

**REPORT
FROM THE
INSPECTORATE**

Highbury College

February 1995

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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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 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.

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.*

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FEFC INSPECTION REPORT 19/95

HIGHBURY COLLEGE SOUTH EAST REGION

Inspected May – November 1994

Summary

Highbury College is a major provider of post-16 education in the city of Portsmouth. The college has a comprehensive portfolio of courses to cater for school leavers and adults. These include specialised facilities such as electronics courses in the college's European Space Agency approved school. There is a good range of courses for students with learning difficulties and/or disabilities. The quality of teaching is good. Teachers have close links with local industry. Many courses benefit from the contribution of part-time teachers who work for companies in the area. Each of the faculties is well managed. Teachers are well qualified to teach the courses offered. Students' performance in public examinations is variable but satisfactory overall. Retention rates on a minority of courses are poor. The college has an extensive range of technical equipment which includes an impressive computer network. There is a good library. At the time of the cross-college phase of the inspection the college was without a principal and was being well led by the acting principal and senior management team. Governors have not been involved in policy review and strategic planning. Although each faculty is well managed, significant differences have developed in their operation and there is little sense of college identity. The academic board has not been an effective forum for academic debate or for establishing an overall policy on quality assurance. The college has not planned for the replacement or upgrading of its equipment. It does not have consistent personnel policies and practices for teachers and support staff.

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		4
Students' recruitment, guidance and support		3
Quality assurance		3
Resources:	staffing	2
	equipment/learning resources	1
	accommodation	2

Curriculum area	Grade	Curriculum area	Grade
Science	2	Health and community care	2
Construction	2	Media and journalism	2
Engineering	2	Humanities	2
Business	2	Basic education	2
Hotel and catering	2		
Leisure and tourism	2		

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INTRODUCTION

1 The inspection of Highbury College, Portsmouth, took place in three stages. Specialist subjects were inspected between 9 and 11 May 1994. The college enrolment and induction procedures were inspected at the beginning of the autumn term 1994 and aspects of cross-college provision in the period between 31 October and 3 November 1994. Twenty inspectors took part in the inspection for a total of 73 inspector days. Inspectors visited 187 classes and examined a representative sample of students' work. Meetings took place with members of the corporation, the senior management team, teachers, students, support staff, parents, employers, the local careers service and the corporation member who is the representative of the Hampshire Training and Enterprise Council (TEC). Inspectors examined college policy statements, minutes of committees, working papers and documents relating to major aspects of college organisation.

THE COLLEGE AND ITS AIMS

2 Highbury College is situated on six sites in the City of Portsmouth. The main campus is a large complex in the north of the city adjacent to the south coast motorway, the M27. The Unicorn Training Centre, a large training workshop leased from the ministry of defence is located in the centre of Portsmouth and close to the naval dockyard. The other sites are small, scattered around the city, and used exclusively for adult education.

3 The college offers a wide variety of vocational courses. These range from opportunities for students with learning difficulties and/or disabilities to degree courses, most of which are franchised from the University of Portsmouth. Students can study National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs) at levels 1 to 4 or their equivalent, General Certificate of Secondary Education (GCSE) and General Certificate of Education advanced level (GCE A level) courses, and a wide range of professional courses. Full-time 16-19 year old students are increasingly using vocational courses as a route to university.

4 At the time of the inspection there were 2,658 full-time, and 7,329 part-time and adult education students. Enrolments by age and level of study are shown in figures 1 and 2, respectively. Highbury did not meet its target of 3 per cent growth in 1993-94 but is confident that it will achieve its target of 3 per cent this year.

5 The college is the main provider of vocational education in the city of Portsmouth. Portsmouth is largely built on Portsea Island, and is one of the most densely-populated areas in Europe. Participation in further education on the island is traditionally low. Highbury also attracts students from the neighbouring towns of Havant, Fareham and Petersfield. The population of the catchment area is almost half a million. A small number of courses, such as those in construction and journalism, recruit students from a wider area and nationally. Highbury has traditionally offered a large number of part-time courses, mainly in technical and administrative

subjects to those employed in local industry. Enrolments by mode of attendance and curriculum area are shown in figure 3.

6 The college is organised into four large faculties. These are: business management and hospitality studies; media and community education; environmental studies; and technology. There are 259 full-time and 364 part-time teachers, and 134 full-time and 71 part-time administrative and technical support staff. A staff profile is shown in figure 4.

7 The prosperity of Portsmouth has been closely linked to the naval dockyard and defence industries. The Ministry of Defence, GEC Marconi, Plessey, and IBM are among the large employers in the city. IBM has recently closed a large manufacturing facility with the loss of many jobs. There are many small companies which employ less than 20 people. As a consequence of economic changes, the number of students released by their employers to study at the college has been substantially reduced.

8 Following the reduction of work in defence industries, unemployment has risen in the city to almost 13 per cent. In some districts it is 16 per cent. The city council is attempting to attract business, administration, travel and tourism, and recreational jobs. The college is adapting and introducing new courses. Its new curriculum strategy includes a wider range of adult education courses.

9 The college's stated mission is to identify and stimulate training and education needs, and to design and deliver high-quality learning programmes to meet them in a cost-effective manner.

RESPONSIVENESS AND RANGE OF PROVISION

10 College managers are aware of the government's aims and policies for further education. The national targets for education and training have been embodied in the college strategic plan. Most teachers have only a limited national perspective, depending on how it affects their own areas. Faculties have succeeded in meeting work-related further education targets, and in increasing the range of courses available.

11 The college offers a wide range of courses for school leavers and adults. Every faculty provides a variety of full-time and part-time courses from foundation and craft level to higher national certificates and diplomas. The college offers a BA honours degree in hotel and catering management, run jointly with Portsmouth University and a number of courses which prepare students for entry to higher education courses. There are opportunities for students to achieve professional or post-graduate qualifications. An NVQ at levels 4 and 5 in management studies has been launched recently. Significant progress has been made in introducing GNVQs.

12 There is a good range of courses for students with learning difficulties and/or disabilities. These have been increased, following a systematic analysis of students' needs. Students are either enrolled onto foundation vocational courses, or specially designed courses. Approximately 80 per

cent of the students go on from the latter to mainstream courses. Financial support from the European Social Fund has enabled the college to launch a 'training for work' programme for adults with learning difficulties and/or disabilities, in partnership with the Beneficial Foundation.

13 The college has collaborated well with Hampshire TEC. A senior member of staff has now been given cross-college responsibility for TEC liaison, so that the greatest benefit may be derived from this partnership. As a result, Highbury has mounted special courses for unemployed people and for women returners, including a Business and Technology Education Council (BTEC) first diploma in information technology for women. Many of the students have subsequently gone on to more advanced courses.

14 Twenty-three GCE A level and 20 GCSE subjects are offered for part-time study only. Some full-time students are able to complement their vocational studies by taking single subjects at GCE A level or GCSE.

15 As part of its mission to serve the community, Highbury has taken a leading role in a consortium of adult education centres in Portsmouth, and provides 40 per cent of the courses. It has accepted responsibility for publicising adult education. It contributes to the education service in Winchester and Kingston prisons. In collaboration with the probation service, it also operates a vocational programme for offenders sentenced to a community service order.

16 Many teachers display an entrepreneurial spirit, and are encouraged by the college to act as consultants both at home and abroad. Links have been built up in France, Spain, Austria, Hungary, Romania and the Middle East. These connections have led to an increase in the number of overseas students attending the college.

17 The college has responded to the fall in the number of day-release students by introducing full-time courses in beauty therapy and sports science. To make existing courses more accessible to a wider range of students, more flexible arrangements for study and mixed part-time and full-time attendance have been introduced.

18 Links with industry, commerce and the public services are good. They have been developed with a wide range of companies and organisations including Portsmouth City Council, the Royal Navy, P&O Ferries, British Gas and the Hampshire Business Education Partnership. Students on most full-time courses are provided with work experience. Many courses benefit from having part-time teachers who work for companies in the area. Some companies also assist the college in keeping its courses up-to-date through contributions to its course review process. Teachers' links with industry often lead to the development of full-cost courses.

19 The college offers a comprehensive range of specialist courses through its regional electronics centre, which was funded originally by the Department of Trade and Industry. It also offers highly-specialised electronics training in its school approved by the European Space Agency.

The college is an authorised Autocad training centre.

20 An extensive work-placement programme for teachers provides an opportunity for them to keep abreast of developments in commerce and industry. This contribution to the college by industry reinforces the partnership between Highbury and its clients. The college has effective links with the area health authority and provides courses for dental technicians. Training courses for health centre managers are proving successful.

21 Each faculty has staff with responsibility for publicity and promotion. Until recently, each faculty has promoted its courses independently. A college marketing and promotion group has now been formed. Its focus so far has been to develop links with schools. A 50 per cent increase in the number of schools actively associated with the college was projected and this has almost been met. Promotional visits to schools are now co-ordinated and efficient. The college schools' liaison team and the publicity officer have been successful in developing a college approach to market research and publicity. This has led to a significant increase in the numbers of potential applicants attending open evenings. The college plans to reinforce its new links by establishing joint provision of GNVQ courses at foundation level in tourism and leisure, and health and social care. However, further progress will be hampered by the lack of full-time GCE A level and GCSE courses for school leavers. They will not become available before 1996.

22 The college has commissioned consultants to evaluate its image in the community. Their findings have resulted in proposed changes in the way the college presents itself, and in a transformation of publicity materials.

23 Senior managers have a general overview of college marketing and publicity. However, the college should develop systems which link the marketing information developed centrally with that obtained by course tutors in order to ensure more effective course planning. Governors' awareness of the magnitude of the college's provision and its success in meeting the varied and complex needs of the local community is not up-to-date.

GOVERNANCE AND MANAGEMENT

24 Members of the corporation and managers of Highbury College passed through a difficult period immediately prior to the inspection. The principal resigned unexpectedly with effect from 31 August 1994. The deputy-principal was acting principal during the inspection and will continue until the new principal takes up her appointment in January 1995.

25 The corporation has 14 members. Eight are drawn from industry and commerce, including the TEC representative. Two governors are elected from the staff. The president of the student union is a member.

Three co-opted members include a representative of Portsmouth City Council, a secondary headmaster, and an additional industrial governor. The corporation board meets in accordance with the articles of government and is well attended. There are finance and general purposes, premises, and personnel committees, which are attended by the relevant senior members of the management team. A remuneration committee and an audit committee have been established. The former principal chose not to be a member of the corporation. It has not been usual for other senior managers to attend corporation meetings, except for the college secretary who is clerk to the board. The new principal will join the corporation board bringing its membership up to 15.

26 The college has enthusiastic governors who are able to bring to it a wide range of skills and expertise. They are aware of their responsibilities and liabilities. The governors acknowledge that relationships with the previous principal were not good and are keen to work constructively with the new principal. The distinctions between governance and management have not been clear, and should be reviewed when the new principal takes up her appointment. Governors were not encouraged to develop close links within the college, but they now wish to become more deeply involved.

27 Governors were not involved in drawing up the college's strategic plan. The current plan does not represent either the views of governors or those of the current senior management team. The plan is descriptive, and contains little rigorous analysis except for the accommodation strategy. It does not contain an annual operating statement. Nevertheless, the plan remains the only formal expression of the college's intentions and direction. It should be reviewed, with the participation of all interested parties, without delay.

28 Governors indicated that briefing papers had improved considerably in recent months, particularly those presenting financial information. Minutes of corporation committees show many papers passing back and forth between governors and the college executive for successive modifications. This cumbersome process has led to considerable delay. Senior managers should work more closely with committee chairmen to prepare more informative papers for the corporation board and its committees.

29 Governors should become active in a wider range of activities, including policy reviews and quality assurance. They acknowledge their need for training. While time is a serious constraint for some, ways to meet this need should be found.

30 Responsibility for implementing and monitoring college policies, including those for equal opportunities, health and safety, personnel, and student support, are clearly allocated. The senior management team comprising the acting principal, the vice-principal and the college secretary meets weekly. The college management committee which brings together the principalship and the faculty directors meets monthly. These meetings

are not sufficiently frequent to allow the faculty directors to be significantly involved in college management.

31 The curriculum is taught in four large faculties, each containing between five and 12 academic divisions. Faculty directors each have three assistant directors. All faculty directors and a number of assistant directors have cross-college roles. These roles have not been adequately formalised and described. The four faculties have evolved as virtually independent units since their formation in September 1993. As a result, their internal management structures are now significantly different. One is almost a matrix structure, one is evolving in that direction, and two work on a line management pattern. Most major cross-college functions are repeated in each faculty. The boundaries between faculties are strong, and there is little exchange of knowledge or skills. Duplication of effort and direct competition are ameliorated by cross-college committees or working groups and by good relationships between staff. Nevertheless, the absence of formal planning structures has resulted in similar courses being offered in several different faculties. Effort and time are wasted in developing different administrative arrangements. Separate approaches to employers for student work experience placements also waste time and irritate industrial partners.

32 Each faculty is, in itself, well managed. Responsibilities are generally clearly allocated and understood, but they are not always reflected in job descriptions. There are regular meetings of faculty management teams, divisional and course teams, and all faculty staff. Most are appropriately minuted, and notes for action are followed up. Teachers report that communications within faculties are generally good. Faculty and central administration staff report that they are not informed about college developments, and often learn about them only through the local press.

33 The faculties do not feel committed to the college's strategic plan. There is little sense of college identity, and no formal agreement on common goals or directions. For example, faculty directors set their own enrolment targets. Faculties have not written their own strategic plans although some divisions, such as computing, have produced a sound five-year development programme. Each faculty has recently produced an operational review. This work will be of value if it forms the basis of a collaborative approach to the next round of college planning.

34 Faculty directors do not understand the allocation of resources. They are unable to see a link between the money they receive and the student numbers or types of work in their faculties and they are unaware of Further Education Funding Council funding methods. At the time of the inspection, three months into the college financial year, the faculties had not received their budgets. A draft budget was agreed by the finance and general purposes committee and the corporation board in May, and there is no satisfactory explanation for this damaging delay. There has been only a limited delegation of budgets below the level of faculty director. Many

assistant directors and heads of division do not have the means to plan and manage the resources for their operations. Financial skills are poorly developed in most junior managers, and in some cases the lack of accountability results in abdication of responsibility and poor use of resources. The college's income and expenditure for the 16 months to July 1994 are shown in figures 5 and 6. Its average level of funding for 1994-95 is £19.54 per unit. The median for general further education and tertiary colleges is £18.17.

35 The academic board draws its membership from across the college. Its terms of reference are confusing. It is not clear in the college whether the academic board should advise the principal or the governors. This ambiguity stems from the decision of the previous principal not to join the corporation board. The academic board has delegated some of its functions to faculties without ensuring that individual faculty decisions do not have an adverse effect on the college as a whole. Most academic decisions are resolved either by faculties themselves or between directors of faculty and the vice-principal. The academic board is not an effective forum for debate or communication, and much of its time during the last year has been devoted to procedural matters. The strategic plan was not available for consideration at two consecutive meetings, and when it was, time had run out for discussion. Academic board minutes do not provide useful information, and rarely result in any subsequent comments or action.

36 The college has had its own computerised management information system since 1989. In 1993, a programmer was employed to continue its development. The college decided not to continue its involvement in the first phase of the individual student record system owing to slow progress with the early work. The management information system is networked to all the main administrative areas of the college, including the Unicorn Training Centre. Further expansion is planned, to make it available in all staff rooms. Budget holders report that financial information is adequate to manage their funds. The students' record system is slow and cumbersome. Additional software development and staff training are being used to try to overcome this. Timetabling is undertaken on a separate software package, which is not compatible with the main administrative system.

37 On a day-to-day basis, the college runs effectively and this is reflected in the satisfactory delivery of its curriculum. This is the result of sound faculty management. Deficiencies are concentrated at the strategic level. In the past few months, the acting principal and senior management team have made significant progress in addressing them.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

38 The college provides a wide range of informative literature to applicants. It is made available at college open days, during visits by college representatives to careers conventions, and is sent out in response

to postal and telephone enquiries. The course leaflets lack consistency, and apart from the use of the college logo, most do not share a corporate identity.

39 The college provides opportunities for students to attend taster days and to sample elements of courses. All students applying to enrol on a full-time course are interviewed. They are provided with clear and impartial advice on courses and on the careers they may wish to follow. Early applicants usually have to wait until the spring term for an interview. Applicants are informed of the outcome of their interview quickly. An enrolment pack giving details of term dates, travel facilities and grants is sent out with the offer.

40 The college does not have a fully-centralised admissions service. This leads to variations in the way students' applications are handled. Some are processed centrally. Others are dealt with entirely by the faculties and the admissions unit learns of these students only at enrolment. Additional information is often then required before the process can be completed. This mixed admission procedure is inefficient.

41 In September, the enrolment of full-time students took place at locations throughout the college. Poor signposting made it difficult for applicants to find their way. No information on the number of students who had already enrolled was available at college level, so that central admissions staff did not know how many places were still vacant.

42 Most new students are screened during the first week of their course, using the National Federation for Educational Research basic-skills tests in literacy and numeracy. The 20 per cent of students who are identified as most needing support are offered additional teaching. Many, however, do not take up this offer. Self-referral is being developed, but there is little integration of core skills teaching across the curriculum. The operation of the curriculum support centre is uneven. Whilst some course tutors actively encourage students to take advantage of its facilities, others do not.

43 The college does not have a policy for the accreditation of students' prior learning. There is little apparent demand for it. With the support of Hampshire TEC, research is being conducted to identify the number of unqualified people in jobs which usually require higher national diploma qualifications. This is the college's first step in a policy to actively promote accreditation of prior learning.

44 Induction programmes are provided for all full-time and most part-time students. Those for full-time students last a week, and for part-time students induction is carried out at the first session of their courses. Induction is generally well planned, but there is no central guidance for teachers. Most have nevertheless built up an appropriate programme of events, although not all induction programmes include an input from the counselling team.

45 The college published its college charter in October but many students are not yet aware of it. Teachers do not feel that they have been adequately involved in its development. It describes a wide range of services and procedures to support students but the detail in which service standards are stated varies. Complaints procedures are included and there is an undertaking to make a full response within 10 days of receipt. The student services committee, chaired by the vice-principal, is responsible for its monitoring and reviewing the charter. A working party has been established to prepare a new student disciplinary code.

46 Students who enrol on a course at the wrong level, or decide that they do not want to continue, are given additional advice and allowed to transfer. There are however, no uniform systems to facilitate this.

47 All full-time students are allocated a personal tutor and a tutorial hour is timetabled each week. The use of this time by tutors is not consistent within faculties or across the college. There is no central guidance on the content or operation of the tutorial programme. Students were complimentary about the dedication of their tutors and the support they provide.

48 The college has a personal counselling and guidance service. Two staff in each faculty are trained and qualified. Students may be referred by tutors but also have access when they require it. The service lacks a central focus and does not operate consistently. A development plan for the service is still being discussed. The annual report of the counselling service is not widely distributed or debated. Whilst it indicates a growth in usage of the service, it does not categorise or quantify the caseload.

49 Careers guidance is provided before entry and during courses. A booking system is available, and students may also use the centre without an appointment each lunchtime. The service is appropriately located near the library and its facilities are to be improved shortly.

50 Attendance is monitored through registers. Procedures for following up absences vary between faculties. Absences of three weeks or more are usually referred to the head of faculty. In cases of persistent absence, tutors contact students at home, but the length of time which is allowed to elapse before an enquiry is made varies.

51 The college provides a day-care nursery with 15 places on the main site, and a 12 place playgroup at Cosham Park House. This is available to students of the college and demand exceeds supply by a factor of four. The operation is available during term time only.

52 Every student who enrolls on a course becomes a member of the students' union. It has a sabbatical president who represents students on a wide range of college committees. An office is provided by the college. Many students are nevertheless apathetic about the union, which accordingly provides only a limited range of activities.

TEACHING AND THE PROMOTION OF LEARNING

53 The quality of teaching is generally good. The following table summarises the grades given to the 187 teaching sessions inspected. Sixty-one per cent of teaching sessions clearly demonstrated more strengths than weaknesses. A further 32 per cent of sessions had a balance of strengths and weaknesses. In only 7 per cent of sessions did weaknesses outweigh the strengths. The following table summarises the grades given to each of the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		4	1	3	0	0	8
GNVQ		1	7	3	1	0	12
BTEC		14	52	32	6	1	105
NVQ		2	4	3	2	0	11
GCSE		1	0	2	0	0	3
Other		3	26	16	3	0	48
Total		25	90	59	12	1	187

54 Courses are well planned. They have clear aims and objectives linked to examination syllabuses and assessment requirements. Most teachers work to well-prepared schemes of work that ensure that the aims of courses are met. Good planning was particularly evident in the development of the NVQ and GNVQ courses in health and social care, and catering. Teachers keep abreast of industrial developments and incorporate them into their courses.

55 The majority of classes are well planned. Teaching sessions are well prepared and effectively delivered. In the best examples, the aims of the sessions were clearly communicated to students at the start. On the further education teachers' course, lecturers should have shared their good lesson plans with the student teachers as examples of good practice. Teachers provide well-structured learning opportunities for students.

56 In the majority of sessions inspected, students were well taught. They were helped to develop written, oral and practical skills through a variety of teaching and learning techniques. Teachers usually took proper account of the different abilities of students within their group so that all learned effectively. Student motivation was high.

57 An example of good practice was seen in a joint GCE A level and access course where students were being introduced to the chemistry of the transition of metals. There was a good mix of theory and practical work. The theory was logically organised and clearly taught through good board work and an appropriate handout. Questioning was used to draw out students' previous knowledge, and tasks were set to test understanding. Students were attentive and responsive. Consideration of the theory was

followed by a short practical observation of a compound unlikely to have been encountered previously by the students. This work was performed competently, with attention to safe laboratory working practice. At the end of the session, students showed a good understanding of the chemistry involved.

58 On vocational courses in construction, business studies and catering, theory and practical work were well combined. This encouraged and motivated students. In some courses, particularly in catering, teachers worked in teams so that students could be properly supervised while they learnt skills in realistic working environments.

59 The quality of students' learning on courses for students with learning difficulties and/or disabilities was generally high. On a minority of specially-designed courses, poor presentation and unsuitable materials failed to challenge the students. Good-quality teaching was characterised by a practical approach to skills development, in which tasks were clearly related to vocational areas. Student self-assessment has been developed, but it could be more widely used. Insufficient use is made of information technology as an aid to learning.

60 Relations between staff and students are good. In the best classes, effective classroom management, good relationships, and the professional credibility of teachers provide a good context for learning. Most teachers are enthusiastic and give clear explanations which are often set in a vocational context to encourage and motivate students.

61 The work experience of part-time students is often used to illustrate technical explanations. Laboratories, workshops, and simulated working environments such as the Lord Romsey restaurant, provide good practical facilities. They enable students to develop the skills necessary for employment and to achieve NVQs. On the further education teachers certificate course, lecturers were particularly effective in teaching adults returning to education.

62 In the few poor sessions observed, teachers failed to keep the interest of students. In some, students were required to copy long notes from the white board or overhead projector screen. In others, teachers provided poor-quality handouts, or students were insufficiently challenged because of the way in which work was organised. In some sessions, less-confident students were able to withdraw and do nothing.

63 Students' assignments and assessments were generally of an appropriate standard. Some written assignments, for example in hotel and catering, were insufficiently challenging, but most placed suitable demands on students. The tasks set for the higher national certificate in information technology stretched the students and responses were of a high standard. Some assignments were set in a practical context, while others were written tasks for individuals and groups, demanding research and evaluation. A minority of assignments were excessively prescriptive, prompting students to regurgitate facts they had been given; the length of

some was defined too precisely; and in computing and technology the range of assignments was too limited. In most cases, assessment criteria were clear and the grading explained to students.

64 Marking was usually thorough and accurate, but there were some exceptions. In the electrical and electronic division, work was marked constructively and consistently, whereas in the hospitality course written feedback from teachers varied in quality and in media studies there were no guidelines for marking to enable all staff to meet comparable standards. Teachers generally provided informative written comments on students' work. In most cases, it included corrections of spelling and grammatical errors, but the practice was not uniform. The college should consider its policy on this.

65 In a small number of classes across the college, there was poor attendance. In a minority of sessions punctuality was also poor and the late arrival of some students had a disruptive effect on the rest and slowed down the progress of the class.

STUDENTS' ACHIEVEMENTS

66 Most students are satisfied with their courses. They regard them as relevant to their work and career aspirations. With few exceptions, students spoke with enthusiasm about their work and felt that they were making progress. Most students were developing appropriate levels of knowledge and understanding, although there were exceptions on some craft level courses.

67 Practical work in the college is generally carried out competently and with due regard to health and safety. High levels of practical skill were observed in mechanical, electrical and electronic engineering, hotel and catering, and construction courses. Lack of employment in the construction industry has limited the opportunity for students to gain experience through work placement. In science courses, laboratory work is well organised and students develop good experimental practice.

68 In most subjects, students have the opportunity to experience work in groups, in pairs and individually. Successful examples of group work were seen in engineering and construction. Students on the national diploma in science worked enthusiastically as a group, and collaborated on common skills assignments. On the BTEC national diploma in travel and tourism, groups of students used role play exercises to simulate job interviews, using their own curricula vitae.

69 Students showed their confidence during open discussions, and in giving presentations of their work. Good examples were seen in construction, science, mathematics, and social care classes. In computing and information technology courses, students expressed their views clearly and mature students added to the quality of discussion.

70 Standards of written work were at least satisfactory, and in some cases excellent. The best examples of student work were seen on national

diploma and higher national certificate (HNC) courses in computing and information technology, hotel and catering, and GCE A level human biology. Good core skills assignments were seen in science, social care and media studies. Many students put enormous effort into their written work. The best were wordprocessed, well-illustrated and bound. In science and mathematics, good presentation included appropriate use of statistical methods, formulae and equations, graphics, and citations. In media courses, written work showed the benefit of well-taught study skills.

71 In the following analysis of student achievement the number of students enrolled at the beginning of a course or subject is the basis for the percentage calculations. For most courses there are no agreed national figures against which to compare students' achievements at Highbury. However, 78 per cent of the 267 students in the final year of study on the vocational courses included in the Department for Education's 1994 performance tables were successful. This places the college among the middle third of colleges in the further education sector on this performance measure.

72 In the faculty of technology, the pass rate on the BTEC national diploma in electronic engineering has fallen gradually from 70 per cent in 1991 to 35 per cent in 1994. During the same period, drop-out rates have increased, and for the last two intakes has exceeded 30 per cent. On the national certificate in electronics and telecommunications engineering, student retention has been good and achievement has risen in each of the past four years to reach a pass rate of 81 per cent in 1994.

73 Most students now studying for the part-time HNC in electronic engineering are not released by their employers for the whole day. The number of students enrolling for this course has also fallen from 135 in 1989 to 58 in 1994. Of those who completed the course in the minimum time, over 90 per cent have achieved the qualification in the past two years. On the part-time higher national diploma (HND) in electronic engineering, pass rates have exceeded 70 per cent in three of the last four years, and reached 84 per cent last year.

74 On the national diploma in computer studies, the student pass rate has varied widely over the past four years, but rose to 86 per cent in 1994. On the national certificate in computer studies, pass rates have been poor: they were 53 per cent in 1993 and 42 per cent in 1994. First diploma passes in the same subject have declined gradually over four years to reach 48 per cent in 1994.

75 In mechanical engineering, students' pass rates in the HNC has risen from 52 per cent in 1991 to reach 82 per cent in 1994. Some of the successful students continue at the college to gain an HND. They have been particularly successful, and 89 and 73 per cent respectively have achieved the qualification in the last two years. The national diploma in mechanical engineering has not been very successful in the last two years. In 1993, the first-year drop out was high, and there were not enough

students to start the second year. Those who successfully completed the first year transferred to another college. In the national certificate, the student pass rate has varied considerably over the last four years, but was good in 1994 at 86 per cent. The pass rate in the first certificate in engineering has reached 80 per cent in only one of the last five years, and in 1994 it was poor with 42 per cent of students passing.

76 In the faculty of the environment, student pass rates on the BTEC national diploma in construction have been above 70 per cent in recent years, but fell to 50 per cent in 1994. In the national certificate in building and civil engineering, students' pass rates have varied between 50 and 69 per cent during the last four years. The faculty runs two HNCs in civil engineering and building studies. Successful completion of the civil engineering course has fallen from 93 per cent in 1991 to 44 per cent in 1994. On the HNC building studies, achievement has been very good: pass rates have exceeded 95 per cent in each of the last three years.

77 The faculty offers a wide range of full-time and part-time courses in all building trades. These include a comprehensive range of NVQs. Student achievement on these courses is at least satisfactory, and in some cases good. Good results have been achieved in carpentry and joinery. Achievement on some NVQ courses has been variable. For example, students on plastering courses have been relatively successful, with pass rates exceeding 70 per cent, while those on bricklaying courses have been less good with pass rates at between 30 and 56 per cent in the last two years. Many students on these courses are unemployed, and have limited opportunity to achieve competence in practical skills.

78 In the faculty of media and communication, students' pass rate on the access course in science has exceeded 75 per cent in the last two years. The part-time access course student numbers have been small, but in the same period all who enrolled have successfully completed the course. Entry from these courses to higher education is good.

79 GCE A level subjects are only offered for part-time study, although some full-time students study for individual subjects in addition to their vocational course. The number of students who study for A level subjects is small, and their success is variable. Student success in some subjects, such as modular mathematics and chemistry, was good with pass rates of 83 and 80 per cent, respectively, for those taking the examination. Drop-out from these subjects is low. In contrast, results in physics, and pure and applied mathematics were poor.

80 GCSE results in biology were good in 1994 with all students achieving a pass grade. Results were also good in human biology and chemistry where pass rates were 72 per cent and 64 per cent, respectively. Results in mathematics (non modular) and physics were less good, with 48 and 50 per cent respectively passing.

81 In the BTEC national diploma in health and social care, which changed to the advanced GNVQ in health and social care in 1992, and had

its first output in 1994, results have been variable. For the BTEC course the pass rate varied between 62 and 95 per cent in the past three years. The first GNVQ achieved a 65 per cent pass rate, but 35 per cent of students failed to complete the course. The national diploma in science has had constant levels of success with between 65 and 69 per cent of students passing their examination over the last three years. The pass rate for the national diploma in caring services has fallen from 60 to 50 per cent over the last two years. Drop-out is high from most courses, but almost all students who complete their courses are successful.

82 Students who completed the national certificate courses in science and the course for dental surgery assistants have all passed their courses in the last two years, but drop out from these courses is high. The further and adult education teachers certificate is very successful, with a pass rate in excess of 95 per cent in each of the past four years. Student numbers on stage two of this course have reached 100.

83 Students' level of achievement on the BTEC national diploma in travel and tourism has improved over the last two years: pass rates have risen from 55 to 90 per cent. In the same period, pass rates on the national diploma in leisure have increased from 72 to 85 per cent, and on the national diploma in hotel and catering from 70 to 80 per cent. On each course, most students who complete their studies pass their examinations. On the City and Guilds of London Institute catering course, fewer than 20 per cent have passed during the last three years. This course also has a poor record of retaining students, with more than half failing to complete.

84 Student pass rates on many of the courses at Highbury are reduced by students failing to complete although some of those who do not complete their course are offered jobs while on work placement. The college does not adequately monitor the reasons for students failing to complete their courses or ensure that students who have difficulty with their courses are provided with the support necessary to enable them to complete.

85 The college has recently introduced a pilot value-added scheme to evaluate the progress made by students at the college. This is a useful addition to the range of data about students' achievements.

86 Tracking of the destinations of students is contracted out to the county guidance and careers service. Results from the 1992-93 survey indicate that 73 per cent of the students go on to further or higher education, or to employment which is related to their course of study.

QUALITY ASSURANCE

87 The college has no overall policy on quality assurance and control. College quality standards and targets have not been set. There have been efforts to introduce a quality system but its launch has been delayed by a number of policy changes. A course review and evaluation system was developed in 1989. Subsequently a quality system, based on BS 5750 was explored and later abandoned. More recently, work has started towards

achieving the Investors in People award, and this has incorporated parts of earlier systems. The college has produced a useful draft quality assessment document. It accurately identifies strengths and weaknesses in the current circumstances and is a useful document.

88 The course review and evaluation system makes a useful contribution to quality improvement. All courses are included, and positive action follows. The vice-principal is responsible for its overall management. He works with the four faculty quality managers and co-ordinates their activity through the college quality review group. Course teams produce three interim reports each year based on the entry, on-course and final phases of each programme. Standard report forms are available. Annual reports for each course are considered by faculty quality assurance committees.

89 The way in which the review is conducted reflects the concern of teachers and managers for quality, but it is not consistent. Some faculties and course teams use locally-devised forms, rather than the new college form introduced this session. There is no common approach to the use of student questionnaires. Membership of faculty course review teams varies, and some do not include students. Although some of these differences stem from positive initiatives, the good practice is not shared across the college. Course review is not sufficiently analytical. Action plans are not always constructed following course reviews. There is limited discussion or use of performance indicators in faculty meetings at which courses are evaluated. Only the faculty of technology considers student retention data in detail. Some faculties have operational guides which clearly describe their processes but there are no cross-college manuals.

90 There is no effective college quality assurance framework through which the work of course review and evaluation can be guided and no effective central monitoring of quality. As a result, issues arising from course review are not exposed to scrutiny outside the faculties, and opportunities for quality improvement are lost. The governing body has been weak in monitoring quality. The academic board does not take an effective part in requiring analysis of quality information. The quality review group reports to the college management committee and there is a link with the academic board through common membership. However, the group has not performed effectively, and there is little evidence of quality matters being discussed by the academic board.

91 There is a detailed staff-development policy for teachers. Its implementation and procedures are well documented. The process is well managed by the staff-development officer. There are detailed staff-development reports for the last two years but these have not been considered by the academic board. There is a clear teacher appraisal scheme and code of practice. All appraiser and appraisee training will be completed by December 1994. Teachers comment positively on their experience of appraisal.

92 The college has no up-to-date training and development policy for support staff and they are not appraised. The college's staff-development

committee deals only with teaching staff development. Support staff are rightly critical of these shortcomings. The college's management committee has established a working party to produce a single staff-development policy.

93 The staff-development programme for teachers is well resourced. Its budget is largely historically determined, and is devolved by the vice-principal to the staff development manager. The annual programme is finally determined by the staff development committee, which is chaired by the vice-principal. In developing the programme the relationship between course review, staff appraisal and staff development needs to be established more clearly. The links between appraisal and staff development are becoming stronger now that the staff-development officer reads all appraisal reports.

94 Highbury has a staff ethos and a set of procedures at course level which together provide adequate quality control. What are lacking are the consistent procedures, clear lines of responsibility, and structures for review which together would constitute a college-wide quality assurance system.

RESOURCES

Staffing

95 The college has a total full-time equivalent staffing complement of 534. The ratio of students to teaching staff in 1993-94 was 14.6:1, having increased from 12.8:1 in 1992-93. In 1992-93, there were 54 early retirements and redundancies. Routine staff turnover is about 4 per cent a year among academic staff and 8 per cent a year among support staff.

96 Seventy per cent of the full-time academic staff are male, 30 per cent are female. This unusually high proportion of men reflects the college's traditional curriculum. On the senior management team, men hold six of the seven posts. Among part-time academic staff, women outnumber men by 52 per cent to 48 per cent. Nearly two-thirds of support staff are women.

97 Among full-time academic staff, 50 per cent hold degrees or comparable professional qualifications. This is a low figure and again, reflects the college's traditional preoccupation with craft courses. A further 26 per cent of teachers hold higher technical qualifications, and 24 per cent are qualified at levels equivalent to NVQ 2 and NVQ 3. Part-time academic staff are qualified in a similar pattern. Forty-seven per cent have degrees or equivalent, 23 per cent hold higher technical qualifications, 27 per cent have NVQ 2 and NVQ 3 equivalent and 3 per cent hold no formal qualifications.

98 Ninety per cent of the full-time teaching staff hold teacher training qualifications. Progress towards gaining Training and Development Lead Body assessor awards is satisfactory; 89 staff hold assessor qualifications, but only four have passed as verifiers.

99 The age profile of teaching staff is relatively high. Some 75 per cent are over 40 and 20 per cent over 50. Sixty per cent of support staff are over 40, and more than a third are over 50. Ninety-three per cent of academic staff and 95 per cent of support staff are white. These figures are roughly congruent with the representation of people from minority ethnic groups in the local population.

100 The college has made only gradual progress towards implementing new contracts for staff. Whilst all the senior post holders and 19 of 20 on the management spine have accepted new terms, only 21 lecturers have done so. This is only 8 per cent of full-time academic staff, a figure which includes new appointees.

101 Personnel matters are the joint responsibility of the vice-principal (academic staff) and the college secretary (support staff) both of whom are members of the senior management team. There is a personnel department, with three staff who are professionally qualified. In addition, there is a qualified occupational health nurse.

102 Recruitment is regulated by a college policy and procedure, which was in final draft form at the time of the inspection. There are draft assessment sheets for appointing panels to record the reasons for their decisions. Some of the criteria listed, however, are too imprecise to ensure consistency and fairness. For example, such headings as 'motivation' and 'imagination' are unlikely to elicit judgements which are firmly based on evidence.

103 Interview training for staff is referred to in the equal opportunities policy. A few staff have been trained by the Equal Opportunities Commission in a single session. However, the college has yet to pass on the lessons learned to all the staff who might participate in recruitment interviews. This opportunity should be followed up without further delay.

104 A new application form for staff recruitment was introduced a year ago. There is no college staff-induction procedure. A booklet contains much of the necessary information, but its emphasis is on regulation. A mentor scheme is mentioned in the induction booklet, but it is not yet consistently in place for all new recruits.

105 There is an agreed disciplinary and grievance procedure for holders of senior posts. Comparable procedures for other staff based on normal accepted practice have been published in draft form only. There are clear policy statements on maternity and other special leave, and other routine personnel procedures. Comprehensive personnel policies have not yet been agreed between the college and its staff.

Equipment/learning resources

106 Highbury College is strong in technical subjects that are traditionally equipment intensive such as technology, engineering, catering and construction. It has a large inventory of equipment, which continues to develop in quality and range.

107 The engineering machinery held by the faculty of technology, at both the Unicorn Training Centre and the main site, is extensive and covers all the major types of machine tool. Some is old and shows signs of wear, such as backlash in lathe slides. There has been recent expenditure on major items, such as a modern tensile testing machine and a computer-controlled plasma cutting torch.

108 An assistant director of the faculty of technology is responsible for academic work in computing in that faculty, and for oversight of information technology used for teaching purposes throughout the college. Computing facilities are based on a network in which there are some 600 terminals. All new machines on the network are of modern 486 specification. Also on the network is an IBM AS 400 mid-range machine, which is used for professional computing courses. There are file servers in most of the buildings on the main campus. Thirteen technical staff support the network. In addition, there are nearly 200 machines which are either incompatible with, or have too low a specification for, the network. Some meet, however, the standard required in particular professions; for example, Apple Macintosh computers are used in journalism. Forty 286 specification machines are available for home-use by adult women returners. The college's computing facility is of a very high standard and the ratio of one machine for every six full-time equivalent students is excellent. There is an information technology policy which is currently being revised. A system-user group is well established.

109 Administrative computing is separate from academic provision. The management information system was designed by the college and is based on two IBM AS 400 machines with approximately 70 terminals. The hardware for the administrative system has recently been relocated to a building separate from the academic system, so that the two networks provide emergency back-up for one another. Again, this is a very good facility.

110 The courses for dental surgery assistants have access to good modern dental equipment. In media and community education there are exceptionally good facilities for television and radio broadcasting and video. These include two small television studios with modern equipment and four small radio studios. The latter have both commercially available equipment and a comprehensive control desk and recorders obtained from the BBC.

111 There is no equipment replacement policy. This is a serious shortcoming for a college with a large inventory and a great deal of ageing machinery which works, but which no longer matches industrial standards.

112 Classrooms throughout the college are properly equipped with white boards, overhead projectors and other relevant equipment.

113 The college library is well sited at the heart of the main campus. There is a branch library at the Unicorn Training Centre. The main library is an attractive place. There are approximately 40,000 books, and

acquisitions broadly match the disposal of old and outdated stock. Three hundred periodicals are taken regularly. There are 234 reader places in three separate areas, which provide suitable facilities for silent study and space for independent work where purposeful discussion is permitted. There is also a drop-in resource room, with Apple Macintosh computers and IBM-compatible machines, where students can produce, copy, laminate and bind their work. A user-education classroom is within the library. There is a security system and losses are low.

114 The catalogue and issue system of the library is not computerised. There is a joint catalogue with the branch library at the Unicorn Centre, with 4,000 items on a small database.

115 The library has a large number of positive features, including a good selection of indexes and abstracts, a full set of British Standards, a stock of Open University units and a good reference section. Company reports are collected for use by business studies students, and project files of ephemera are stored with Dewey references to allow their easy retrieval. At the moment the files are not arranged in a way which enables students to use them easily as a resource, but the library is working towards such an arrangement.

116 There is a small but growing collection of non-book material, including 200 videotapes and compact disk read-only memory (CD-ROM) databases. All major newspapers are on CD-ROM.

117 The library budget for the past 16 months was £90,000. Expenditure on books was £22,000 and of that, £20,000 was committed to meet book requests from teachers. This is a helpful confirmation of the effectiveness of the college policy of assigning senior librarians to develop connections with particular faculties. There are two qualified tutor librarians reporting to the librarian and approximately eight full-time equivalent library staff to support them.

118 Whilst there are areas of weakness, for example, the manual issues system and the card-based catalogue, and some areas such as pharmaceutical science which are short of books, the overall quality of the library is high.

Accommodation

119 The college's main site covers 14 acres at Cosham, in the northern suburbs of Portsmouth. In addition, it has four other sites in and around the city. These include the Unicorn Training Centre, and the Beneficial Foundation close to the city centre. There are also outreach centres, including those at local prisons and the Vosper Thorneycroft shipyard.

120 The college occupies 41,400 square metres of accommodation at approximately 8.7 square metres per full-time equivalent student. This is a good provision and the college calculates that it can fulfil its plans for growth without more space until 1997-98.

121 There is a detailed accommodation strategy, which has benefited from a number of professional studies, and includes consideration of building conditions, operating costs, suitability, and options to meet the college's developing mission.

122 The majority of the college's work takes place at the main site in Cosham and at the Unicorn Training Centre. The main site contains 10 buildings, some of which are connected by covered walkways or bridges. There is no public transport to the site and the college needs all its 680 car parking spaces. The site was developed in three main phases in the 1960s and 1970s. The result is a confused layout, through which it is difficult to find the way. Improved sign posting is being designed. The college was built on the floodplain of Portsmouth harbour. The water table is high, and the eastern end of the site and some buildings are liable to flooding. The damp ground places some limitations on cultivation but attractive planting and well-cared-for lawns surround the buildings.

123 Most of the buildings have flat roofs which are generally in sound condition. The buildings are not of high quality. Nevertheless, they are well managed, and there is widespread evidence of careful maintenance, decoration and cleaning. Recently, many areas have benefited from improvements. The effective refurbishment of such disparate spaces as health care laboratories, the motor vehicle workshops and the staff common room demonstrates the potential for further improvement of the working environment.

124 The main site buildings vary in height from a single storey to a 10 floor tower block. Most are medium-rise. Few have lifts, and wheelchair access presents serious difficulties. For example, a student with severe mobility problems could only reach the refectory by using a goods lift and passing through the kitchen. There is no means of reaching the quiet area on the upper floor of the library. Highbury is now the only general further education college in Portsmouth, so the question of access for students with problems of mobility is an important one.

125 The college's main accommodation has a number of special features. There is an excellent training restaurant, which is open to the public at lunchtimes and in the evenings. The store rooms and kitchens which serve the Lord Romsey restaurant are of a high professional standard. There is a small coffee shop, whose development was sponsored by Nestlé. The college has well-developed facilities for teaching television and radio techniques to students of journalism and media studies. Its two television studios are connected on line to 80 locations in the college. There is an excellent laboratory for the assembly and repair of electronic circuit boards, which is authorised as a training centre by the European Space Agency. The student union provides a variety of spaces for relaxation and refreshment, including a 600 seat refectory with three different food outlets. A new beauty therapy suite, which has a sauna and full professional equipment has been opened recently.

126 Other areas are less satisfactory. Whilst the gymnasium is good, it is too small for present demands. There is insufficient run-off space around the play area to meet current standards, and for example, it is too low to play competitive badminton. Extensive work is in progress to replace asbestos ceilings in the workshop block. Workshops used for hand-skills and bodywork repair for the motor vehicle courses are primitive.

127 The Unicorn Centre has 8,000 square metres of accommodation in a two-storey building erected in 1980. It was built by the Royal Navy as an apprentice training school, but was offered to the college before it opened. Used principally for craft training courses for the building trades and the engineering industry, it has large, open workshops, which are ideal for the purpose. It is well maintained, appropriately decorated in strong primary colours, and care is taken to keep it clean. There are large engineering machinery workshops, indoor brickwork and plastering shops and good spaces for plumbing, woodwork, electrical installation and other trades. Alongside the workshops, there are good facilities for independent learning, which are necessary for teaching NVQs. The building is effectively self contained, with a good canteen, a small but appropriately-stocked library, and staff workrooms which are just adequate. Close proximity to the gates of the naval dockyard has meant that the front entrance cannot be used as was originally intended, and some inefficiency in the use of space results. The building is utilitarian and has a concentration of craft courses. This is causing the college some difficulty as it attempts to broaden the range of courses available at the centre. Access to the building is possible for people with mobility problems, as a lift at one end gives access to the upper storey.

128 The college uses several rooms at the Beneficial Centre on the eastern side of Portsea Island. This has been opened recently by a local charity for the use of people with physical disabilities and/or learning difficulties. The college shares the premises with the charity and with the Red Cross. The centre is used for rehabilitation, for adult basic education, for teaching English as a second language, and as a drop-in workshop for literacy and information technology development. It is specially adapted for access by people with physical disabilities. It is well decorated and maintained. It is a small facility, but well located and excellent for its purpose.

129 There are two annexes of the college in Cosham which are used for adult and community education. These are Cosham Park House, which offers about 1,200 square metres of space, and the former Albert Road primary school, with a further 600 square metres.

130 Cosham Park House is a grade two listed building with some fine internal plasterwork. Nevertheless, its small domestic rooms make it difficult to use. Wheelchair access is impossible and it would be awkward for anybody with even moderate mobility problems. On the site, there are also three classrooms in huts, two of which have roofs which are held up by props. These are unsuitable for continuing use. It has been calculated

that Cosham Park House requires expenditure of £500,000 to put it in condition for long-term use, and this is unlikely to be a worthwhile investment.

131 Albert Road school is a Victorian brick building, with a substantial wooden extension which has a felt roof. The whole building is in bad condition, with flaking brickwork and signs of damp. Pottery kilns, without automatic controls, are located in the wooden extension. This building is not suitable for continued educational use.

132 When the college took over the estate, it had no deeds and few plans of the buildings. Drawings have now been made, entailing complete re-surveying in some cases. These have been prepared using AutoCad, and the college has the related AutoFM software for building management. This process delayed introduction of routine room-use surveys until last year.

CONCLUSIONS AND ISSUES

133 The strengths of the college are:

- the high standard of teaching and commitment to quality among staff
- the range of courses and the flexible patterns of course delivery
- the close links with employers
- the good management of premises
- the diversity and quality of equipment, particularly in computing and the library.

134 Issues which the college should address are:

- strategic planning and management
- inconsistent practices across the college
- the effectiveness of the academic board and the academic quality assurance system
- poor retention rates in approximately 15 per cent of courses
- an equipment-replacement policy
- the quality and consistency of personnel practices for all staff.

FIGURES

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- 1 Percentage enrolments by age (1994-95)

 - 2 Percentage enrolments by level of study (1994-95)

 - 3 Enrolments by mode of attendance and curriculum area (1994-95)

 - 4 Staff profile – staff expressed as full-time equivalents (1994-95)

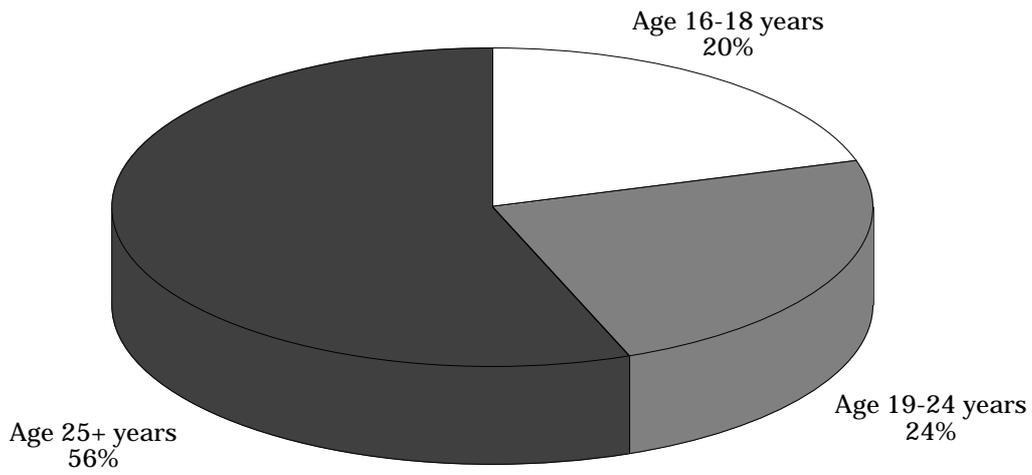
 - 5 Income (for 16 months to July 1994)

 - 6 Expenditure (for 16 months to July 1994)

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

Figure 1

Highbury College: percentage enrolments by age (1994-95)

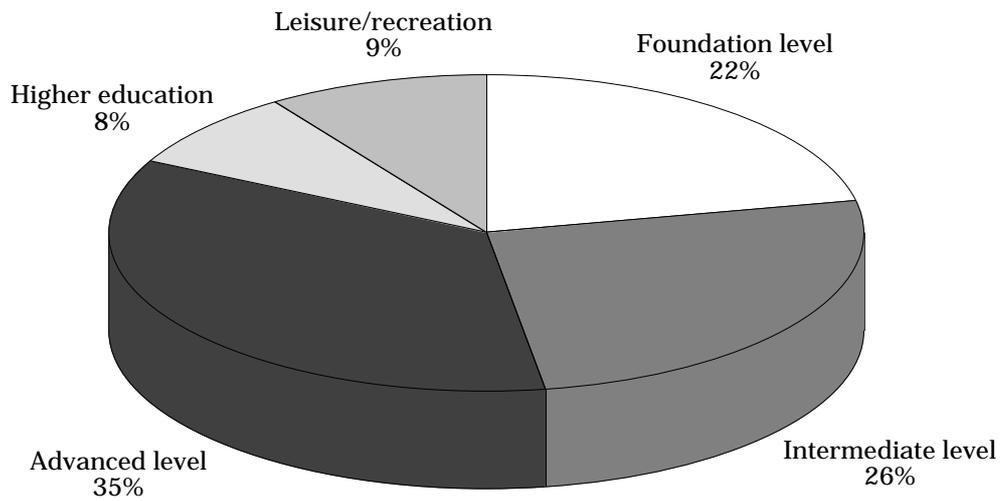


Enrolments: 9,987

Note: the chart excludes 41 enrolments age under 16/not known

Figure 2

Highbury College: percentage enrolments by level of study (1994-95)



Enrolments: 9,987

Figure 3

Highbury College: enrolments by mode of attendance and curriculum area (1994-95)

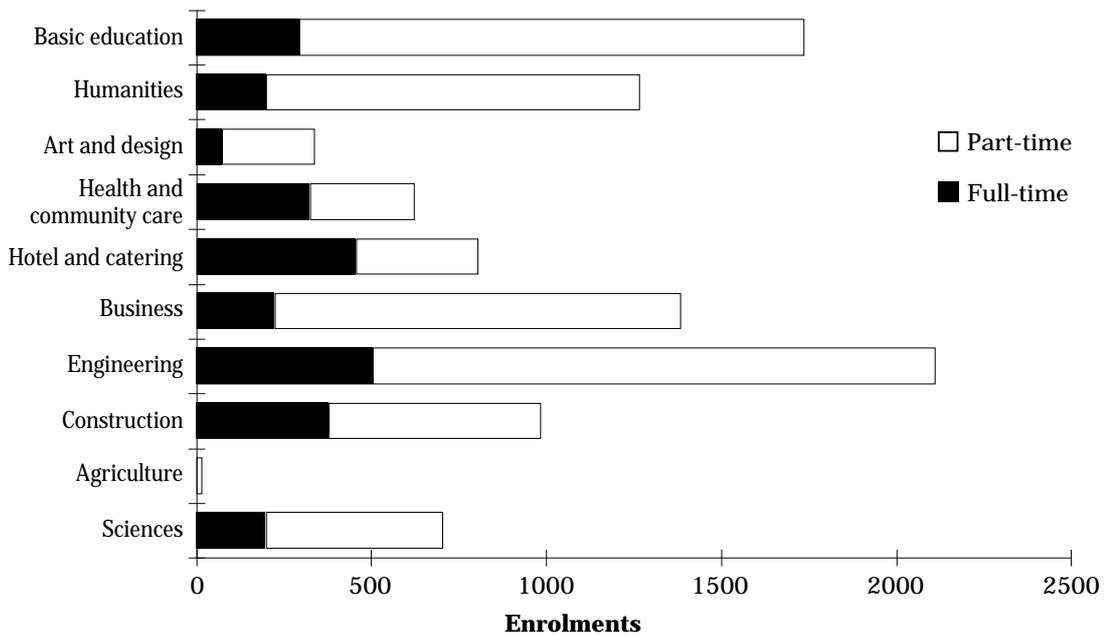


Figure 4

Highbury College: staff profile – staff expressed as full-time equivalents (1994-95)

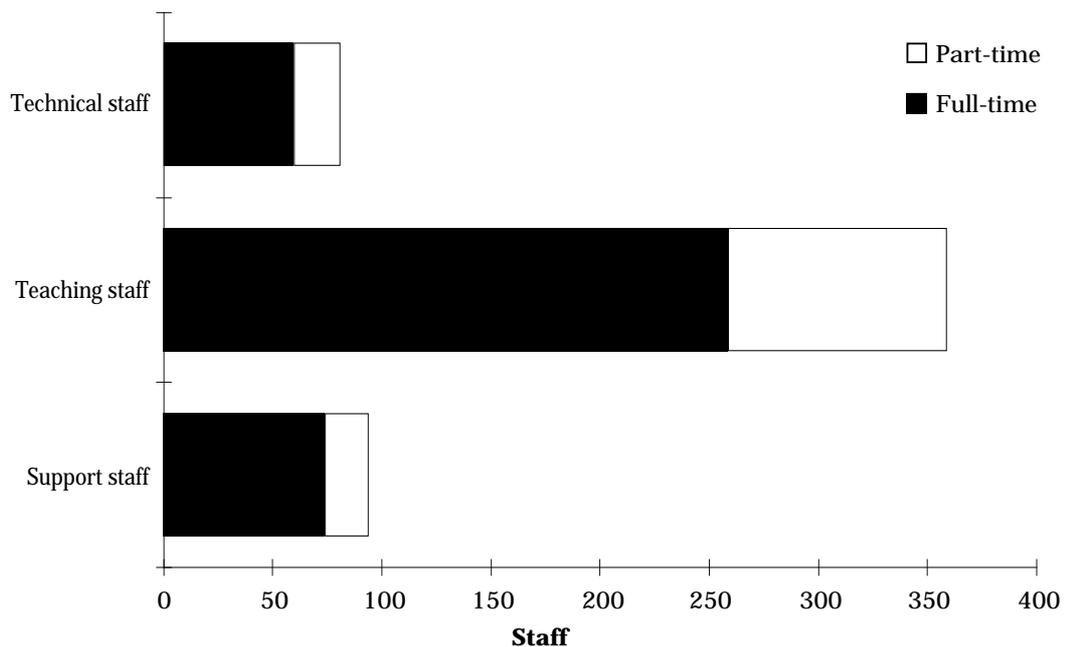
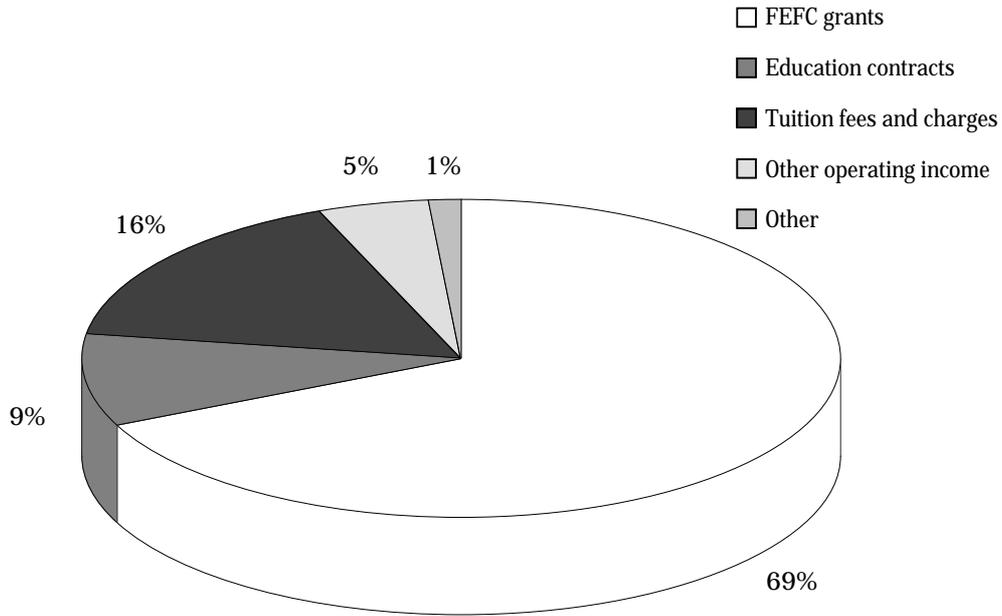


Figure 5

Highbury College: income (for 16 months to July 1994)

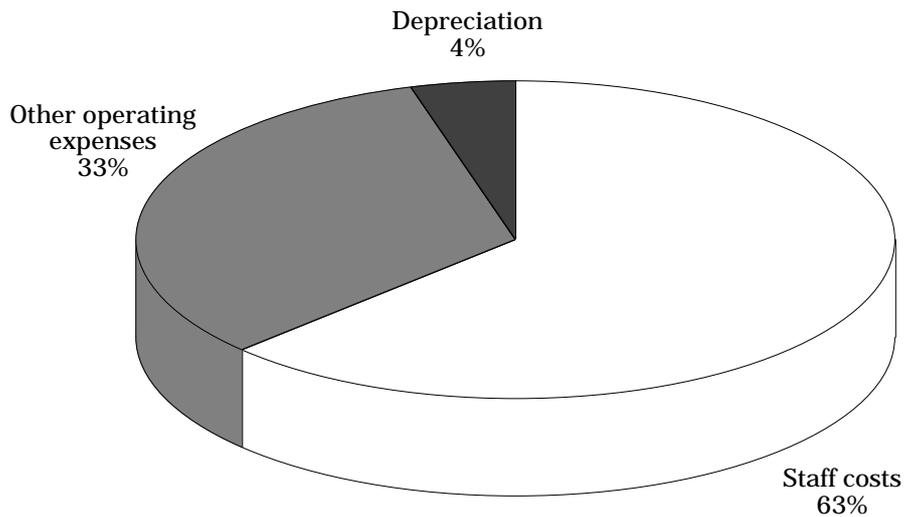


Income: £22,997,000

Note: other includes investment and other grant income

Figure 6

Highbury College: expenditure (for 16 months to July 1994)



Expenditure: £22,716,000

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