

**REPORT
FROM THE
INSPECTORATE**

Greenhill College, Harrow

August 1996

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

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

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

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GRADE DESCRIPTORS

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

The descriptors for the grades are:

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

By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.

College grade profiles 1993-95

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

FEFC INSPECTION REPORT 115/96

GREENHILL COLLEGE, HARROW

GREATER LONDON REGION

Inspected November 1994-May 1996

Summary

Greenhill College, Harrow offers a wide and developing range of vocational, academic and adult education courses. It is responsive to the needs of the local community, employers and the local TEC. The college is effectively governed and managed. There is good support and guidance for students. Courses are well planned and well managed, and teaching is of a consistently high standard. Students benefit from an extensive programme of work experience. Students' achievements are good on most courses and there is a good record of progression to higher education by students on vocational courses. The college has revised its quality assurance process to make greater use of measurable targets. Staff are well qualified and effectively deployed, and the college has achieved the Investors in People award. The college should: improve the availability and accuracy of management information to inform planning, especially at programme area level; review the consistency of the tutorial programme; improve the quality of course reviews; use and monitor the cross-college standards for quality assurance more effectively; increase the number of study spaces; and improve information technology resources and the opportunities for students to use information technology.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science, mathematics and computing	2	History, psychology, sociology, access to higher education, teacher training and English as a foreign language	
Business	2		
Hairdressing and beauty therapy	2		2
Art and design, music, media and theatre studies	2	Modern foreign languages	1
		English and communication studies	1
		ESOL and foundation courses	2
		SLDD provision and adult basic education	2

INTRODUCTION

1 Greenhill College, Harrow was inspected between November 1994 and May 1996 by 18 inspectors who spent a total of 65 days in the college. Inspectors visited 176 classes, attended by about 1,900 students, and inspected students' work. There were meetings with members of the corporation, senior and middle managers, teaching and support staff, students, employers, parents, and representatives of the North West London Training and Enterprise Council (TEC), the local authority, the community and local schools. Inspectors also examined documentation relating to the college and its courses.

THE COLLEGE AND ITS AIMS

2 Greenhill College is a tertiary college in the London Borough of Harrow. It was opened in 1987, replacing a sixth form college, when the borough's post-16 education was organised into three tertiary colleges and a Roman Catholic sixth form college. The three tertiary colleges collaborate in providing an adult and continuing education service in conjunction with the local education authority (LEA). All four colleges operate a common application process for students leaving the borough's 10 high schools at the age of 16. In 1995, 86 per cent of school leavers in the borough stayed in full-time education, and 16 per cent of them chose to study at Greenhill College, Harrow. There are seven independent schools with sixth forms in the borough. Most of the college's work is carried out at its main site adjacent to Harrow-on-the Hill station, but an additional site with a high street frontage was opened in 1995. Adult education is also carried out in a number of community-based venues.

3 When the borough reorganised its post-16 education provision in 1987, particular vocational courses and some general education programmes were located at each college; these arrangements still affect the current pattern of provision in the borough. For example, courses in music and hairdressing were located at Greenhill College, as were courses for students with severe learning difficulties. No significant provision was made in any of the borough's colleges for courses in engineering or construction.

4 The population of Harrow is approximately 200,000. Sixty-two per cent of the college's students come from Harrow, and a further 14 per cent and 7 per cent from the neighbouring London boroughs of Brent and Ealing, respectively. The unemployment rate in Harrow was 6.5 per cent in October 1995, and in Brent it was 14.9 per cent, compared with 9.6 per cent for Greater London as a whole. Service industries dominate the local economy and most businesses have fewer than 25 employees. In Harrow, 26.2 per cent of the population is of minority ethnic origin, compared with 44.8 per cent in Brent and 20.2 per cent in London as a whole. Approximately 64 per cent of full-time and 37 per cent of part-time students are from minority ethnic backgrounds; 32 per cent of all students are of Asian origin, including 18 per cent who are of Indian origin. The borough has an increasing population of refugees.

5 At the time of the inspection, 8,770 students were enrolled at the college. Of these, 22.5 per cent were attending full time. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college employs 188 teachers who are contracted full time or for a specified part of the academic year and 460 hourly-paid part-time teaching staff, representing 155 full-time equivalent posts. There are 95 support staff, representing 70 full-time equivalent posts. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

6 There are seven teaching divisions which provide a broad range of courses. These include: General Certificate of Education advanced level (GCE A level), GCE advanced supplementary (AS) and General Certificate of Secondary Education (GCSE) courses; courses leading to General National Vocational Qualifications (GNVQs), National Vocational Qualifications (NVQs) and other vocational awards; adult basic education programmes; courses in English for speakers of other languages; programmes for students with learning difficulties; training courses for industry; access to higher education and teacher training courses; a higher education art foundation course; and adult and continuing education programmes.

7 The college's mission is to be a leading provider in educational, professional and personal development, equipping its students for higher levels of education, employment and life in the community. The college emphasises in its mission statement its intention to work closely with local schools and businesses and to provide progression opportunities for all of its students; its commitment to the personal development of its staff and students; and its concern for the professional development of staff. It intends to be at the centre of Harrow's business and community life.

RESPONSIVENESS AND RANGE OF PROVISION

8 The college offers a range of vocational courses at foundation level GNVQ and an expanding range at intermediate level. Advanced level GNVQ courses are available in art and design, business, information technology, media, retailing and science. Courses leading to NVQs are available at levels 1, 2 and 3 in business administration, hairdressing and beauty therapy. A substantial number of students combine GNVQs with GCSE or GCE subjects. Students on NVQ administration and hairdressing courses often combine units from levels 1, 2 and 3 to form an individual learning programme. There is a wide range of general education courses for full-time students. Students can choose from 22 GCSE subjects, and from 30 subjects, including a choice of syllabuses, at GCE A level. Fifteen GCE AS subjects are offered. A particular strength of the college's provision is the broad range of courses for English for speakers of other languages. Students who are successful on these courses can progress to general and specialist courses in the college.

9 The college consults with many groups and partners, in the borough and beyond, to identify the demand for new courses. The college is beginning to promote its courses in neighbouring boroughs. It provides short, part-time and community education courses at centres throughout Harrow, including teacher training courses for the volunteers who teach in community language schools. It is a major partner in the borough's adult and continuing education programme; enrolments at the college account for 58 per cent of the borough's total enrolments. The imaginative programme runs on weekdays and Saturdays, and includes art sessions for families, Asian dressmaking, and languages such as Gujarati and Russian. A number of part-time courses are available at higher levels, including accountancy and management. Specialist courses have been developed, for example, a course for those wishing to develop skills in interpreting from other languages into English for use in their employment or in voluntary service in the health sector. There is a popular English language summer school and a growing programme of courses in GCE and GCSE subjects on which students study independently, with regular support from a tutor. The college has also won contracts from the European Social Fund and Harlesden City Challenge to provide guidance or training for groups such as the young unemployed, refugees and people returning to work or changing careers.

10 The college has increased the range of courses for students with learning difficulties and carefully planned them to provide students with appropriate progression routes. New courses to provide access to vocational courses have been supported by the TEC. There are now 150 students on such courses. Close links with local special schools and professional agencies have resulted in a two-year course for students who are still at school. This course develops personal and social skills to enable students to progress to a full-time course at the college. Full and part-time courses at various levels prepare students to move into further education and training or employment. Parents and carers are informed and consulted on many aspects of the provision. Students are supported by specialist communicators, signers and advisers, where appropriate. Twenty-five adults attend a range of mainstream courses with a supporter or 'friend' drawn from volunteers from social services and the college.

11 Relationships with the TEC are positive and productive, and the TEC considers the college to be very responsive and active in the region. The college's managers are keenly aware of national targets for education and training, and the college's contribution to the targets are agreed at an annual meeting with the TEC. The recent secondment of a member of the college's staff for one day each week to provide training in assessment for staff from small firms has been beneficial to both the college and the TEC. The college is represented on the board of the education and business partnership, and the Investors in People steering group. The college has promoted Investors in People to managers of small and medium businesses at TEC meetings. Effective use has been made of market information

provided by the TEC. For instance, new courses in retailing and information technology have been developed as a result of needs identified by the TEC. The college has been successful in gaining contracts to provide modern apprenticeships, training for work, skills for small businesses and a range of smaller contracts which strengthen the college's provision.

12 Senior managers make effective use of market research to plan provision. The marketing team was reconstituted early in 1996 and is led by a vice-principal. The group is beginning to define its role and strategy. An informative marketing newsletter for managers which analyses and synthesises information from the Further Education Funding Council (FEFC), the TEC and careers service is published regularly. However, current programme area plans do not make systematic use of market research. The marketing team has begun work with programme managers to enable them to produce their own marketing plans by autumn 1996. It is too early to judge the effectiveness of this work.

13 The college liaises with other Harrow colleges to promote courses to young people leaving high schools in the borough. Staff from each college attend a variety of promotional events in schools aimed at parents and pupils. The four colleges produce a guide to full-time courses at Harrow colleges which is given to all school pupils in their final year at school. Information about courses is available in a variety of formats and languages. The college's prospectus is attractive but does not reflect fully the opportunities the college offers to students with learning difficulties and/or disabilities. Some leaflets describing courses are poorly presented and confusing to the reader.

14 Links with employers have been formed through the extensive provision of work experience, contracts negotiated by the business development unit, such as training for work, and employers' panels. There are employers' panels for hairdressing, media, business and science. The panels are intended to support specific groups of courses, such as GNVQs. The most effective panels are those for business and for media. The media panel has provided advice on course content and carried out an annual review of students' work. The business development unit was set up early in 1996 to manage contracts with the TEC and to develop a range of income-generating courses for business. However, the unit has worked successfully with a number of companies and the TEC to generate income of approximately £274,000 in 1995-96. Companies and the TEC speak highly of the responsiveness of the unit and the quality of service it provides. However, the unit has had occasional difficulties in co-ordinating the delivery of aspects of its service and its inability to track its costs accurately makes it difficult to evaluate its financial contribution to the college.

15 The college is an associate college of the University of Westminster. The college franchises the certificate of education from the university and collaborates in providing a higher education foundation art course. Informal links are developing between courses at the university and those

at college and the latter has proposed collaborative provision in areas such as business and management. Links exist with three other universities to provide progression opportunities for students. An increasing number of courses for adults are accredited through the open college network by Thames Regional Access Consortium. Students from the college's access to higher education courses are guaranteed interviews with all four universities with which the college has association.

16 The policy for equal opportunities, which was drawn up in 1988, focuses on the need to eliminate all forms of discrimination. Progress towards implementing aspects of the policy has been slow. A new equal opportunities working party was formed in January 1996 to monitor implementation of the policy and report to the governing body. Individual teachers and course teams are responsible for implementing many aspects of the policy, but practice at course level is variable in quality. Some curriculum materials do not reflect the diversity of the students' cultural backgrounds. Teachers and staff who interview or provide guidance to students receive training in the provision of non-discriminatory guidance.

GOVERNANCE AND MANAGEMENT

17 There are 14 governors, five of whom are women. At the time of the inspection there were two vacancies on the governing body which the search committee was attempting to fill. The governing body includes the principal; seven business members; a representative of the TEC; three members elected from the teaching staff, the students and the support staff respectively; and two co-opted members. One of the co-opted members is a community representative who has valuable links with community organisations. Another is a senior member of staff at a nearby university who has provided the college with helpful advice during the period since incorporation.

18 There are five committees of the governing body; finance, personnel, audit, remuneration and the search committee for new governors. All the committees have appropriate terms of reference. Governors have a register of interests and a code of conduct, and regularly review their training requirements. Over the past year they have identified a need to become better informed about the courses offered by the college and the support arrangements for students. This has led to training sessions for governors at which members of the college's staff have made presentations on aspects of the curriculum. One such event was organised on a Sunday morning to facilitate attendance by governors. In preparation for the inspection, governors reviewed their strengths and identified areas for improvements. However, the resulting action plan lacks detail.

19 The powers which the governing body delegates to the principal are appropriate. Governors and managers clearly understand each other's roles and responsibilities. Governors expect to be kept fully informed by managers of developments in the college. Accordingly, managers regularly

present reports to the governing body on resource and curriculum issues. The expertise which governors have in areas such as finance, personnel, marketing and education means that such reports are scrutinised closely. Governors have shown a particular interest in matters related to the quality of courses and the achievements of students, and two governors are members of the college's newly-formed quality assurance group. Committee meetings are well attended. Attendance at full meetings of the governing body is more variable, although no meetings have been inquorate since incorporation. The attendance rate for the six meetings held between May 1995 and February 1996 ranged from 47 per cent to 86 per cent with an average rate of 66 per cent. Governors manage their procedures well. The vice-principal for resources acts as the clerk to the governing body which benefits from his detailed knowledge of the college.

20 The college has recently undertaken a substantial reorganisation of its management structure. Most of the new managerial posts have now been filled; 56 per cent of staff in management roles are female and 44 per cent are male. Managers are adjusting to their new roles and responsibilities. The senior management team, which comprises the principal and two vice-principals, meets weekly to formulate policy and monitor the achievement of strategic planning objectives. The college's management team, which includes the senior management team and the six directors with cross-college responsibilities, meets each fortnight and deals with operational matters surrounding the implementation of the strategic plan. Programme managers, who are managed by two of the directors, are responsible for the delivery of courses through the teaching divisions. Most courses are well managed. There are job descriptions for all management posts and terms of reference for the management groups. Overall, the new line management responsibilities are clear and understood by staff.

21 In general, senior managers keep staff informed about developments in the college. Communications are strengthened by a weekly newsletter and by regular management bulletins which review issues such as funding and inspection. The meetings of the various management groups, and regular meetings of staff in programme areas, play an important role in promoting effective communications throughout the college. Academic board meetings provide an opportunity for teachers and senior managers to discuss aspects of the curriculum. Despite this, some teachers feel that the college's new organisational structure has made it more difficult for them to air issues and concerns with middle and senior managers.

22 The strategic plan has been developed in close consultation with governors and a broad range of the college's staff. The college's annual operating statement specifies actions to be taken, how the outcomes will be measured and the date by which actions should be completed. The extent to which operational targets are being met is reviewed after six months. Operating statements for the newly-formed programme areas

have been prepared but these vary widely in format and detail and some do not include an action plan. This matter is being addressed. It is intended that in future the operating statements for programme areas will reflect more closely the college's overall statement.

23 Enrolment targets are set for each FEFC programme area and these have been met for the academic year 1995-96. Targets for retention and examination pass rates have been established across the college. Some course teams, but not all, have set their own targets which are more demanding than the college's figures. The college's training for programme managers has included an input on target-setting with a view to establishing retention and pass rate targets for individual courses.

24 There is limited delegation of funds to programme areas to cover such items as books, stationery, materials and small items of equipment. Once funds have been allocated, spending is monitored closely by the manager responsible and by the finance officer. The close scrutiny of expenditure is facilitated by informative financial reports. There are plans to extend budget delegation substantially by making programme areas responsible for their own staffing costs. Programme area managers are being given training in financial management to reflect their additional responsibilities. However, the lack of specific costing for individual courses makes it difficult for the college to ensure that resources are deployed efficiently. The governing body has required that a system for costing individual courses should be introduced in September 1996.

25 Summaries of the college's estimated income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The need to address the anticipated deficit by reducing staffing costs was an important factor behind the decision to reorganise the college's management structure. The average level of funding for 1995-96 is £17.56 per unit compared with £17.81 in 1994-95. The median for general further education and tertiary colleges in 1995-96 is £17.84 per unit.

26 The capacity of the college's computerised management information system to assist staff in monitoring development and making decisions is being improved steadily. An analysis has been carried out on the likely information needs of managers and a training programme has begun to assist programme managers to make the best use of the information available. The information system provides a range of data and reports relating to staff, students and the finances of the college. Some of this information is continuously updated and is easy to obtain from the system. However, other information, for example, lists of students currently on particular courses, is not always so readily available. In addition, there are instances of contradictory information on students' achievements from different data sources.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

27 The admissions policy operates within the long-standing collaborative arrangements between the borough high schools and all four local colleges. Greenhill College, like the other colleges, publishes its own prospectus and course literature for full-time courses, in addition to the common, borough-wide prospectus. These convey a sense of the priorities and values of the college, such as its close links with parents. The borough's high-school pupils are guaranteed a place at the college. There are specific entry requirements for some courses.

28 Thorough, well-informed and impartial guidance is offered to prospective students. The quality of this initial advice and guidance is an important contributory factor in the college's maintenance of high retention rates on courses, and a low level of transfer between courses. Initial guidance to applicants is offered by a team of about 40 trained interviewers, including senior managers. Interviews of borough pupils take place in the schools and take account of pupils' records of achievement. Prospective students are encouraged to contact the person who interviewed them if they have any queries after their interview. The college involves parents of students aged under 18 as closely as possible from the pre-enrolment stage. It provides them with regular information and opportunities for contact throughout the period their sons and daughters are at the college.

29 The enrolment procedures for adult students are effective. The college reception area includes an easily accessible adult guidance centre which provides information and advice on courses and employment opportunities. The enrolment process inspected in September 1995 ran smoothly. Students' entry qualifications and choice of course were checked and careful guidance was provided for late entrants and less straightforward cases. Speakers of other languages applying for English courses were interviewed by specialist staff. During enrolment for part-time courses there was some overcrowding, but students were happy with the service. There were appropriate enrolment arrangements for modular and short courses, such as those for English as a foreign language.

30 All full-time students and part-time students on longer courses receive an induction to the college. The college's rules and what it expects of students are established firmly from the outset. Course inductions follow common guidelines. Full-time students have an individual interview with their tutor during induction when an action plan is agreed and a learner's contract signed. The college is developing a cross-college system for the accreditation of students' prior learning. This is being used to good effect on a small number of courses; for example, on the level 3 hairdressing NVQ course. However, few students take advantage of the opportunities for accrediting prior learning offered for other courses.

31 The systems to support students whose first language is not English are highly effective. Specialist staff are involved at all guidance and advice

stages, and there is early diagnosis of the level of support needed by students. Tutorial support is tailored to the needs of students and tutorial sessions are used productively. Language support for those students who have joined mainstream courses is particularly successful when specialist staff work with the student alongside subject teachers. The college has recently appointed a refugee guidance officer who provides support on aspects such as careers and welfare.

32 Arrangements for the admission of students with learning difficulties and/or disabilities are well organised. Care is taken to ensure that adequate support is provided for students on courses which are specially designed for students with learning difficulties. Specialist staff at the college liaise closely with special schools to effect a smooth transfer of students. Eight students with severe disabilities receive support which enables them to join mainstream courses. Some staff are expert in dyslexia support and 17 students with dyslexia are currently receiving individual support in a learning workshop. As a result of this supportive environment, students with severe learning difficulties have progressed into employment, while others with severe disabilities, such as cerebral palsy or muscular dystrophy, have gained places in higher education.

33 Students' skills in numeracy are tested on entry to the college. Effective additional support is provided for those students who need to strengthen their numerical skills by mathematics teachers working in collaboration with other staff. However, some students are reluctant to make use of these opportunities and do not receive the help they need. Following recent changes, some students and staff are confused about the availability of support in communication skills. Initial screening of students' communication skills is carried out in September within programme areas. This has worked well in a few cases, such as art and design, where the course teams have subsequently collaborated closely with support teachers to meet the identified needs of students. However, in other areas it has been less successful. It is intended that the new, centralised assessment centre will produce a learning plan for each student and match this to the most appropriate form of support. This is in the first weeks of development and has not yet had an impact.

34 Tutorial systems work well on foundation and pre-foundation courses, and on most vocational programmes, where tutors are in almost daily contact with their students. Full-time and part-time students on longer courses have an hour long group tutorial each week. Each student also has individual review meetings twice a year with their tutor, when subject reports are considered. There is a college-wide framework which sets out how the tutorial hour should be used. It is supported by well-designed documentation and teaching materials on specific topics. However, many tutors find it difficult to cover the full tutorial programme within the allotted time. The maintenance of records of achievement, validated by the borough, is integral to the programme. Tutors oversee the attendance and behaviour of students and initiate remedial actions if,

and when, it is necessary. Each fortnight a session is arranged for part-time students when a tutor offers help with the preparation of applications for jobs or for entrance to higher education. Tutors work hard and generally provide a good level of support which is appreciated by students. A group of students on GCE A level courses, who were interviewed by inspectors, were dissatisfied with some aspects of the system. In their view, channels of communication were not always effective and some students were not confident that problems raised with tutors would be satisfactorily addressed.

35 A team of counsellors led by a qualified full-time counsellor provides counselling and welfare advice for students. The use made by students of the counselling service is not formally monitored. The college has strong links with outside agencies which provide specialist support for particular groups of students, for example, for Asian women. A local solicitor provides advice free of charge at his offices nearby. One hundred and forty students during 1995-96 have received financial help towards the purchase of books, equipment, fees and transport costs from either the college's access fund or the hardship fund. A creche provides places for 20 children, and there is also a playgroup providing 16 places. There is some creche provision at community venues for students taking courses in English for speakers of other languages.

36 The college provides an extensive programme of work experience. All students on vocational courses have a period of work experience, even where this is not a compulsory element of the course. There were 800 work placements in 1995-96, including 120 for GCE A level students who were participating in a programme of work shadowing. There are few opportunities for students to take part in exchange programmes with other countries, although some students have had work experience in Asian countries. Careers guidance is provided mainly by an outside agency under a service agreement. Students can have individual careers interviews and receive extensive information and advice about higher education opportunities through their tutorial programme.

37 Elections for the new executive of the students' union were in progress at the time of the inspection. The previous executive was ineffective and, as a result, the channels which exist for students to express their views have not been operating. The newly elected officers have positive views on how to improve the situation. A member of staff is responsible for liaising with the students' union. There is a voluntary sport and enrichment programme open to all students which includes languages, cultural activities and some short courses which lead to recognised qualifications such as the community sports leadership award. The students' union also funds activities suggested by students, providing that requests are supported by at least 10 signatures and approved by the college. A lively magazine is produced annually by students to professional standards, with staff support.

TEACHING AND THE PROMOTION OF LEARNING

38 The standard of teaching observed was consistently good. The strengths clearly outweighed the weaknesses in 74 per cent of the 176 sessions inspected. This figure is substantially higher than the average identified in the *Chief Inspector's Annual Report 1994-95*. The weaknesses outweighed the strengths in only 3 per cent of classes. The following table summarises the inspection grades awarded to the lessons inspected. Overall, attendance in these lessons was 76 per cent.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		10	22	11	1	0	44
GCSE		1	7	6	0	0	14
GNVQ		6	17	7	2	1	33
NVQ		3	5	1	0	0	9
Access to higher education		1	4	1	0	0	6
Basic education		4	15	5	1	0	25
Other vocational*		5	21	7	1	0	34
Other non-vocational		5	5	1	0	0	11
Total		35	96	39	5	1	176

* includes BTEC courses.

39 Teachers had good relationships with their students which were conducive to successful learning. A range of effective teaching methods was employed. In many sessions, attention was paid to the differing needs of students and opportunities given for able individuals to tackle more challenging tasks. More use of visual aids in some areas would make teaching more effective. Courses were well planned and well managed, and good schemes of work were in use although they were not always given to students. Written work was set regularly and, in most cases, carefully marked. Clear records were kept of students' progress. A notable feature of many vocational courses was the successful development by students of core skills in communication, the application of number and information technology. Teachers who specialise in each of the core skills have worked closely with vocational staff to develop assignments and there is some joint teaching. In some other courses there were insufficient opportunities for students to develop their information technology skills.

40 Teaching and the promotion of learning were of a high standard in English and communication studies, and modern foreign languages. Courses were well planned and specified the roles of different teachers who shared similar teaching duties, to ensure that a consistent approach was adopted where a number of groups followed the same course. In English and communication studies, teachers made effective use of printed

handouts to stimulate and reinforce learning. The marking of assignments was detailed and written feedback was personal and supportive. Students were encouraged to evaluate their performance and keep records of their own progress. Some challenging work was set for students on GCE A level courses. In modern foreign languages, the development of skills and the acquisition of knowledge were successfully integrated. There were imaginative approaches to the teaching of grammar and effective use of teaching aids, such as the language laboratory and overhead projectors. In a German GCE A level class, students presented a prepared talk to the rest of the class. This helped build their confidence and gave them the opportunity to develop their speaking skills. Other students in the class asked questions and summarised what they had heard, in German. An Italian lesson for beginners was conducted entirely in Italian. Even though the lesson occurred at an early stage of the course, all the students were able to follow the explanations, complete the set exercises and make competent contributions to discussions.

41 The pace and level of work in most science lessons were appropriate, and consideration was given to the needs of students of differing abilities. Models and demonstrations were effectively used to explain scientific concepts though, in a few lessons, not enough emphasis was given to basic scientific principles. There were informative handouts, although they were sometimes poorly reproduced. The use of information technology was insufficiently integrated with the science curriculum. In mathematics, effective use was made of the resources in five rooms especially adapted to encourage students to study on their own. There was effective liaison between mathematics teachers and GNVQ course teams to support students in the application of number. In one example, a mathematics teacher worked closely with a group of students on the intermediate GNVQ in art and design, using an assignment on packaging which had a significant mathematical content. There were inadequate opportunities for students to use information technology in mathematics, for example, to carry out complex statistical exercises. The quality and standard of the assessment of students' written work was variable and, in some cases, over generous.

42 Some stimulating work was observed in computing, particularly on the advanced GNVQ course in information technology. There was a well-documented scheme of work for teaching core skills in information technology which was being successfully implemented on GNVQ courses in other vocational areas. Imaginative use was made of compact disk read-only memory (CD-ROM) resources by students with learning difficulties. Using well-structured worksheets, they were able to develop skills in information seeking and recording through a medium which they clearly enjoyed. In the weaker sessions, there was over-reliance by teachers on resource packs. In some assessed written work, students' grammatical mistakes had not been corrected.

43 In business, teachers used their commercial experience to place learning in a realistic vocational context. They ensured that students acquired the skills of rigorous analysis and effectively integrated language support and core skills development with vocational lessons. For example, a successful accounts lesson combined technical rigour with sensitive language support. Close attention was given to the students' individual language needs without compromising the standards they were required to reach in accounts. In advanced GNVQ sessions, students analysed graphs and statistics to study the effectiveness of advertising campaigns and used a spreadsheet package to probe trends in employment. The independent study skills needed for higher education were underdeveloped amongst students on advanced GNVQ programmes. In some lessons, teachers did not make full use of visual aids they had available. In a few lessons, the work was insufficiently challenging for students.

44 Teachers in hairdressing and beauty therapy exhibited good technical skills and some theory sessions were well delivered. Learning materials have been developed to enable students to study on their own but they were not yet in use. Assessment and record keeping by teachers were thorough and systematic and students' assignments and portfolios were carefully marked. Some practical sessions did not offer sufficient challenge to students. There were no opportunities for students to use information technology for functions such as stock control, and insufficient development of communication skills.

45 A strong team ethos had been developed amongst students on courses in art and design, music, theatre studies and media, and this helped to reinforce learning. There was some lively teaching which used a range of methods, including group work. Students were set appropriate practical assignments. GNVQ courses were well designed and managed, and procedures and targets were made known to staff and students. There were well-kept records of students' progress and achievements on GNVQ courses, but these aspects were underdeveloped on other programmes. The foundation course designed to prepare students for higher education had separate procedures from other courses. It had an informal structure through which students worked largely autonomously. It was effective in preparing students for higher education.

46 In history, psychology and sociology, good use was made of handouts, visual aids and discussion methods. Assignments were marked using clear assessment criteria which were understood by the students. Attention was paid to improving students' language skills. However, there were insufficient opportunities for students to develop other basic skills, particularly skills in information technology, and those which would help students to study independently. In some sessions, there was not enough intellectual challenge for the more able students. In teacher training and access to higher education courses in humanities, teachers displayed a good knowledge of students' individual learning needs. There were

opportunities for students to learn to work together and support each other in group work. There were some well-presented and original learning materials. Assessment of students' work was effectively combined with tutorial work in some cases. In a few subjects, teachers' marking practice varied and records of students' work were not kept consistently.

47 In English as a foreign language, students' backgrounds and experience were used in many activities. There was an appropriate balance of whole group and small group work, and opportunities for students to develop their oral skills. Written feedback by teachers on students' work was encouraging and helpful, but there was no standardisation amongst teachers of the method of grading used. Few activities took full account of the range of abilities within groups. In basic education and courses in English for speakers of other languages, the best teaching offered students stimulating tasks and encouraged them to use their prior knowledge and experience. There were some imaginative approaches to language support and the development of language skills. Students received positive feedback and strong individual support. However, some teachers did not use appropriate methods for dealing with the range of students' abilities and some lesson plans were poorly developed.

48 Courses for students with learning difficulties incorporate an appropriate individual education programme for each student. Course content has been designed to encourage students to become confident and independent. For example, an effective business enterprise project required students to make decisions and also to seek support and guidance from other groups. Through their experience of trading, the students had the opportunity to learn first-hand about the concepts of profit and loss, and quality control. Teachers used clear language to promote learning. Students' portfolios were well managed and contained individual learning plans and records of students' achievements in individual and group projects. A few students were not sufficiently challenged by the course content. The systems used by teachers to record students' achievements were underdeveloped.

STUDENTS' ACHIEVEMENTS

49 Students in most lessons were well motivated and were clearly enjoying their studies. The supportive ethos of the college helped them to develop appropriate levels of skill, understanding and knowledge. In mathematics, students were able to discuss complex mathematical arguments and their work in mechanics showed a sound grasp of the application of mathematics to experimental situations. In science, students' practical, mathematical and written skills were of an appropriate standard, although a significant number of science students had an inadequate knowledge of basic scientific concepts. In computing, students were developing a range of appropriate skills. On the advanced GNVQ programme students had planned, designed, produced and evaluated

compact disk record packaging, using up-to-date graphics software. The standard of written work was high on business courses. Students' work was carefully compiled and presented and was often wordprocessed. In art and performing arts, students worked diligently at demanding tasks. Students' achievements in English and modern languages were often outstanding.

50 Students participated well in class, were proficient in making presentations and worked effectively with their fellow students in groups and pairs. In humanities students readily took part in discussions. Students in advanced English as a foreign language classes showed a high level of skill by holding conversations which were accurate in expression and intelligent in content. In modern languages, art and performing arts and adult basic education classes, students demonstrated their study skills. Core skills in communications, the application of number and information technology were well developed in vocational courses such as business, art and performing arts, in adult basic education courses, and in the provision for students with learning difficulties and/or disabilities.

51 The achievements of students on English courses were of a high standard, especially in creative writing and English language coursework. Projects being worked on by second-year GCE A level English language students demonstrated genuine enquiry and research skills, as well as an understanding of linguistic concepts. Students had drawn on their own cultural backgrounds to produce some interesting work. One conscientiously developed project focused on conversations between a mother and son in Gujarati and English, which had been transcribed and analysed. Another project was an investigation into Nigerian pidgin English, which provided an analysis of the differences between received pronunciation and pidgin, using phonetics. In modern languages, students' oral and listening skills were particularly well developed.

52 Achievements were good on advanced GNVQ and Business and Technology Education Council (BTEC) national courses in 1995, when 80 per cent or more of students were successful. There were good results on other vocational courses, such as those leading to NVQs in business administration, where 100 per cent of candidates achieved level 3. Pass rates were good on most courses in hairdressing, beauty therapy, business, law, the Association of Accounting Technicians centrally-examined assessments at foundation level, and information technology. Substantial numbers of students in hairdressing successfully completed individual NVQ units of specific use in their employment and some achieved notable success in local and national hairdressing competitions. Fifty-nine per cent of the 54 students aged 16 to 18 completing advanced vocational courses in July 1995 were recorded as successful in the performance tables published by the Department for Education and Employment. This places the college in the bottom third of colleges in the further education sector on this performance measure, although this represents only a small proportion of the students on vocational courses at the college. By

November 1995, 97 per cent of students aged 16 to 18 completing vocational courses had achieved the full award.

53 In teacher training courses pass rates were above 85 per cent on most courses. Sixty-eight per cent of the students completing part-time access to higher education courses subsequently progressed to higher education. On the full-time course students were less successful and only 47 per cent went on to higher education. Pass rates in English as a foreign language have been consistently above national figures. The pass rates in examinations in English for speakers of other languages were good on the whole, and have exceeded the college's achievement targets at foundation level. Eighty per cent of the 91 students entering for the City and Guilds of London Institute (C&G) numeracy examinations at levels 1 and 2 were successful. The accreditation of awards for students with learning difficulties is in the early stages of development, but the pass rates have been good in the courses offered.

54 The pass rate in GCE A level subjects was 76 per cent in 1995. Forty-three per cent of passes were at grades A to C. These rates were lower than those achieved in 1994, but still compared favourably with the national figures for students of all ages in general further education colleges, which were 69 and 37 per cent, respectively. Subjects where the pass rates were more than 5 per cent above national figures included business studies, economics, English language, English literature, English language and literature, geography, German, history, law, mathematics, sociology and theatre studies. One student received a national award as one of three students in the country achieving the highest total marks in particular mathematics papers. The 276 students aged 16 to 18 who entered GCE A level examinations in 1995 scored, on average, 4.2 points per entry (where grade A=10 points, E=2). This places the college in the middle third of colleges in the further education sector on this performance measure, based on data in the 1995 performance tables published by the Department for Education and Employment.

55 In GCSE examinations, the overall pass rate at grades A to C for students aged 16 to 18 was 44 per cent; for students aged 19 years or over, it was 64 per cent. These achievements were above the national figures of 38 and 60 per cent, respectively. Pass rates at grades A to C were above national figures in more than half the subjects offered by the college. In mathematics, the pass rate at grades A to C for students aged 16 to 18 was 36 per cent, above the national figure of 26 per cent. The pass rate at grades A to C for students aged 19 or over was 43 per cent, compared with a national figure of 45 per cent. Results in English for the students aged 16 to 18 were good, with 62 per cent obtaining grades A to C compared with a national figure of 44 per cent. For students aged 19 or over, the pass rate in English at grades A to C was 66 per cent, slightly below the national figure of 69 per cent.

56 The college has set a target of 90 per cent for retention rates on full-time courses and 85 per cent on part-time courses. The average retention rates for FEFC-funded courses in 1994-95 was 85 per cent for full-time and 73 per cent for part-time day and evening courses. The retention rate on the one-year GCSE programme was 83 per cent for those students who studied four GCSE subjects. Over the two-year period to 1995, the retention rate on GCE A level courses was 76 per cent. Retention has been good, at 96 per cent over a period of three years, on courses for students with learning difficulties. Retention on foundation GNVQ courses and foundation level courses in English for speakers of other languages was good for this type of course at 81 per cent, although this was below the college's target.

57 The college carries out, each year at the end of August, a postal and telephone survey of the actual destinations of full-time students. In 1995, 81 per cent of students responded to the survey. Tutors validated and supplemented the information. Seventy-two per cent of students taking two or more GCE A levels progressed to higher education, as did 89 per cent of those taking advanced BTEC or GNVQ courses. Seventy-seven per cent of those taking GCSE or intermediate GNVQ courses progressed to further education.

QUALITY ASSURANCE

58 The overall responsibility for quality assurance lies with the principal. There is a manager who administers the quality assurance system and procedures. A working party, with responsibility for overseeing implementation and review of quality assurance policies and procedures is a permanent subcommittee of the college management team. This working party is chaired by the principal and comprises the manager for quality assurance, the director of management information systems, one curriculum director and one programme manager. This group has worked intensively to redesign and develop the quality assurance system to ensure that it harmonises with the new college management structure. There is also a newly-formed quality assurance group which comprises members of the working party and two governors. This group intends to monitor the effectiveness of the quality assurance system in ensuring that targets are met.

59 The college has divided its staff into three teams for the purposes of quality assurance: course teams, tutorial teams and service teams. These teams operate a common system of course or service monitoring, review, evaluation and target setting. In addition, there is a set of measurable standards for use across the college. These are intended to ensure that the guarantees in the students' charter are being met, and to inform the teams when they set and monitor their activities. Teams are required to maintain files, stored centrally, which contain key documentation concerning the course or service, together with college policies and review documentation. All teams are expected to meet three times annually to plan and set targets, monitor progress and analyse outcomes.

60 Course teams have the most experience in this process, as course review and evaluation has been developed over a four-year period. The quality of the course reviews varies: some are thorough and detailed in approach, whilst others are cursory. Course teams produce action plans as part of the course review. However, in many cases, action taken as a result is not clearly recorded in the notes of subsequent course team meetings. There is no systematic monitoring of the achievement of the measurable cross-college standards, although some of these are addressed by the course review process. In order to strengthen the links between the quality assurance process and strategic planning, programme managers have provided the working party with a summary of key issues for the future development of the college's provision.

61 The format for course review and evaluation has recently been subject to review by the working party responsible for quality assurance. As a result, it has been simplified. Greater use is being made of quantifiable targets, monitored through management information systems. Course teams have been provided with information on attendance and retention rates to measure against whole-college targets. A system of 'exception reporting' identifies courses which are not meeting the targets. This is a valuable development but it is not yet effective. Programme managers were asked to report back to the working party on courses which failed to meet the targets, but no reports were received and this has not been pursued. It is the responsibility of the programme manager to ensure that course teams are implementing the quality assurance system. New groupings of staff are being developed to reduce the numbers of course teams and reviews which programme managers have to oversee. In addition, it is intended that representatives of course teams will meet together to discuss curriculum issues of common interest across disciplines within a programme area.

62 Students' views are canvassed twice during the annual quality assurance cycle and it is intended that issues arising from these reviews should be used to adjust aspects of course delivery and inform future planning. The notes of course team meetings do not always clearly show whether this has happened. The results of surveys of students' opinions are to be entered into a computerised database and reported to course teams in advance of their termly meetings. The new course review documentation compares the results of surveys of students' views with targets and links them more closely with action planning.

63 The review and evaluation of tutorial work started as a pilot scheme in July 1995, and is supported by a recently-appointed co-ordinator. Each senior tutor heads a team of tutors, which carries out the review and evaluation process. The results are to be reviewed by senior tutors. This process has not yet completed a full cycle and is behind schedule because of the restructuring of the college's management.

64 Four service teams, covering the library, finance, office services and reception and the management of adult and continuing education, are

piloting the review and evaluation process. The reviews demonstrate that progressive steps have been taken to improve services and identify action points. However, there is no clear relationship between the objectives and achievements identified, and the measurable cross-college standards. These standards do not fully cover the functions of these four services or those of other college services not yet participating in the review process. The files kept by service teams need further improvement to meet the requirements of the system. Service teams use surveys to monitor customer satisfaction and adjust their provision in response to these, where necessary. For example, seating arrangements were changed in the library to provide a larger area for quiet discussion and more study spaces as the result of a user survey.

65 Priorities for staff development are determined by the college's strategic objectives and termly reports are provided to the academic board. Staff development is organised through a central unit which also provides the college's teacher training courses. The college achieved the Investors in People award in July 1995. The staff development budget of £65,000, representing 0.88 per cent of the college's budget, was reduced to £40,000 (0.54 per cent) in January 1996, as a response to the college's financial constraints. This figure is low in comparison with that in other colleges in the Greater London region. However, it does not include the salary costs of staff managing, supporting and delivering the provision. Following the reduction in budget, the programme of staff-development activities has been adjusted by reducing the amount available for external courses, and by increasing the use made of the expertise of the college's own staff. Staff are also able to take advantage of the college's teacher training programmes: during 1995-96, 41 have joined courses including those leading to the certificate in education and diplomas in specific learning difficulties and educational guidance. Other staff development provided within the college includes management training to NVQ level 4 for teaching and support staff; assessor and verifier training for teaching staff; training for programme managers; and business administration training to NVQ level 3 for support staff.

66 The staff appraisal scheme is designed to identify the staff-development needs of individuals. Appraisal training has been carried out for all staff, and appraisal has been completed for all support staff and many management staff. The appraisal of most teaching staff, which will include observation of teaching, has been delayed pending the restructuring of the college's management arrangements. Staff-development needs have been identified through team reviews and through a questionnaire to staff, although only a quarter of the staff responded to this.

67 The college implements quality assurance arrangements for a number of external organisations. The North West London TEC regards the college's implementation of its quality assurance system, which is used for

TEC-funded courses such as modern apprenticeships, as effective. The college participates in the LEA's quality assurance arrangements for the adult and continuing education programme which include classroom observations. A system for the internal verification of assessment procedures has been established for NVQ and GNVQ courses; it is to be extended to other courses. There has been a training programme for internal verifiers on GNVQ and NVQ courses and a lead verifier has recently been appointed.

68 There is a charter for students which fulfils the requirements of the national charter for further education. Students have been provided with a revised and simplified version of the charter through the tutorial system and this version is to be translated into community languages. There is a complaints procedure, but it is not available in a simple form. The procedure encourages students to discuss complaints in the first instance with their tutors. Some students spoken to by inspectors had little faith in the system, because it does not provide alternative routes for putting forward any case they might have. There is no overall monitoring of the kinds of complaints received by tutors and whether they were satisfactorily resolved.

69 The college produced a self-assessment report for the inspection, following a process whereby programme areas were invited to identify their own strengths and weaknesses. The report provides a list of statements giving strengths and areas for development. The majority of the strengths conform to the findings of the inspection. Overall the report was not sufficiently evaluative: the areas for development identified were, in many cases, too general. A number of specific weaknesses have not been identified.

RESOURCES

Staffing

70 Teaching staff are well qualified and experienced, and effectively deployed across the college. Approximately 73 per cent of all teaching staff are female and 27 per cent male, and 14 per cent of staff have identified themselves as being of minority ethnic origin. Ninety-two per cent of teachers have a degree or higher degree, and 80 per cent have a teaching qualification. Most other teachers have relevant craft or technical qualifications, and many vocational teachers have recent and significant commercial or industrial experience. Since 1993, over 50 teachers have benefited from a teacher placement service which enabled them to spend short periods in commerce or industry. This has made a positive contribution to course development and strengthened contacts with local employers. The level of achievement of assessor and verifier qualifications is high in hairdressing, beauty therapy and business studies. In some other curriculum areas, where GNVQs are developing, progress has been slow.

71 A number of key support functions, including finance and personnel, are managed by staff with professional qualifications and experience. A good level of support is provided by suitably qualified technical, library and other non-teaching staff. The college employs 22 full-time technicians and learning support staff, and nine library staff. There are times during the year when some technician staff are hard pressed to maintain an adequate service to students and teachers in a few subject areas.

Equipment/learning resources

72 In most curriculum areas, there is a good range of teaching equipment and resources to support learning. There are well-equipped laboratories in biology and chemistry, and a good supply of electronics equipment in physics. In business studies, the training office has a retail outlet, and in media studies there is a television studio and editing suite. In contrast, there is some out-dated equipment in art and design, and a shortage of analytical equipment in biology. The beauty therapy salon has been re-equipped to commercial standards. Hairdressing facilities are satisfactory, although some equipment needs to be replaced. In a few classrooms, the audio-visual equipment is of a poor quality and was seen to be unreliable. The quality of furniture in classrooms is variable.

73 The college has invested heavily in developing and updating its learning resource facilities. Over £120,000 has been spent during 1995-96 in furnishing the new learning resource centre at the college's Temple House site, and in providing a central resource of information technology equipment. High-quality information technology equipment is located in the library, several workshops and other specialist rooms. The total information technology network available to students includes some 238 workstations, with modern software and peripheral equipment. There is a ratio of 17 full-time equivalent students to every workstation. There is inadequate access to computing facilities in mathematics, science and hairdressing. The college is committed to a continuous programme of increasing its computing service.

74 The college's main library is at its Lowlands Road site. A smaller library is located at Temple House. Library bookstocks and other visual material total 17,000 items; in addition, there are nearly 190 periodicals. Students have access to six personal computers in the library, five of which have CD-ROM facilities. The bookstock is inadequate in a few subject areas, such as mathematics and science. Library funding allocations have remained unchanged for three years. The annual budget is £24,000, which amounts to £14.70 per full-time student. This level of funding is barely sufficient to replace old stock, and there is little scope to increase numbers of books in areas of shortage.

Accommodation

75 The college has two sites and an examinations centre, all close to the centre of Harrow. The main site, in Lowlands Road, is adjacent to a railway

station with a fast rail link into London. There is a range of buildings on this site, some of which were built 175 years ago and include one listed building, while others have been built in the last six years. Premises on the other two sites, which are leased, are between 20 and 30 years old. The current level of space utilisation is high. Some rooms were judged to be overcrowded by inspectors. There is inadequate private study space. There are 116 study spaces in the main library and only 12 at Temple House. There is a gymnasium, but a lack of social amenity areas for students. The student refectory can comfortably seat about 100 people. This capacity is regularly exceeded because the refectory area is also used for social gatherings in the absence of student common room facilities. A new social amenity area is to be developed for September 1996.

76 There is a range of attractive and well-furnished general and specialist teaching rooms on the two teaching sites. There is a good mix of room sizes which can accommodate large and small groups of students. Some of the most modern and attractive accommodation is at Temple House, although some of the rooms are too small for large groups of students. In addition, there is significant traffic noise and it is sometimes difficult to maintain a comfortable working temperature. Wheelchair users have access to all sites, although not to all floors in some buildings. The level of maintenance and decoration is generally adequate, but there are several areas which are drab and uninviting. There is a redecoration programme, but no planned maintenance programme at present. There is a detailed accommodation strategy, linked to the strategic plan, which clearly identifies how the college intends to address its shortage of accommodation.

CONCLUSIONS AND ISSUES

77 Greenhill College is making good progress towards achieving its mission. The strengths of the college include:

- a wide and developing range of vocational, academic and adult education courses
- responsiveness to local needs, including those of the community, employers, TEC and LEA
- effective governance and management
- wide consultation on strategic planning and periodic review of progress against the plan
- well-planned and well-managed courses
- good-quality advice and guidance for students, leading to good retention
- an extensive programme of work experience
- teaching of a consistently high standard
- good students' achievements across the curriculum

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- good progression to higher education for students on advanced vocational courses
 - the achievement of the Investors in People award
 - the revision of the quality assurance process to make greater use of measurable targets
 - well-qualified and effectively-deployed staff.

78 In order to continue making progress, the college should:

- continue to improve the availability and accuracy of its management information
- improve the use of market research to inform planning at programme area level
- improve the quality of programme area operating statements
- review the consistency of the tutorial programme
- clarify for teachers the methods of communicating with middle and senior managers
- develop opportunities and resources for the increased use of information technology on some courses
- ensure that the measurable cross-college standards for courses and services are monitored through the quality assurance system
- improve the quality of course reviews and the use made of them
- improve the number of study spaces available to students.

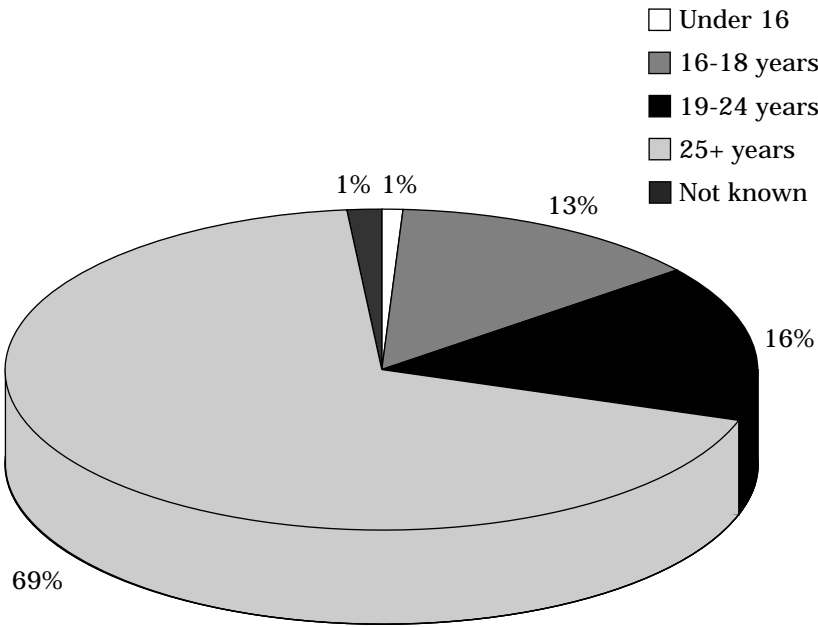
FIGURES

1	Percentage student numbers by age (as at November 1995)
2	Percentage student numbers by level of study (as at November 1995)
3	Student numbers by mode of attendance and curriculum area (as at November 1995)
4	Staff profile – staff expressed as full-time equivalents (1995-96)
5	Estimated income (for 12 months to July 1996)
6	Estimated expenditure (for 12 months to July 1996)

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

Figure 1

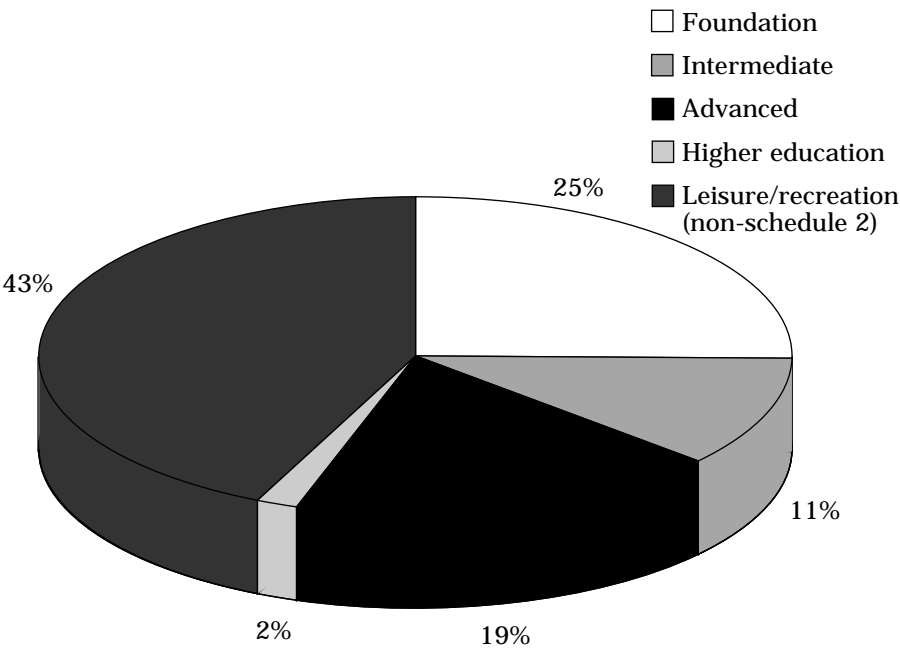
Greenhill College, Harrow: percentage student numbers by age (as at November 1995)



Student numbers: 8,770

Figure 2

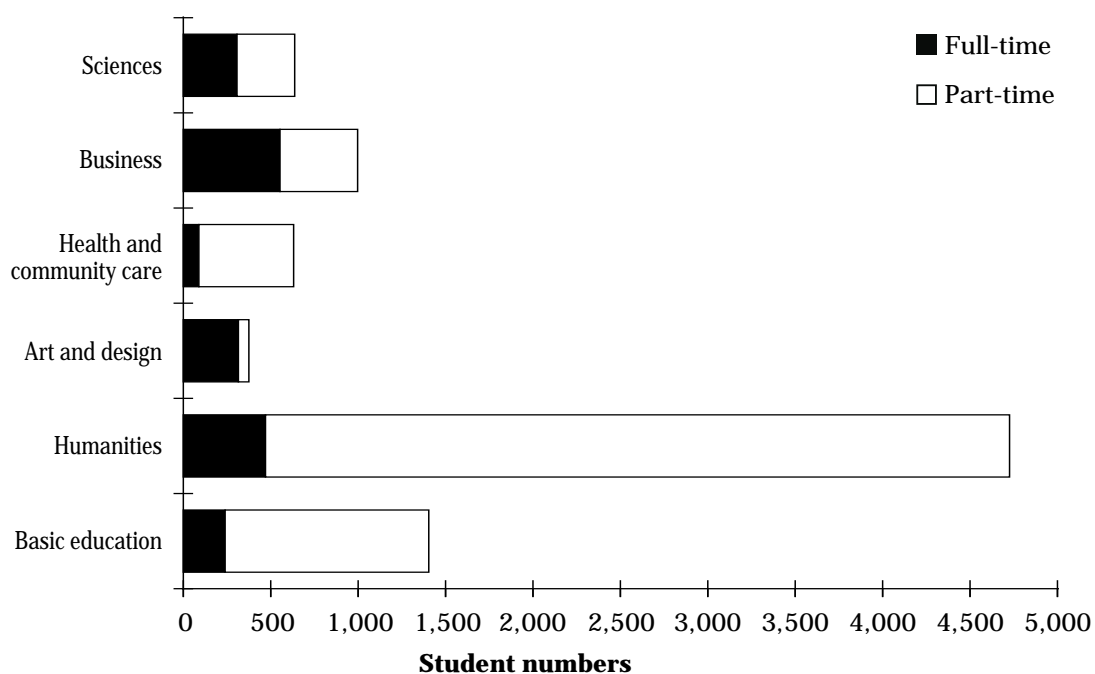
Greenhill College, Harrow: percentage student numbers by level of study (as at November 1995)



Student numbers: 8,770

Figure 3

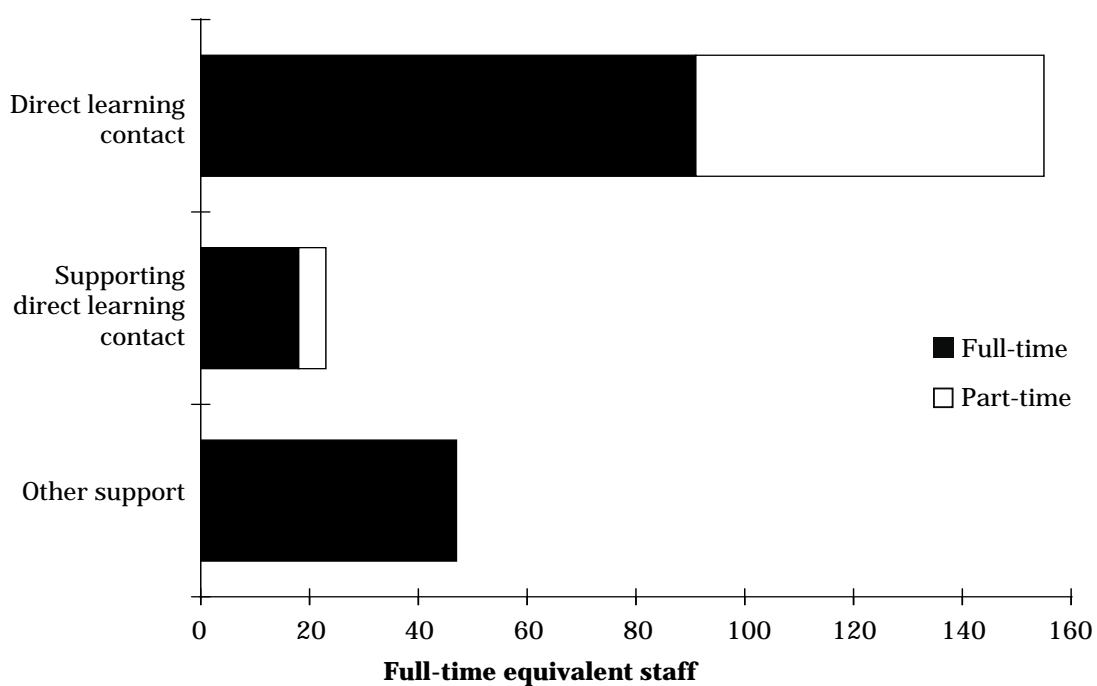
Greenhill College, Harrow: student numbers by mode of attendance and curriculum area (as at November 1995)



Student numbers: 8,770

Figure 4

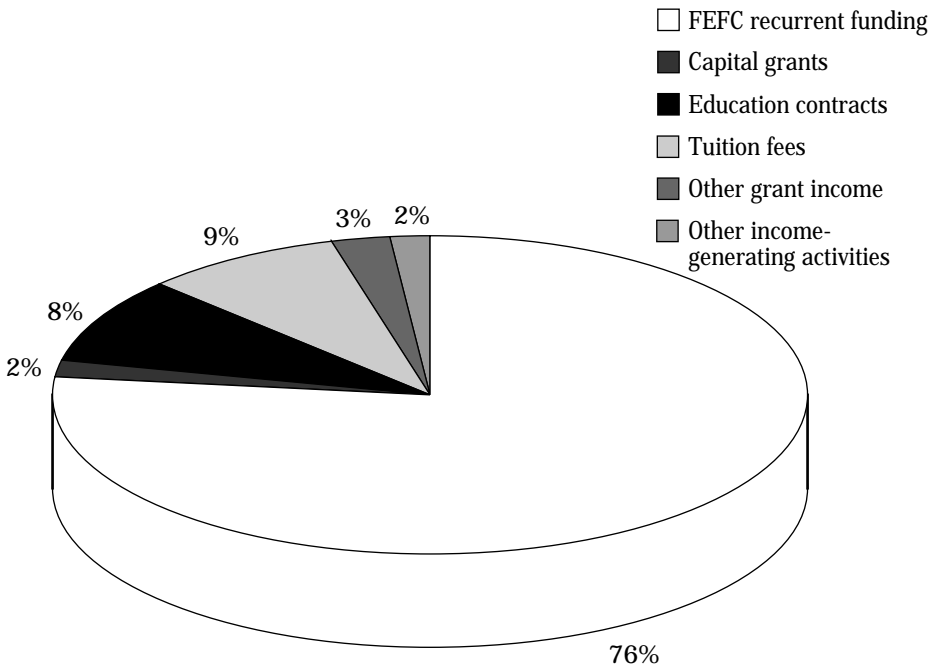
Greenhill College, Harrow: staff profile – staff expressed as full-time equivalents (1995-96)



Full-time equivalent staff: 225

Figure 5

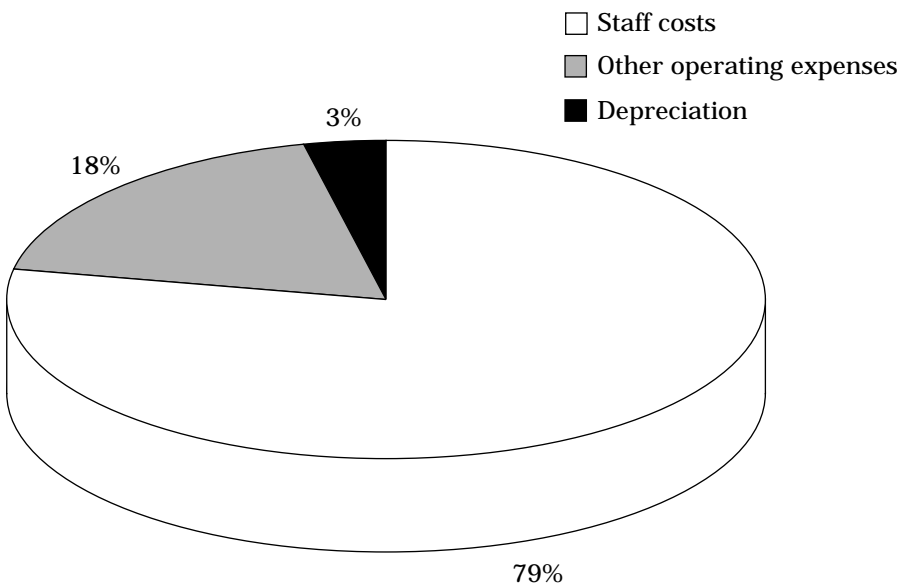
Greenhill College, Harrow: estimated income (for 12 months to July 1996)



Estimated income: £7,396,000

Figure 6

Greenhill College, Harrow: estimated expenditure (for 12 months to July 1996)



Estimated expenditure: £7,920,000

