineering areas. Most buildings and rooms are fit for their purpose. However, accommodation at the Desborough annexe, is dull and unstimulating. The ceramics facilities at Desborough Road are good but there are health and safety hazards resulting from the failure to extract clay and plaster dust. The art and design area lacks storage space but the problem is exacerbated by poor housekeeping. The preparation facilities in science are inadequate and there is a severe shortage of space in the motor vehicle workshop. The beauty salon is about to be reorganised to overcome some of its customer-care deficiencies. The sports hall provides a very large playing space but needs attention to the floor, the heating and the ventilation. Access for students with restricted mobility is relatively good on the main site and the Cranbury annexe, but it is difficult at the Desborough annexe. There are limited car parking facilities on all sites.

80 Recent surveys have indicated that, while room utilisation varies significantly, the average for the whole college is low at 35 per cent. Occupancy and frequency targets have not yet been set, although some steps are being taken to make more efficient use of space.

81 The property and accommodation are well managed and there is an effective maintenance programme. Energy management and environmental matters are considered. There is sound planning for the

future of the estate. Work is currently taking place with consultants to evaluate a range of accommodation strategies.

CONCLUSIONS AND ISSUES

82 Eastleigh College is making progress towards achieving its mission. The particular strengths of the college are:

- good links with schools, higher education and industry
- effective systems for student recruitment, guidance and support
- staff development as an integral part of strategic planning
- good standards of teaching in most areas
- generally satisfactory examination results
- responsiveness in serving the wider community
- good relations between management and students
- the high proportion of students progressing to higher education and course-related employment
- good internal communications
- good management of buildings and accommodation.

83 If it is to continue to improve the quality of provision and standards of achievement, the college should address the following issues:

- the effective development and implementation of cross-college policies
- the implementation of a fully-integrated quality assurance system
- the development of an information system which provides performance indicators at all levels in the organisation
- the continued improvement of pastoral and tutorial support for part-time students
- the development and implementation of a long-term equipment replacement policy
- the development of existing resource-based learning facilities to meet the needs of a wider range of students
- the improvement of examination results in some courses.

FIGURES

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

2 Percentage enrolments by age (1993-94)

3 Full-time equivalent enrolments by mode of attendance and curriculum area (1993-94)

4 Percentage enrolments by level of study (1993-94)

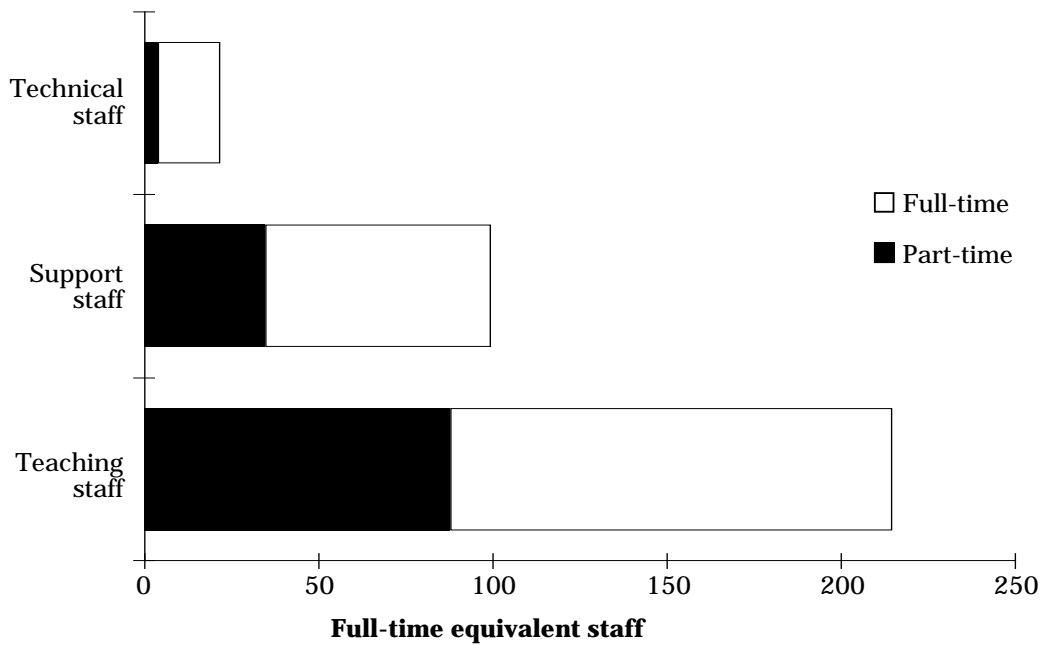
5 Estimated income (for 16 months to July 1994)

6 Estimated expenditure (for 16 months to July 1994)

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

Figure 1

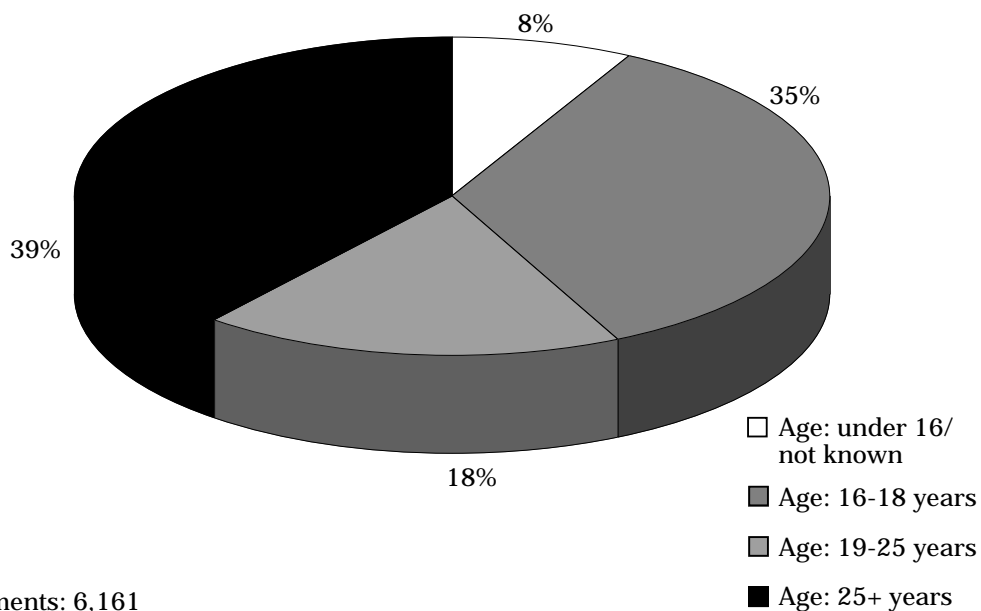
Eastleigh College: staff profile – staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 337

Figure 2

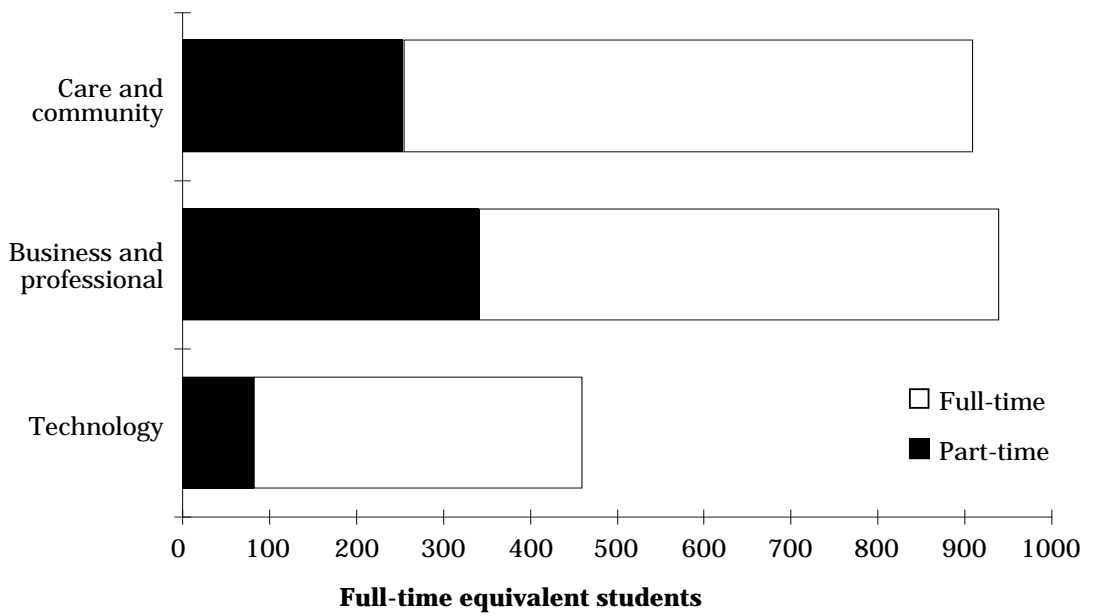
Eastleigh College: percentage enrolments by age (1993-94)



Enrolments: 6,161

Figure 3

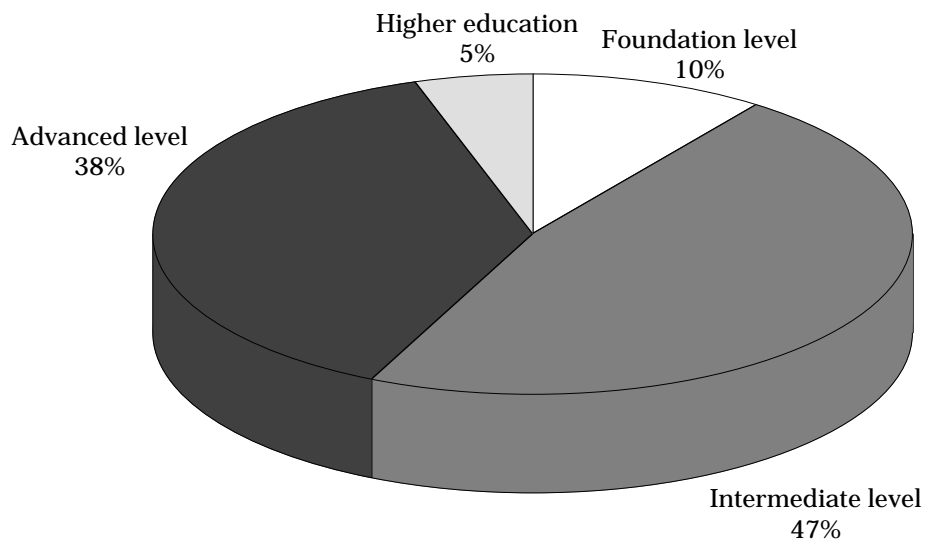
Eastleigh College: enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)



Full-time equivalent students: 2,289

Figure 4

Eastleigh College: percentage enrolments by level of study (1993-94)



Enrolments: 6,161

Figure 5

Eastleigh College: estimated income (16 months to July 1994)

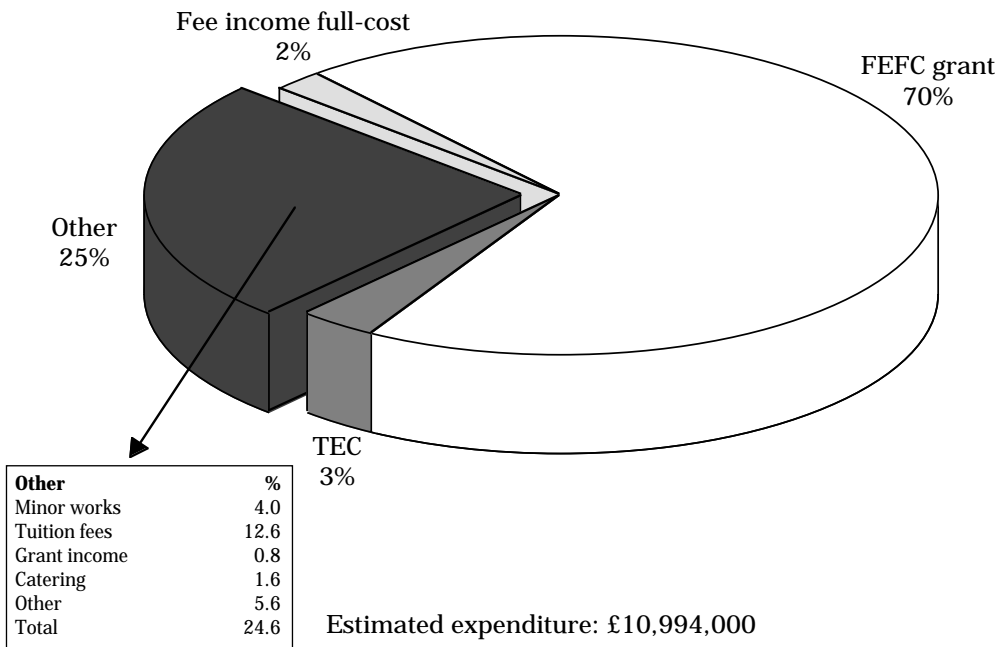
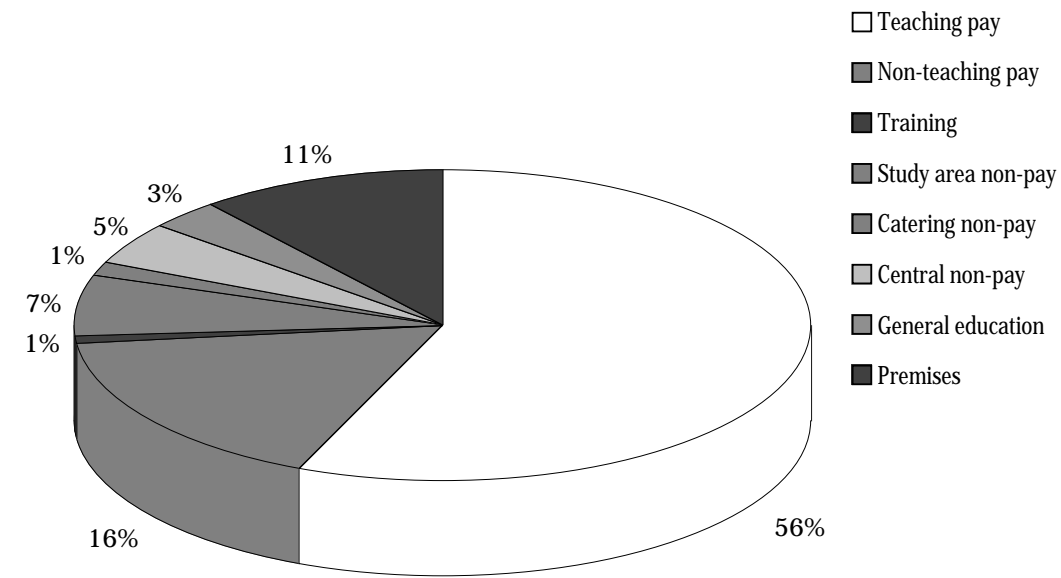


Figure 6

Eastleigh College: estimated expenditure (16 months to July 1994)



Estimated expenditure: £10,894,000

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