

**REPORT  
FROM THE  
INSPECTORATE**

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# **Havering College of Further and Higher Education**

**August 1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

*The Further Education Funding Council 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.*

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# FEFC INSPECTION REPORT 72/94

## HAVERING COLLEGE OF FURTHER AND HIGHER EDUCATION

### LONDON REGION

Inspected September 1993 – May 1994

#### Summary

Havering College of Further and Higher Education offers a wide range of courses at all levels. It has good links with local schools, other further and higher education institutions and employers. Governors have clear perceptions of their roles and the central management is strong. Systems for the recruitment, guidance and support of students are sound. Support for students with learning difficulties and/or disabilities and basic skills provision for all students are well developed. Standards of teaching and levels of achievement are generally good; in electronics and engineering technology they are outstanding. The college should ensure that every department implements the agreed systems for monitoring, quality assurance and assessment and recording. Some teaching is not sufficiently challenging to extend all students fully. Poor retention and results on some General Certificate of Secondary Education (GCSE) courses should be addressed.

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

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Science, mathematics & computing	2	Art & design including hairdressing	3
Automobile & mechanical engineering	2	Humanities & modern languages	3
Electronics & engineering technology	1		
Business education	3	Continuing education	2
Social care & early years	2		

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## **INTRODUCTION**

1 Havering College of Further and Higher Education was inspected during the summer term of the teaching year 1993-94. The college's enrolment and induction procedures were inspected at the beginning of the autumn term 1993. During the weeks beginning 11 April 1994 and 9 May 1994 eight full-time inspectors and 12 part-time inspectors spent a total of 68 days on specialist subject inspections, and seven full-time inspectors and one part-time lay inspector spent a further 32 days inspecting aspects of cross-college provision. Inspectors visited 267 classes and inspected a broad range of students' work. Meetings were held with students, governors, a representative of the board of the local training and enterprise council (TEC), representatives from partner schools, senior managers, managers of cross-college services, course team leaders and teaching and support staff. The inspectors also had access to an extensive variety of documentation relating to the college and its courses.

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

## **THE COLLEGE AND ITS AIMS**

3 Havering College was formally established as a college of further education in 1963, although it traces its origins back to the establishment of the Hornchurch Ardleigh House Further Education Centre in 1953. Because of local government reorganisation and changes of function, it has had several changes of title but was renamed Havering College of Further and Higher Education in January 1990. By that time it was operating, as it continues to do, on three sites. The largest campus, and main administrative centre, is at Ardleigh Green Road, Hornchurch, Essex. The other campuses are at Harrow Lodge, Hornchurch and at Quarles, Harold Hill, each within three miles of the main site.

4 At the time of the inspection in May 1994, the college had approximately 9,900 students (3,700 full-time equivalents) of whom 2,667 were full-time. Forty-eight per cent of the students were aged 19 and over. Percentage enrolments by age are shown in figure 1 and full-time equivalent enrolments by mode of attendance and curriculum area in figure 2. The college employed 558 staff, 420 teachers and 138 support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 3. The college is currently organised into eight teaching departments and a ninth department is responsible for learning support, research and development services. A reorganisation of the college will reduce the number of departments to seven from September 1994.

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5 The college is the only general further education college, and the sole provider of higher education courses, in the borough of Havering. Other provision for 16 to 19 years olds exists at the Havering Sixth Form College, opened in 1991, and five grant-maintained or voluntary-aided schools which continue to maintain sixth forms. Havering College of Further and Higher Education competes with these providers mainly for post-16 students wishing to take General Certificate of Secondary Education (GCSE) or General Certificate of Education advanced level (GCE A level) courses. Four further education colleges are within easy travelling distance of the college's immediate catchment area. For its higher education courses and some of its more specialised further education provision the college operates as a regional provider.

6 Much of the college's catchment area is characterised by long-term industrial decline. Some wards in the London Borough of Havering have now gained assisted area status and the major part of the borough recently applied for, but failed to gain, European Union regional aid in recognition of the need for economic regeneration. Employment in traditional manufacturing industries, mainly in chemicals and car production, has now fallen to 15 per cent. Seventy-nine per cent of employees work in the service sector. Most companies in the borough (90 per cent) employ fewer than 25 people. In March 1994, according to the local economy policy unit at South Bank University, unemployment in the borough as a whole was 8.4 per cent and falling, but in some wards it was 15 per cent. These figures compare with 13.3 per cent for Greater London as a whole. Over 25 per cent of the unemployed in Havering have been out of work for over a year and the majority are aged under 35. There is a high level of female unemployment. The ethnic minority population of the borough is less than 3 per cent, compared with more than 20 per cent for London as a whole. The largest communities are from Indian and African-Caribbean backgrounds. School-leavers' levels of achievement compare well with national averages, and the staying-on rate post-16 has improved markedly, from 40 per cent to 75 per cent, over the past four years.

7 Against this background, the college has developed a mission to provide education and training of high quality for its students. It has established a number of key strategic objectives for its development:

- balanced expansion of its further and higher education programmes to cater for increased numbers of students
- rationalisation of course provision and the development of new structures to deliver National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs) in order to respond more fully to the needs of the community
- better systems of management information, quality assurance, and staff training and development to enhance the efficiency of the service

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- establishment of a long-term accommodation strategy to achieve further improvements in the whole learning environment of the college.

In these ways, the college hopes to continue to meet the challenge of increasing competition and further change.

### **RESPONSIVENESS AND RANGE OF PROVISION**

8 The college offers a range of courses catering for students of all abilities. Its vocational further education courses represent about 70 per cent of the provision and include art and design, business studies, catering, computing, construction, electrical and mechanical engineering, hairdressing and beauty therapy, health and social care, and travel and tourism. Currently, the college offers NVQ and GNVQ programmes in art and design, business administration, business and finance, hairdressing and beauty therapy, secretarial studies and social care. From September 1994, 12 courses will be offered leading to GNVQs at intermediate or advanced levels and 12 programmes leading to NVQ awards will be offered, most at intermediate level. The senior management and the staff are well aware of the national targets for increasing the numbers achieving education and training qualifications and are expanding the college's provision. A distinctive feature is the course for potential recruits to the uniformed services. This provides students with the opportunity to improve those skills which increase their chances of successful selection for the uniformed services, while at the same time furthering their academic studies. The course is well run, highly regarded by students and the uniformed services, and successful in achieving its aims.

9 GCE A levels are offered in 27 subjects and there are 11 AS subjects. In addition, the college runs a one-year GCE A level revision programme in 10 of these subjects. GCE A levels represent slightly more than 9 per cent of the college's work and the 38 subjects offered at GCSE level represent a further 8 per cent.

10 To meet the diverse and changing needs of students, course programmes are timetabled flexibly. There is a well-managed drop-in facility for the development of office skills where students work at their own pace, at times to suit their individual requirements. In addition, approximately 200 students are enrolled on the college's open learning programme, studying at home with tutorial support from the college.

11 The college is an accredited institution of the Open University Validation Service, a status that was approved in 1993 for a further three years. Havering is currently the only non-specialist further education college in Greater London to have gained this status. The diplomas in social work and in youth and community work have been validated as diplomas of higher education. There are courses run in association with higher education institutions such as the certificate of education and BA run in association with Greenwich University. In total, the higher education

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provision represents approximately 9 per cent of the college's provision. Percentage enrolments by level of study are shown in figure 4.

12 Strong links have been established with other higher education institutions. The college is firmly committed to its higher education programme and has established a higher education committee as a subcommittee of the academic board. In an effort to respond to the requirements of the higher education programme, staff are encouraged to take part in internal college training and to upgrade their qualifications through study for second degrees. All students at Havering College have benefited from the higher education work by, for instance, the improvement of the library and the potential for progression through the college from foundation to advanced level qualifications.

13 Courses designed to provide access to higher education or to vocational courses are offered. The latter are designed for students interested in seeking a career for the first time or a change in direction. The college has good links with other further education colleges through its membership of the Essex Access Scheme, which comprises a network of further, higher and adult education colleges in Essex and Havering.

14 The college company, Ardleigh Enterprises Ltd, works with the departments to offer about 200 short courses a year for local and national employers, with whom good relationships have been established. The department of office technology and administration has been particularly successful; it has exceeded this year's target of a 10 per cent increase in the finance generated by short-course provision. Liaison committees, established between employers and some departments, have been effective in developing the curriculum. The department of electronics and engineering technology has a good relationship with the Ford Motor Company for whom it currently provides NVQ advanced level, Business and Technology Education Council (BTEC) Higher National Certificate and National Diploma training and German language teaching for 395 of its technicians at the employer's site. The principal sits on the board of the London East TEC and the college has recently undertaken a major project, funded by the TEC, to raise awareness of NVQs among local employers. The college has £10,000 funding through the Professional Industrial and Commercial Updating initiative to extend the training for local firms in NVQ assessor awards. Ardleigh Enterprises Ltd is currently drafting an employers' charter in consultation with local employers. Once approved, the charter will be distributed to all employers with whom the college has contact to make clear to them the services and the standards they can expect of the college.

15 As a supplement to their timetabled studies, all full-time students are entitled to take part in the programme of optional studies. This diverse programme includes GCSE resit classes in all academic subjects, golf instruction partly sponsored by the Professional Golfing Association, guitar lessons, motor vehicle maintenance, first aid, women's self-defence, most sports and the Duke of Edinburgh Award Scheme. Some eligible students



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are not taking advantage of the programme and the college should promote it more effectively. At the time of the inspection, the college drama students were giving public performances of Shakespeare's *A Midsummer Night's Dream*.

16 The college maintains fruitful, effective links with local schools. It collaborates with the Havering Sixth Form College to operate a joint transfer scheme and to guarantee a place in one or other of the colleges to pupils from the 14 partner schools in the borough, subject to satisfactory references and their ability to meet the entry requirements of the course.

17 In order to respond to the needs of the community an adult outreach group has been established to investigate ways of attracting to the college adults who are traditionally under-represented in post-compulsory education.

18 There is good co-operation with colleges in Europe and the United States of America. The department of electronics and engineering technology has a successful link with an engineering college in the Loire Valley with whom it is collaborating this year on a joint educational project to create a feeding aid for people with severe disabilities. The exchange of lecturers for limited periods is encouraged. Last year there were exchanges with lecturers from Germany and the Czech Republic. Regular exchanges of students with European and American institutions take place and reciprocal European work experience programmes are arranged in Austria, Spain and Germany.

19 The college promotes itself by advertising through numerous outlets, including local newspapers and cable television, libraries, job centres and careers fairs. The marketing committee includes senior managers, so as to ensure that each department develops and formalises its own marketing strategy and that all marketing literature conforms to the college's corporate image. A person with responsibility for marketing in the banking world has been appointed to the governing body and this should enhance further the available expertise in marketing.

20 Since incorporation, the college has been more active in the promotion of equal opportunities. An equal opportunities working party has been established, chaired by the principal, to demonstrate its importance and ensure implementation of decisions. The proportion of women staff has increased from 42 per cent to 50 per cent over the last two years. The proportion of women students aged 19 and over has increased from about 30 per cent to almost 34 per cent. Two per cent of the staff identify themselves as members of ethnic minorities and the proportion of students from the ethnic minority communities is about 8 per cent. Students with learning difficulties are given additional support on a range of separate specialist courses and mainstream courses, which are designed to enable them to enter further education, training or employment.

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## **GOVERNANCE AND MANAGEMENT**

21 The governing body takes an active interest in the college and has good working relationships with the principal and other senior managers. Whilst making appropriate delegation of responsibilities to the principal and managers, governors are clear about those matters for which they are accountable. Most of the 10 governors from industry have local connections and bring to the college experience and expertise in the new functions required as a result of incorporation, such as accounting, personnel, banking, law, marketing and surveying. The membership of the corporate board also includes the principal, one representative from the TEC, one co-opted member representing higher education, one community representative with a health-related background, two staff members elected by the teaching staff and the support staff, respectively, and one student member elected by the students. Two standing committees have been established with clear terms of reference: the employment, policy and finance committee; and the audit committee. A liaison committee was established in response to students' requests and provides direct access for students to governors and management. It meets termly and has made an important contribution to new developments such as the students' charter, a students' contract, which is called 'the learner agreement', and the college's marking policy. Governors are well informed about the college. They receive regular reports from the principal and heads of department and are diligent in seeking information. Some take an active interest in a specific area of the curriculum, which increases their understanding of the college and facilitates effective relationships with managers. Most have attended training sessions organised by the college, including two residential weekend courses with senior managers of the college, and some have attended externally-organised courses.

22 The college management team consists of the principal, the vice-principal, the manager responsible for finance and management information systems, the college secretary who has responsibility for personnel, administration, premises and technical safety, and nine heads of department. Meetings take place at least every three weeks to discuss the operational management of the college. Meetings are minuted and information disseminated to staff by heads of department.

23 The strategic planning process starts with departmental strategic and operational plans, an analysis of the current position of the college and agreement on the objectives. All senior managers are fully involved. Departmental operational plans are produced in the summer term, revised in September, and reviewed with the principal in February. Targets are set for each department by the principal, in consultation with all heads of department, and these are agreed collectively. Targets include enrolment, income to be generated, curriculum and staff development. All heads are expected to address the issue of improved efficiency each year.

24 Departments have strong individual identities and heads of department have considerable delegated authority to manage their own

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departments. Firm leadership is given by the principal and vice-principal, who work together effectively and to whom heads of department are accountable for the attainment of targets. There is a constant dialogue between heads of department and the principal throughout the year so that all are kept informed of any changes that may affect the achievement of the college's strategic plan. Within departments, responsibility for many of the aspects of the day-to-day running of the courses is devolved to leaders of course teams. Management of staff and resources is delegated to them and they are involved in departmental strategic and operational planning and in setting targets. The heads of department and the leaders of course teams meet regularly to discuss and share common issues. The quality of management within departments is variable. In the departments of electronics and engineering technology, of social services, health and education, and of continuing education, responsibilities are effectively allocated, lines of communication are clearly understood and the activities of course-team leaders are monitored and supported. However, there were examples of overall lack of leadership in the department of art and design and insufficient co-ordination between the departments sharing responsibility for GCE A level and GCSE programmes. Current restructuring of departments is intended to alleviate some of these difficulties.

25 Communication and consultation with staff in the college is generally good. Information is presented at course-team meetings and through written documents such as the college newsletter, the principal's bulletin, the academic board bulletin and a staff and curriculum development publication. There is a danger of too much written information in different formats overloading and confusing staff. This is one of the issues to be addressed by the communications group which has been established to identify ways of improving external and internal communications. College policies and procedures are agreed at academic board and generally emanate from working parties set up by, and reporting to, the college management team. These groups always comprise a representative cross-section of staff, including management and support staff. Most are chaired by the vice-principal. There are four active and effective subcommittees of academic board: academic planning, academic standards, higher education and further education. All have representatives elected by staff, clear terms of reference, a structured calendar of meetings and published minutes.

26 Cross-college services, such as learning support, student services, administration, admissions, technical support, finance and management information systems, are centrally managed in a way that is both efficient and responsive to the needs of staff and students. Liaison and communication across the services and with curriculum departments are good and constant review has led to the identification of needs for further staff training and improvements in services. Appointments of staff with specific responsibility for functions such as marketing, quality assurance

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and equal opportunities have been avoided deliberately to increase corporate ownership and responsibility.

27 Management of resources is effective; staff and other resources are deployed in relation to the priorities identified in the strategic plan. Corporate decisions have been made to invest in buildings and information technology. The budget is allocated by the principal who reports through the subcommittee for employment policy and finance to the governors, who in turn monitor closely all allocations and cash flow. The main budgetary allocations of part-time staff hours and consumables are made to the heads of department according to projected student numbers and based on a bidding process. Allocations are discussed openly at college management meetings and reasons for allocations are clearly understood. Adjustments are made after enrolments have occurred. New posts and all capital spending are discussed by the college management team but final decisions are made by the principal. A priority for the senior management, since incorporation, has been to establish sound accounting systems and to create closer links between financial and administrative services and the curriculum managers. In this, senior managers have been successful and heads of department generally understand the FEFC funding methodology and the implications for planning provision.

28 Central management information in relation to finance, courses and students is well developed. Individual departments have collected information in different forms to suit their needs and there have been individual developments in computerised systems. These are now being co-ordinated into a college system which aims to collect information centrally so as to respond to managers' needs for full data on enrolments, accommodation, staff development, students' performance including success in examinations, or in gaining accreditation, retention, and destinations. Major strides have been made in increasing managers' awareness of the need to collect and use information through the existence of a users' group to direct the development of the management information system. Currently, data on students' attendance is not complete and reasons for leaving are not followed up. Heads of department have direct access to the network which will shortly be extended to all leaders of course teams. The system is being further developed to enable the complete tracking of students' progress and performance.

29 The college has grown significantly over the last three years. Numbers of full-time students have increased by about 85 per cent since 1991. However, this has been accompanied by a decrease in the numbers of part-time students so that the increase in full-time equivalent students has been about 16 per cent over the same period. In 1993-94, enrolment increased by approximately 5 per cent, falling short of the target of 8 per cent. Targets for enrolment are set for departments and attempts to meet shortfalls are being made through improved publicity of existing provision and the exploration of possibilities for new provision.

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30 The college's recurrent income and estimated expenditure for 1993-94 are shown in figures 5 and 6, respectively. The FEFC report, *Funding Allocations 1993-94*, records that the unit of funding received by the college from its local authority in 1992-93 was £2,409 per weighted full-time equivalent student. This was just below the median of £2,436 for general further education and tertiary colleges.

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

31 Guidance and support of students are closely co-ordinated by the department of learning support, research and development, while recruitment is co-ordinated by the schools liaison officer. Much of the responsibility for recruitment, guidance and support rests with individual departments. Operating within college guidelines, the departments exercise their freedom to design procedures which best suit their courses and students.

32 Prospective students receive information about courses through the prospectuses, individual course leaflets and taster events run by each department. There is a strong culture in the college of providing effective, friendly and objective advice to students. Initial contact is usually through a new advice and information centre, the 'threshold centre', which is staffed full time. Careers staff and student support counsellors are available at Ardleigh Green during the whole of the summer to give advice. In 1993, 37 per cent of leavers from particular schools transferred to the college. Some imaginative schemes exist to ease transition from school to college including student shadowing: 120 pupils from four local schools shadowed students in college for a day.

33 All full-time students are interviewed before entry, either in a group interview, on a one-to-one basis or a combination of both. Interview procedures are individual to each department and are usually conducted by staff who have undertaken training in interviewing skills. An example of good practice was observed in the department of social services, health and education in which standardised interview questions were used to ensure that all applicants were treated equally. The qualifications required for entry to specific courses are clearly stated in the prospectuses, and discretion is exercised to waive these in individual cases. Selection procedures for many courses involve diagnosis of applicants' abilities in relation to the level of attainment required for the course.

34 Enrolment procedures are efficient and, on the whole, speedy. An appointments system for new students and pre-enrolment for returning students help to minimise queuing. Fee assessors are attached to departments and financial advice is available from student services. The college careers officer is present for guidance on career and higher education prospects. All staff observed gave measured and objective advice, using a mixture of information, guidance and negotiation in deciding upon the most suitable course. There are effective measures to evaluate the procedures for admissions and enrolment. Enquiries are

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logged by the advice and information centre and the data used to inform the planning of courses and the efficient use of accommodation.

35 Accreditation of prior learning is co-ordinated centrally by an appropriately trained person who is able to give initial interviews. Students are generally referred to specialist staff in a department for further counselling. Most of this accreditation work is currently in the area of further education provision in business and administration, and takes the form of part-accreditation. The co-ordinator is currently working with course teams in other vocational areas, including early years provision, accounting and hairdressing, to offer a similar service. The cost of the accreditation interview and portfolio management is included in the fee charged for the course which the student subsequently follows.

36 There are open-learning opportunities for students, mainly in GCE A level and GCSE subjects and in the initial planning programme leading to the access course. All open-learning students receive a study skills guide and have the support of a tutor on a one-to-one basis every three weeks. In practice, students form themselves into tutorial groups and attend college more frequently, and in this way benefit from peer group support.

37 Within the central guidelines, departments develop their own induction procedures. In many courses, informative and comprehensive course booklets are given to students. Induction booklets for GNVQ focus on developing the study skills which will be required to complete the course successfully. Induction sessions were well organised and carefully prepared. They ranged from ice-breaking sessions, in which imaginative assignments were used to introduce course content and methods of teaching and assessment, to a more traditional introduction by managers speaking to large groups. The induction process is centrally monitored and its effectiveness evaluated through student questionnaires. These have revealed some duplications and also some omissions, for example in providing an introduction to the learning resources centre.

38 Transfer between courses, if found to be necessary, is dealt with in departments after negotiations with tutors and the course staff involved. The decision in each case rests with the professional judgement of the staff.

39 The college has been involved in a successful pilot project with the Adult Literacy and Basic Skills Unit (ALBSU) to diagnose the need for support in basic skills and to measure the effect of the support provided. The principal chairs a basic skills committee. There is an effective structure for ensuring that students' achievements are not hindered because of problems with basic skills. The tests for standards of literacy and numeracy are carried out during the induction period for all students studying at foundation and intermediate level, and for some at advanced level. The results are subsequently used to assess the need for additional support. Support is delivered through the college's study skills centres or by course teams. Staff receive training to enable them to provide effective support.

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An example of good practice in developing basic skills as an integral element of the work is provided in automobile and mechanical engineering where assessment of ability and provision of support, as part of the course, is improving the overall standards achieved. The effect of basic skills support has been measured by the college; the impact of the service upon students' achievements is clearly demonstrated by scores measured in the college with a range of learners, including those entering higher education. However, skills support sessions are often poorly attended. The college will attempt to address this from September 1994 with a requirement that all students who are identified as needing help in basic skills development should attend at least six sessions, as a condition of entry to their courses.

40 The co-ordinator for learning support offers assistance to individual students across the whole college, and has a major role in developing and implementing policy. All students with learning difficulties and/or disabilities are supported in the classroom and visited on work experience placements by the co-ordinator.

41 There is a coherent structure for tutorial support which has been developed over the last two years and is now established in all departments, albeit with varying degrees of success. All full-time students are allocated a personal tutor, who is also one of their course teachers. Course tutors keep an overview of part-time students. Full-time students meet their tutor for an hour once a week in groups of 15-20. Tutors are responsible for monitoring the progress and attendance of students as well as delivering the tutorial programme. Heads of departments are responsible for ensuring the implementation of the tutorial system, and for providing support to the tutors in disciplinary and other matters where necessary.

42 The formal tutorial programme is co-ordinated by the department of learning support, research and development, through a cross-college co-ordinator, and within departments by a designated departmental co-ordinator. Tutors are supported by a good handbook, materials for use in the tutorial programme, and in-house training in carrying out their role. The tutorial programme includes essential elements such as equal opportunities, health and safety, reports on academic progress, guidance on careers and entrance to higher education, and personal and social development. Tutors have considerable freedom to choose activities to suit their students. The evaluation has revealed that the requirements of different client groups are not always addressed by one programme. Many school leavers feel that the personal and social development aspects have already been covered extensively at school, whilst some elements are inappropriate for mature learners. College guidelines determine the proportion of whole group to individual tutorials, but most students and tutors find the individual sessions of greater value. The college is addressing these issues by introducing greater flexibility. In both formal evaluations and in discussion with inspectors, students expressed appreciation of the degree of personal support they received from tutors, both in and outside the allocated times.

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43 Students are aware of the requirements in regard to attendance and punctuality, although lateness appeared to be condoned in some classes. Procedures for dealing with these and other problems have evolved within each department, and as a consequence tutors often have a great deal of autonomy in applying these procedures. College policy on records of achievement is that those students who wish to maintain the records brought with them from school are enabled to do so.

44 The college offers students a high level of careers support. It works in close co-operation with the Havering Careers Service, which provides staff for a careers room at the Ardleigh Green campus, which is open all day. Support is also available at specified times on the other two sites. Part-time as well as full-time students are encouraged to use this facility. At induction and during the year there are regular formal contributions from careers advisers to the tutorial programme. These include advice on applications to higher education, interview techniques and personal presentation. The learning resource centres and careers rooms on each campus hold a large stock of information on careers and higher education courses. At Ardleigh Green there is a drop-in facility and students can also make individual, confidential appointments with careers advisers. After an initial visit to a careers adviser, students are given an action plan which they are encouraged to keep updated during their time at the college.

45 Comprehensive and effective student services, including counselling, are provided by a student services manager and three part-time qualified counsellors. The counselling service is well publicised and well used. The counselling staff complement and support the work of the tutors and there is excellent communication between them. Tutors can invite counsellors to talk to their groups during induction. The level of use is effectively monitored and students are asked to evaluate the quality of the service through a questionnaire. Two part-time youth workers are in the process of being appointed. They will work with the students' union and students' services manager to create opportunities for the students to develop their social and personal skills and to promote students' understanding of their rights and responsibilities within the college.

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

46 Overall, the strengths of the teaching and learning outweighed the weaknesses. Of the 267 sessions inspected, 60 per cent had strengths that clearly outweighed the weaknesses and 29 per cent had strengths balanced by weaknesses. In 11 per cent of the classes weaknesses outweighed the strengths. The following table shows the grades awarded.



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

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE A/AS level		10	21	15	3	0	49
GCSE		3	13	8	4	1	29
GNVQ		2	10	7	3	0	22
NVQ		5	9	14	2	0	30
Other		29	59	33	14	2	137
Totals		49	112	77	26	3	267

47 For most courses, the planning of programmes to cover the syllabus is good, although there is wide variation in the content of written schemes of work. Good practice was observed on full-time GCE A level English courses, where schemes of work gave details of teaching and learning approaches and the timescales involved. The degree to which teaching plans and accompanying aims and objectives are shared with the students varies. In social care, students are familiar with the aims and objectives of the work, and in catering, students are provided with a detailed scheme of work. However, these practices are not general. The access course in particular would be improved by the development of a coherent, integrated scheme for the whole course so that the specific aims were understood by all staff and communicated to the students.

48 The quality of teaching and the promotion of learning in electronics and engineering technology is of a very high standard. Teaching staff show sound knowledge and understanding of their subject areas. There are well-prepared schemes of work and teaching schemes which include clearly-defined assessment plans, and well-planned practical work. Assignments are clearly explained, include assessment criteria and allow for the assessment of common skills. Tests at the end of each module are conducted as formal examinations. The course for potential uniformed services recruits also offers teaching and learning experiences of a high quality. Students experience a variety of methods of teaching and learning and the work is suitably challenging. Strong teamwork is developed through physical training and effective groupwork, and there are good relationships between staff and students.

49 Teaching of a high quality was also observed in a number of other subject areas across the college, particularly in dance, science, mathematics, computing, automobile and mechanical engineering and in the separate provision for students with learning difficulties and/or disabilities. In GCE A level English full-time courses, and especially on the one-year revision course there was a successful emphasis on flexible teaching methods which ensured students' participation. Many courses offered a wide range of activities. In business studies, some course teams have developed imaginative ways of explaining theoretical concepts. For example, students on the BTEC first diploma took part in a stimulating and

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carefully-planned business game to reinforce their understanding of business functions. In dance, a range of strategies was employed, including formal ballet exercises, lectures with video support, discussion, creative work in small groups, and performances on video and for the public. On separate specialist courses for students with learning difficulties, there were innovative and imaginative ways of working towards wordpower and numberpower, using practical subjects such as painting and decorating. The courses are designed to develop literacy and numeracy skills and are accredited by the City and Guilds of London Institute (CGLI).

50 In some sessions in the humanities and social sciences, social care and access, there was lack of variety in teaching methods. In hairdressing, the activities were hampered by the lack of external clients. In some areas there was a failure to extend the students fully or to offer them work which challenged them sufficiently rigorously. Students would benefit from a more demanding approach, particularly on NVQ programmes in business studies, in access provision and modern languages. Catering students showed greater motivation in practical than in theory sessions and require greater assistance in learning how to integrate theory with practical activities.

51 Careful attention to the needs of students of differing abilities was particularly evident in mathematics, science, computing and construction. The provision for students with learning difficulties and/or disabilities was effectively integrated with for example, work in automobile and mechanical engineering and catering.

52 Across the college there is an appropriate range of assessment opportunities, and work is regularly set, marked and returned. Good practice was observed in social care, where the comments made on students' written work helped them to set and to progress towards specific targets, and in catering, where assessment tasks for BTEC courses were varied and included opportunities for creativity and personal development. There were, however, wide variations in practice, even within the same course area. On the access to higher education course, assessment criteria, necessary to standardise approaches across the whole programme, were lacking. Marking is fair and consistent on business studies courses, but the annotation offered by markers on how work might be improved varies considerably and in some cases is inadequate. In automobile and mechanical engineering, variations in the frequency with which homework is set lead to inconsistencies in the assessment of students' progress, and few logbooks contain detailed written comment from staff. Coherent assessment of students' progress has been introduced in the department of humanities, mathematics and science, which operates an assessment policy requiring all students to be formally assessed four times a year, as the basis of a report on progress to their personal tutors.

53 There are variations in the way students' progress is monitored and recorded. Teachers on the art and design GNVQ programme keep good records of progress, and careful monitoring was also seen in other subjects,

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including mathematics, physics, computing and social care. In construction, systems for recording grades were inadequate and poor monitoring of attendance was reflected in a high drop-out rate on some courses. The recently-developed college policy on assessment and recording of students' progress should now be implemented more fully.

### **STUDENTS' ACHIEVEMENTS**

54 In many of the courses, students displayed real enjoyment of their work. This was particularly evident amongst mature students following access programmes, and among the potential uniformed services recruits. Students taking courses in business, art and design, construction and automobile and mechanical engineering also displayed high levels of enthusiasm and commitment.

55 High standards of work were observed in GCE science subjects, where the presentation and content of laboratory and fieldwork reports and the notes taken by students were particularly good. High standards of work were also evident in dance, art and design, project work in electronics and engineering technology, programming assignments in computing and written work for business courses. In social care, students displayed a high level of vocational awareness which, in no small measure, derived from experience gained on a well-managed work experience programme. On all other courses, standards were generally found to be satisfactory, although there were variations within individual subjects. For example, in construction, students' written work and folders were badly managed and standards of work varied from good to poor.

56 Students showed that they were able to work well together in small groups on business studies, electronics and engineering technology, catering and English GCE A level courses. In modern languages and some aspects of social care students were given insufficient opportunity to develop collaborative skills.

57 On some courses, students have ample opportunity to develop study skills which will enable them to become effective learners. For example, in English and in access provision, students develop the ability to study on their own. However, this is not the case in modern languages. Mathematical skills are generally not well developed. Oral and presentation skills which are important in business and in hairdressing and beauty therapy are insufficiently emphasised on these courses.

58 There are good opportunities for the use of information technology in business studies where a range of applications allow for the analysis and presentation of data. It is also an important feature of the access course. However, on some courses opportunities for integrating information technology are being missed. Although information technology is used in hairdressing and beauty for creating reception and client records, its use is generally too restricted. Some science students could make more use of word-processing in presenting their assignments. In art and design,

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information technology is being taught separately and is not applied to assignments or projects.

59 The results achieved by students on vocational courses were generally good. In 1993, 89 per cent of students in their final year of study for BTEC and CGLI qualifications were successful in achieving their awards. This performance places the college in the top third of institutions within the further education sector. On many BTEC programmes in business studies, art and design, engineering and caring, there were success rates in the region of 100 per cent for second year students. The results for one-year BTEC courses were more varied, but there were good success rates in first diplomas in design and in business and finance.

60 Most examination results in individual GCE A level subjects in 1993 were satisfactory or good. The results in science subjects were impressive, particularly in chemistry, where a 96 per cent pass rate was achieved, and in physics where the rate was 91 per cent. In both cases, these figures compare with a pass rate for all schools and colleges of 78 per cent. Excellent results were achieved in GCE A level English where there was a pass rate of 93 per cent, compared with a national figure of 84 per cent, and where 27 per cent of students achieved grades A or B. French had a pass rate of 94 per cent, compared with a national figure of 85 per cent. However, results for other modern foreign languages and law were below national figures. Results in sociology and accounting were very weak with pass rates of 42 per cent and 40 per cent, respectively.

61 There were 194 full-time 16 to 18 year old students at the college taking two or more GCE A levels in 1993. They scored an average 11.2 points (where A=10, E=2) compared with a median for London colleges of 9.5 points, and a national figure of 14.7. The average for the 36 full-time students aged 19 and over who took two or more GCE A levels was 13 points on the same scale, whilst 12 part-time students aged 19 or over scored 6.6. There was no information on a college-wide basis which would enable a comparison to be made between students' GCSE achievements when they began the course with their eventual GCE A level achievements as a means of indicating added value.

62 There were 161 students aged 16 to 18 and 610 students aged 19 and over taking GCSEs in the college in 1993. Achievements in GCSE subjects were not strong. For students aged 16 to 18, the highest pass rates at grades A-C, were in higher level mathematics (84 per cent) and computer studies (89 per cent). Overall, across all subjects, 42 per cent of entries achieved grades A-C, compared with a national figure of 39 per cent for general further education and tertiary colleges and 50 per cent for all schools and colleges. There were poor results in some subjects, including accounting where 37 per cent achieved grades A-C, English literature, 35 per cent physics 31 per cent, history, 23 per cent and integrated science, 14 per cent. Amongst students aged 19 and over, there were good results in Spanish where 82 per cent achieved grades A-C, art and design 81 per cent, German 77 per cent and sociology 75 per cent

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63 Completion rates on some courses are high, for example, access, electronics and engineering technology, business studies and part-time evening language classes. The completion rate for almost all courses in office technology and administration was 90 per cent. Completion rates are poor in a number of subjects, particularly on the GCSE programme. In GCSE art only 46 per cent of students completed the course and in GCSE statistics only 44 per cent completed. In some GCE A level subjects, about half the students fail to complete the whole course. For example, in computer science only 50 per cent completed the first year, in physics 54 per cent and in accounting 38 per cent. Some courses in hairdressing, pre-beauty therapy and construction also have poor completion rates. Poor punctuality was a feature of some courses in mathematics, physics and art and design, and attendance was poor in some GCSE English groups.

64 A detailed survey of the destinations of students leaving the college in 1993 was carried out by Havering Careers Service. It shows an impressive record of students' progression into further and higher education and employment. Approximately half the students leaving the full-time GCSE programme went on to further education courses. The main destination for students leaving the two-year GCE A level programme was higher education (62 per cent), and 73 per cent of students on the GCE A level revision programme entered higher education. Overall, the number of students from these programmes entering higher education was almost double the number for 1992. In addition, 90 per cent of students from the access course entered higher education.

65 The main destination for students on BTEC first diploma programmes is further education. BTEC national diplomas provided an important route to higher education, particularly in business and finance, and in engineering. From both these programmes 61 per cent of leavers progressed to higher education in 1993. The figures for other national diploma programmes include: general art and design (43 per cent), graphic design (48 per cent) and travel and tourism (25 per cent). No students from national diploma programmes in display or media progressed to higher education and only 31 per cent progressed to employment. Of students leaving the BTEC foundation diploma in art and design, 81 per cent went on to higher education, as did 25 per cent of leavers from the drama and theatre arts course.

66 Employment was the main destination for leavers from most other vocational programmes. The figures for those entering employment include: nursery nursing (66 per cent), legal secretaries' course (79 per cent), business administration NVQ foundation, intermediate and advanced levels (57 per cent), electrical installation (46 per cent), motor vehicle craft/body repair (42 per cent), potential services recruits (75 per cent), and sports foundation course (60 per cent).

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## QUALITY ASSURANCE

67 In order to fulfil its commitment to provide education and training of high quality, one of the key objectives of the college is to improve and extend its systems for quality assurance.

68 There is already a clear and thorough system for the quality assurance of the courses offered which has been developed over a period of time to meet the needs of the college and external bodies. It has been in operation in its current form for two years and is being refined in the light of experience. The approach depends on a process of internal course validation, annual course team reports and annual self assessment reports carried out by departments. These will, in the future, be based on the guidelines provided by FEFC Circular 93/28, *Assessing Achievement*.

69 There are clear reporting lines through the academic board and its subcommittees, and accountability through line management. The academic board is responsible for advising the principal on matters relating to quality. It does this through the academic standards committee, which is chaired by the vice-principal. The committee has a membership which includes college representatives and two external representatives. The further and higher education committees consider a sample of the annual course team reports on behalf of the academic standards committee. Their reports are then considered by the academic board. The reviews seen were thorough and searching.

70 Course team reports, written by the course team leader and agreed by the other members of the course team, were produced for all courses across the college for the first time last year. Guidelines for reporting are available, although their use is optional. The reports included the use of performance indicators, such as achievement of enrolment targets and the results of assessment, as well as comments on aspects of the course such as methods of teaching, strategies for assessment and commentaries on resources. However, the standard and consistency of the reports varied considerably and almost a quarter of tutors failed to provide the required statistical and evaluative data. Although some reports were rigorous and evaluative, others were descriptive and lacked specific targets for improving achievements. A common format and detailed guidelines for completion of the reviews have been developed by the course team leaders for use this year. The systematic use of performance indicators across the college is still being developed. Course team reports will be expected to include information on: their progress in achieving targets for enrolment; completion rates; examination results and value-added analysis; students' progression; the student to staff ratio; unit costs and space utilisation.

71 A major part of the quality control process is carried out by managers, both academic and support, who are responsible for agreeing targets and action with individuals and with teams in their departments. Progress is reviewed on a regular basis at all levels in the organisation. Important issues of common concern can be shared through the college management

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team and through the meetings of heads of department and course team leaders.

72 The quality assurance policy does not yet include a formal review of staff and student services. A draft quality assurance policy covering all services, is being piloted. It is planned that departments providing services for students and staff will produce an annual report for the academic standards committee. Although there has been no formal policy laid down, each service department has procedures for monitoring and evaluating the services it provides, including obtaining the views of its users. Within the last year, there have been extensive reviews of the information technology centre, the learning resource centre, the tutorial system and the enrolment process, which have led to improvements in the services. The college secretary has produced a users' charter for the areas for which she is responsible to reinforce the commitment to offer a responsive and high quality service.

73 Students' views on their courses and the services provided by the college are gathered through the use of questionnaires and through consultation in tutorials. Students are represented on some course teams, although this practice is not consistent across the college, and on the refectory and learning resources users' groups. The college has responded positively to students' comments, for example, by changing the time of a course to suit students' travelling requirements, extending the opening hours for the learning resources centre and providing the funding for the two youth workers.

74 The college is open to comments on the quality of the provision from several sources. The views of external assessors are taken into consideration by course teams in preparing their annual reports and employers' views are taken into account through the departmental liaison committees. However, the strength and effectiveness of the external influence varies between departments.

75 The college has committed substantial resources to the development needs of teaching and support staff. Over the last 16 months, £200,000 (2 per cent of the staffing budget) was set aside for courses and research. There is a full-time staff development co-ordinator who has administrative support. Carefully-planned support is provided for all new staff and includes a comprehensive induction programme, a mentoring system and a helpful guide for part-time teachers. All new teachers undergo a probationary period and their reviews include classroom observation.

76 The policy for staff development and appraisal is clearly linked to the achievement of the college's strategic objectives. Staff development needs are identified using information derived from the appraisal system, the strategic plan, the departmental operational plans and the course team reports. The effectiveness of the staff development programme is assessed by a thorough evaluation of training events by participants and, later, an assessment by the participants' line manager of the changes that have taken place as a result of the event.

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77 At present, the achievement of training and development lead body assessor awards by staff in vocational areas is a priority in order to support the implementation of NVQ and GNVQ programmes. The college is an accredited centre for BTEC, Royal Society of Arts (RSA) and CGLI. By the end of June 1994, 102 members of staff will have completed the assessor training and 35 will have been trained to become internal verifiers. Several members of staff across the departments have completed training as advisers for the accreditation of prior learning.

78 Training for the new staff development and appraisal system will be completed by September; about 50 per cent of staff have already been appraised. The college has made considerable progress towards its aim of achieving the Investors in People award. The action plan for this development has been accepted and the college anticipates that it will be ready to apply for recognition in autumn 1995. When it has been in operation for a full year, the appraisal system is expected to fulfil many of the requirements of the Investors in People action plan

79 After more than a year in development, the college charter is almost complete. The process of development has included extensive and careful consultation with students, with the parents of students with learning difficulties and/or disabilities, with staff and with governors. The college charter is accompanied by a series of documents relating to students' rights and responsibilities, including a learning agreement, marking policy and guidelines, and procedures for students' complaints. It was planned to present these to the corporation in June and to have final versions in place by September 1994.

## **RESOURCES**

### **Staffing**

80 The college is developing good policies and procedures for personnel and recruitment. Job descriptions are being standardised and piloted through the appraisal scheme. Of the 558 staff at the college, about 50 per cent are women. Of the 11 members of the senior management, five are women and six men. About 5 per cent of the teaching is delivered by part-time lecturers.

81 There are sufficient appropriately qualified and experienced teachers. Most have a degree in their specialist area and the majority have a teaching qualification. However, some lecturers in construction are insufficiently well qualified to enable further curriculum development and growth. Teachers are knowledgeable and enthusiastic about their subjects and provide extensive practical and professional expertise. More than half of the teachers have relevant commercial or industrial experience, although this is now dated in many cases.

82 Overall, the level of administrative support in the college is good. There is a committed central team of 38 people covering secretarial and



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clerical work, personnel, management information, examinations, finance and reception duties. The sites and buildings are cared for by the maintenance manager and 11 caretakers and maintenance workers. Technical staff, including a technical safety officer, an information technology manager, three principal technicians, and 39 technicians and assistants, provide a good level of support to most curriculum areas. Exceptions to this include the restricted technical support for construction courses available in the evening and the limited information technology support across the college. Administrative support available for the departments is adequate, but there is insufficient support for the development of the assessment centre in the department of social services, health and education. Support staff are represented on a number of cross-college committees and contribute to the strategic planning process.

### **Equipment/learning resources**

83 The college has developed learning resource centres, which include the library provision and other learning aids, at each of its three sites. The support provided by these centres and the encouragement offered for students to work independently is good. The learning centres at Harrow Lodge and Quarles augment the main facility at Ardleigh Green and there are effective arrangements for transferring books between sites. The needs of the students are generally met by the provision made on the site where their courses are located. The 12 library staff provide an efficient and friendly service. There is a good range and quantity of books in most subjects although in a few areas some of them are dated. The enhancement of the library is given a high priority; in 1993-94 a 16-month budget of £75,000 was set for book purchase. Liaison between learning resources staff and course teams is good and this has enabled book and periodical acquisitions to be concentrated on the areas most in need. In addition to approximately 42,000 books, the learning centres have a good range of other materials, including video tapes and newspapers, bibliographies, an encyclopedia and other data on read-only memory compact discs (CD-ROM).

84 There are only 162 private study spaces across the three learning centres and no facilities for group working, although groups may work together in the information technology centre at Ardleigh Green. A substantial proportion of the study spaces in the learning centres at Ardleigh Green and Quarles is intended for use by higher education students, although further education students are not prevented from using them.

85 The college has identified a priority to develop and fund the introduction of information technology in all aspects of college life. The introduction of computers in the learning resource centres has improved their image and increased their use. The 400 computers for use by students represents a ratio of one terminal for nine full-time equivalent students. Many of the computers are new and there is a sound procedure for

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identifying and replacing old and obsolete machines. The information technology centre at Ardleigh Green is an impressive resource with its modern computers, wide range of software of industrial standard and excellent printing facilities. Opening hours are extensive and the centre is open on Saturday mornings and during vacations. The centre is popular and well used, currently by approximately 1,000 students each week. A similar facility is being developed at Quarles and will come into use in September.

86 The quality of the equipment and materials used to support teaching and learning is either satisfactory or good in most subjects. Automobile and mechanical engineering students benefit from extensive investment in machine tools and other workshop equipment and the hairdressing salon has a good range of equipment and materials for practical work. Construction students have access to good supplies of materials. The computer-aided design facilities used on electrical engineering and electronics courses are impressive. In contrast, some photographic equipment is damaged and some equipment used on science courses is old and does not reflect current technology.

#### **Accommodation**

87 Buildings on the college's three sites vary considerably in age and character. The main site at Ardleigh Green occupies 15 acres in a pleasant suburban setting. Since the original buildings were constructed in 1962, the accommodation has been extended and now includes huts, refurbished and adapted buildings, a modern system-built unit and enlarged main blocks. Three miles north of Ardleigh Green lies the Quarles campus whose buildings date from 1955 and originally housed girls' and boys' secondary schools. The 9.5 acre site, of which the college gained control in 1969, is located on the edge of a housing estate close to woodland. Like Ardleigh Green, the Quarles campus includes an extensive grassed area. The third and smallest site, of approximately 3 acres, at Harrow Lodge stands two miles south of Ardleigh Green and was acquired by the college in 1985. Originally a secondary school built in 1935, Harrow Lodge is surrounded by high density residential accommodation and has relatively little space beyond that occupied by the buildings and car park. Travel between sites is possible using public transport but the college aims to minimise the amount of inter-site travelling required of students. Approximately 98 per cent of students are based on a single site for all their regular activities. The college's accommodation strategy envisages the eventual disposal of the Harrow lodge site which is considered unsuitable for projected curriculum developments.

88 A comprehensive and regularly up-dated space utilisation analysis indicates that all three sites are well used, particularly between 09.00 and 17.00 hours. The college recognises that if the planned growth in student numbers is to take place, more teaching will have to take place in the twilight and evening hours.

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89 The quality of the teaching accommodation on all three sites is satisfactory in most respects. Classrooms are clean and tidy and most are in good decorative order. A programme is underway to refurbish much of the teaching accommodation and about 25 per cent of this work has been completed. In addition, the main entrance and reception area, which comprise the 'threshold unit' at Ardleigh Green, has been extensively re-designed to present an attractive and welcoming image of the college as well as providing interviewing and counselling facilities.

90 There is a computerised system for timetabling courses and allocating rooms which has resulted in better use of the college's accommodation. In almost all classes inspected there was a good match between the size of the room used and the number of students present and rooms were well suited to the activities taking place. However, the hall at Ardleigh Green provides inadequate opportunities for drama and dance students to practise stage management and other technical aspects of performance. Some of the hatted accommodation at Ardleigh Green and Harrow Lodge is in poor condition, provides an uninspiring environment for staff and students, and contrasts starkly with some units of excellent quality which have been erected or refurbished recently.

91 Some of the accommodation on all three sites is inaccessible to people who use wheelchairs. For example, part of the top floor of one of the main blocks at Ardleigh Green, some of the art and design accommodation at Harrow Lodge and much of the Quarles campus present difficulties to students who are unable to use stairs. The college is well aware of these deficiencies and has done much to alleviate them by ensuring that students with disabilities are timetabled to take their classes in rooms which are easily accessible.

92 Some specialist accommodation is of a high standard and provides attractive and stimulating learning environments. Examples include a comfortably furnished, well- equipped language laboratory at Ardleigh Green and an adaptable electronics workshop at Quarles which enables practical and theoretical work to be carried out in the same area. In contrast, the specialist accommodation used for beauty therapy, media and the performing arts at Ardleigh Green is inadequate. The college has plans to extend and improve accommodation in the near future.

93 Over the past four years, sponsorship totalling £135,000 from a range of companies in the financial, industrial and entertainment sectors, has enabled the college to enhance aspects of its accommodation and facilities. For example, the seminar suite at Quarles, funded by a major financial institution, provides conference accommodation of a high quality; funds from a leading London-based radio station have been used to equip a radio station at Ardleigh Green; the language laboratory has been sponsored by a major investment group, and support from a major clearing bank has enabled the college to provide excellent creche facilities for 28 children and babies.

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94 Students' facilities for recreation and leisure, including common rooms, refectories and students' union, are satisfactory. There are gymnasias at Quarles and Harrow Lodge, and extensive sports fields at Quarles and Ardleigh Green. Halls on all three sites are used for teaching and examinations, but they can also be used for social events. Private-study areas are limited, particularly at Harrow Lodge where some art and design students comment that a shortage of study spaces can force them to work at home.

### **CONCLUSIONS AND ISSUES**

95 Havering College of Further and Higher Education is making progress towards achieving its mission. The particular strengths of the college are:

- the wide range of courses in further and higher education and the short course provision, all offered in a variety of modes of attendance
- efficient governance and management including good communication systems and effective consultation with staff and students
- clear and effective procedures for the recruitment, guidance and support of students
- a thorough system for identifying and supporting those students who need additional help with basic skills and other areas of learning
- good standards of teaching in most areas
- high levels of achievement and retention in many GCE A level courses and most vocational courses
- a good record of progression of students into further and higher education and employment
- a clear and thorough system for the quality assurance of the courses offered
- generally good accommodation and equipment, which is effectively used.

96 If the college is to consolidate its achievements and make further progress it should:

- ensure that good practice in managing departments is shared
- implement systems for monitoring and for quality assurance in every section of the college
- introduce more rigorous teaching and ways of promoting learning to extend the skills and abilities of all students
- ensure that policies on assessment and the recording of students' progress are implemented effectively across the whole college
- improve poor retention rates and examination results on some

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## FIGURES

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- 1 Percentage enrolments by age (at May 1994)

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  - 2 Enrolments expressed as full-time equivalents by mode of attendance and curriculum area (at May 1994)

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  - 3 Staff profile – staff expressed as full-time equivalents (at May 1994)

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  - 4 Percentage enrolments by level of study (at May 1994)

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  - 5 Recurrent income (16 months to July 1994)

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  - 6 Estimated expenditure (16 months to July 1994)

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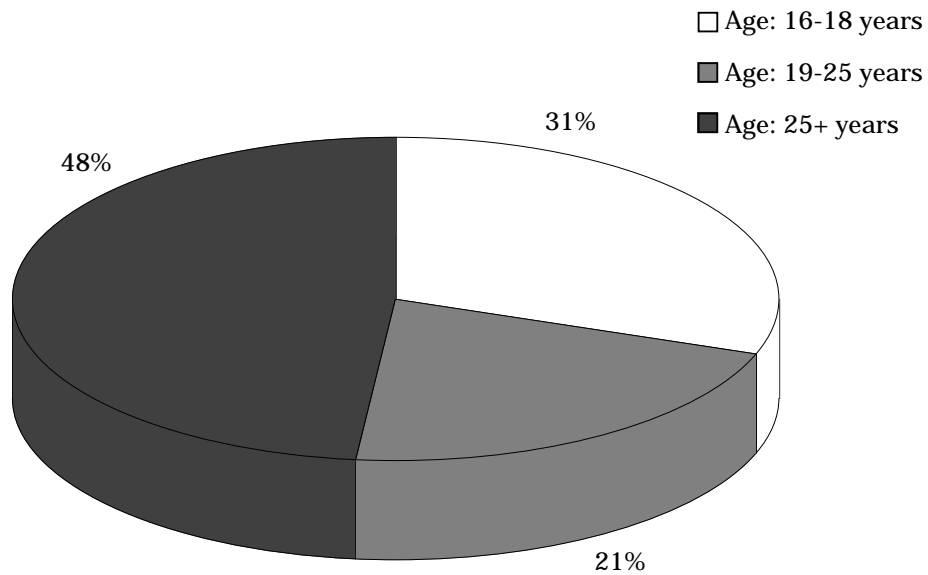
**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

**Havering College of Further and Higher Education: percentage enrolments by age (at May 1994)**

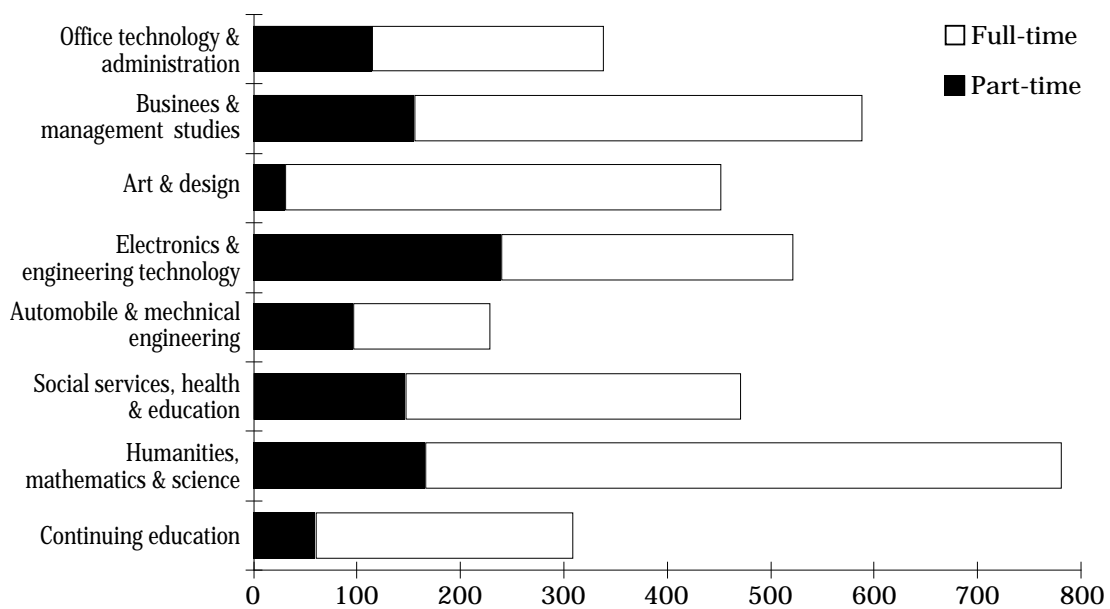


Enrolments: 9,885

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**Figure 2**

**Havering College of Further and Higher Education: enrolments expressed as full-time equivalents by mode of attendance and curriculum area (at May 1994)**



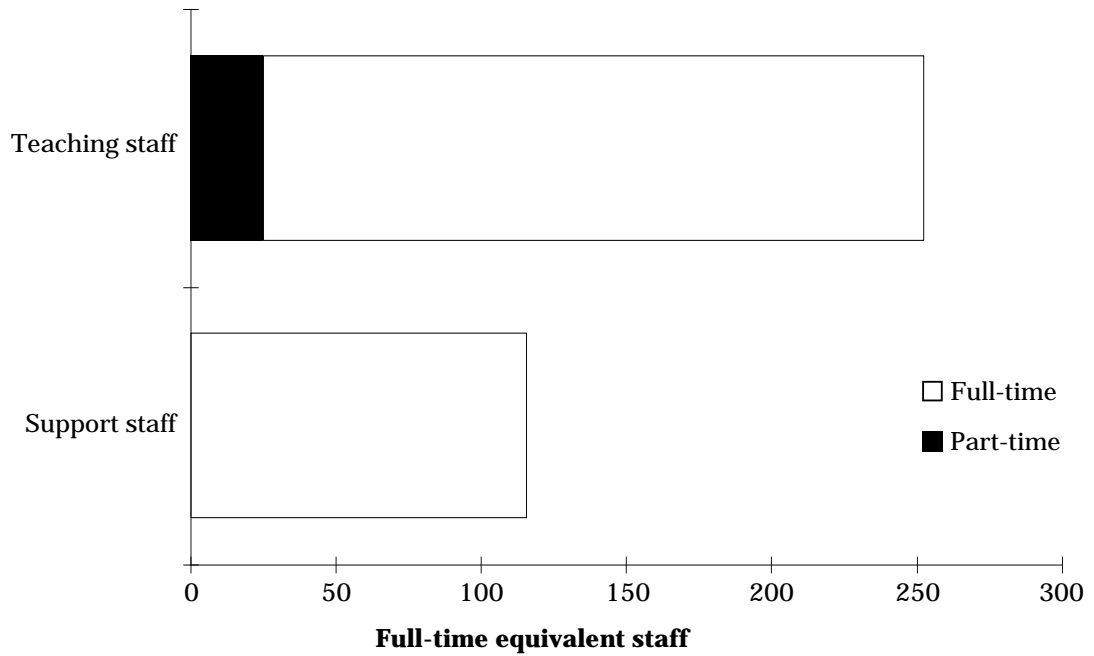
Full-time equivalent enrolments: 3,696

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**Figure 3**

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**Havering College of Further and Higher Education: staff profile - staff expressed as full-time equivalents (at May 1994)**



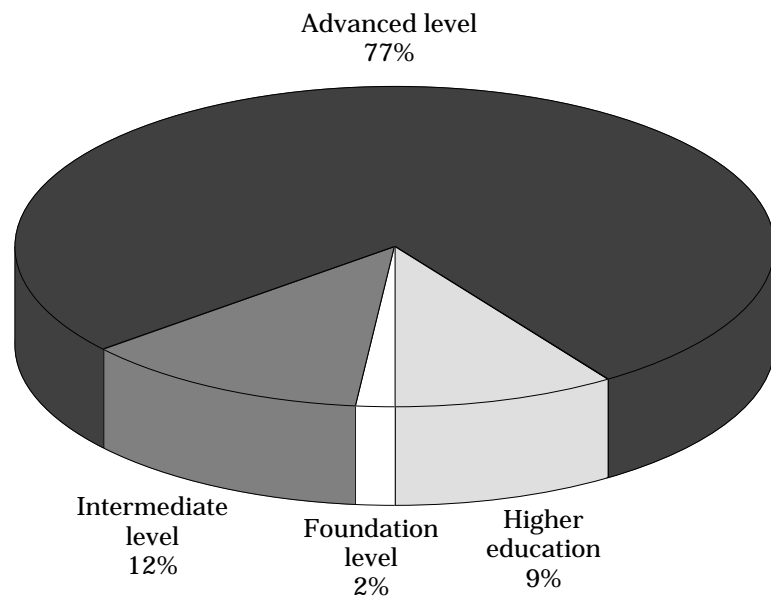
Full-time equivalent staff: 369

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**Figure 4**

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**Havering College of Further and Higher Education: percentage enrolments by level of study (at May 1994)**

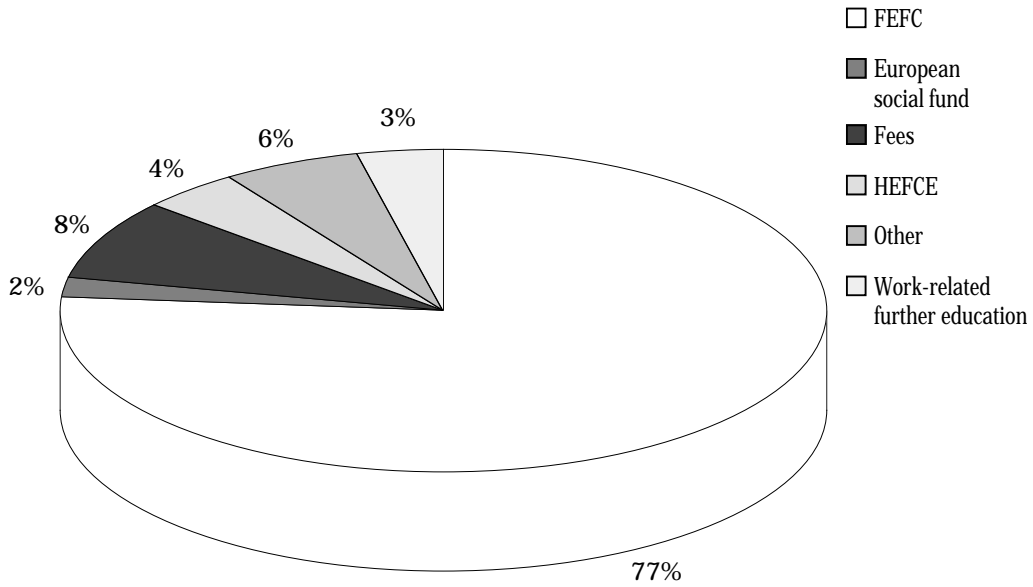


Enrolments: 9,885

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**Figure 5**

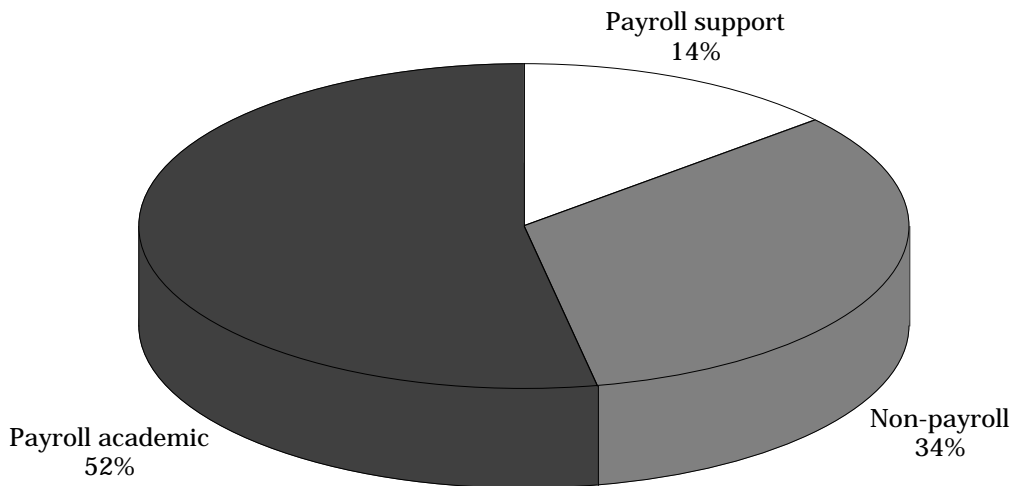
**Havering College of Further and Higher Education: recurrent income (16 months to July 1994)**



Recurrent income: £16,746,000

**Figure 6**

**Havering College of Further and Higher Education: estimated expenditure (16 months to July 1994)**



Estimated expenditure: £16,746,000



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