

**REPORT  
FROM THE  
INSPECTORATE**

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# **Keighley College**

**October 1995**

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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 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 125/95

**KEIGHLEY COLLEGE**  
**YORKSHIRE AND HUMBERSIDE REGION**  
**Inspected May-June 1995**

## Summary

Keighley College offers a wide range of general educational, vocational and adult education courses which provide effectively for the needs of the local community. Teaching staff are well qualified and experienced. Students' achievements in examinations and rates of progression to further and higher education or to employment are generally satisfactory, although achievements are low on some courses. Staff are not adequately informed about the activities of the governing body and academic board. The college should: ensure that strategic leadership is strengthened; establish criteria by which governors assess the effectiveness of the senior management team in the day-to-day administration of the college; ensure greater involvement by management and staff in the implementation and monitoring of college procedures and policies; improve links with local schools; introduce the systematic planning and evaluation of staff development against the college's strategic plan; devise a college management information strategy to meet the needs of all potential users; ensure that more appropriate learning opportunities are offered to students with learning difficulties and/or disabilities; and address the inadequate resourcing in some programme areas.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Science, mathematics and computing	3	Hair and beauty	3
		Health and caring	2
Construction	2	Art and design	3
Engineering	3	Humanities	2
Business, management and professional	2	Adult education	3
		Students with learning difficulties and/or disabilities	4

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## **INTRODUCTION**

1 Keighley College was inspected in two stages during May and June 1995. A team of 10 inspectors spent a total of 47 inspector days in the college from 5 June to 9 June 1995 examining cross-college issues. Earlier, 36 inspector days were devoted to the inspection of specialist subject provision. The inspection of programme areas coincided with industrial action by some members of the teaching staff. In all, inspectors visited 131 classes, examined samples of students' written work and college documentation, and held discussions with college governors, college management, staff and students, parents, employers, representatives from the Bradford and District Training and Enterprise Council (TEC), head teachers, and other members of the wider community.

## **THE COLLEGE AND ITS AIMS**

2 Keighley College traces its origins to the Keighley Institute which was founded in 1825 for 'instruction in mechanics, experimental philosophy and mathematics'. The college was moved to the current town centre site in 1866 as a mechanics institute and in 1965 became Keighley Technical College. In 1988 it removed 'technical' from its title in order to reflect the changing nature of the portfolio of courses offered to the community it serves. The college operates within a competitive environment; there are three other further education colleges and six schools with sixth forms within a 10 mile radius.

3 Keighley and district has a population of 45,000. Nearly 14 per cent of the population is of Asian origin, mostly from Pakistan. The local economy of Keighley is dominated by small to medium-size businesses. The majority of firms employ less than 25 staff, and the college itself is one of the largest employers in the area. In recent years the locality has seen a steady decline in its traditional engineering and manufacturing base. Keighley itself is characterised by many of the features of a disadvantaged urban environment. The rate of unemployment for the Keighley travel-to-work area in 1993-94 was 7.9 per cent which compares favourably with the average of 10.3 per cent for the Yorkshire and Humberside region. However, there are pockets of significant unemployment. The unemployment rate for those of Asian origin is 36 per cent, more than four times the average for the district.

4 The college's provision is grouped into three faculties: business and general education; community and continuing education; and technology. The senior management team consists of the principal, two vice-principals, the director of finance and the three heads of faculty. At the time of inspection, 5,711 students were enrolled at the college. Of these, 1,011 were undertaking full-time courses and 4,700 were part-time students attending in a variety of modes including day release, block release and evening only. Changes in the local economy have led to a decline in enrolments in engineering and construction, while enrolments on courses in the service sector have increased significantly. Enrolments by age and

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level of study are shown in figures 1 and 2. Enrolments by mode of attendance and curriculum area are shown in figure 3. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

5 The college's mission is to place the learner at the centre of its activities by delivering high-quality education and training to meet the aims and aspirations of the people of Keighley and its surrounding areas. The college's major aims for the immediate future are to increase the flexibility and quality of the curriculum provision; to widen access to the community it serves; and to continue to increase the proportion of female students of Asian origin.

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

6 A wide range of vocational courses for full-time and part-time students is offered in the programme areas of science, construction, computing, engineering, business, hairdressing and beauty therapy, health and community care, art and design and basic education. There is a developing programme of General National Vocational Qualifications (GNVQs) at foundation, intermediate and advanced levels in art and design, business, information technology, science, engineering, health and social care, and leisure and tourism. In 1994-95, the college offered 21 subjects at General Certificate of Education advanced level (GCE A level) and 21 for the General Certificate of Secondary Education (GCSE). Some of the classes in these subjects are very small and the college is currently reviewing its provision in this area.

7 The college achieved a 15 per cent growth in enrolments between 1992-93 and 1993-94. Figures produced by the college for 1994-95 show enrolments at only 96 per cent of the previous year, although the college anticipates that it will meet its unit funding target. A decline has occurred in part-time enrolments for engineering, construction and some academic programmes. However, there has been growth in both full-time and part-time art and design and business courses. Over the last two academic years, new provision has been developed in hair and beauty, leisure and tourism, business administration and management, science, product design and motor vehicle engineering. There are gaps in provision in some programme areas. For example there are no National Vocational Qualifications (NVQs) in health care, a limited number of professional and management business courses, and few opportunities for gaining qualifications in adult education programmes. In business, health care and engineering there is no provision at foundation level. Basic skills provision is also small.

8 The strategic planning group, comprising the senior management team without the principal, has identified as priorities; moves towards more flexible forms of delivery including multiple points during the academic year for starting courses and the modularisation of courses. Progress towards these objectives varies between faculties and there is no timetable for implementation. The college has responded to the Toyne

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committee recommendations on environmental responsibility (1993) by establishing a 'green team' which has organised a number of awareness days for college students. Higher education courses attract over 150 students and include post-graduate teaching courses. There is also an access programme designed to help adults gain entrance to higher education. Courses for groups which have not normally entered further education have focused on women returners and have been offered in computer-aided design, painting and decorating, and business programmes. In addition, courses in Islamic studies are planned for 1995-96. Vocational options for students with learning difficulties and/or disabilities are limited. Some students in this group have been attending the college for a number of years with no evidence of progress.

9 Prior to incorporation, the local education authority maintained a planning consortium which brought together the college and local schools. Headteachers report that the degree of useful co-operation has fallen as competition for students has increased. However, an educational partnership still exists, which allows some sixth form pupils to study particular GCE A level subjects at the college. In addition, some schools pay for their students to attend college classes in construction and electronics. Some pupils attend a Saturday construction club and others use the college information technology facilities after school. Links are not consistent across all curriculum areas and there is no schools liaison co-ordinator, although the college has identified the importance of developing this area.

10 The college has a number of links with employers, but no co-ordinated approach has been developed. Links with industry are strengthened by a programme of work placements organised partly by divisions and partly by a college training credits co-ordinator. A large number of students are involved and staff are, in general, well organised. Manuals set out procedures to ensure that both students and employers are prepared and supported. A cross-college work placement officer has been in post for less than a year and, as yet, good practice has not been disseminated across the college. The college estimates that its cost recovery work will gross £80,000 during the 1994-95 academic year. The college delivers some training of company staff on employers' premises and helps to train work-based assessors for NVQ programmes. Successful courses have operated in computing, heating systems and caretaking. Since August 1994, there has been no co-ordinator for this area of work and, as a result, there is no corporate prospectus nor a business plan. There is no overall database of contacts to inform marketing and to help identify company training needs. Because it is acknowledged that faculty employer advisory groups in the past have been largely ineffective, a new college policy addressing links with industry, commerce and the community is being developed for September 1995.

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11 The college enjoys good relations with a network of training organisations including the Bradford and District TEC, other training agencies, the careers service and local further education colleges. The college runs TEC-funded courses under schemes such as training credits and training for work, sometimes in collaboration with other local managing agents. A joint bid with Bradford and Ilkley Community College and Shipley College to the TEC-administered competitiveness fund proved successful and has led to financial grants to assist in the development of information technology support for local, small and medium-size enterprises. In association with the Bradford and District TEC, supported by Keighley Business Forum, the college is working on a scheme to tackle high unemployment amongst local black graduates through work-based training.

12 Contacts have been made with a wide range of community groups, often through the principal or through the vice-principal. As a result, the college is well regarded by outside agencies who help to promote college activities. A number of local organisations, for example the Rotary club, use college premises for their meetings. These links could be used more systematically to promote participation in community activities; for example, the amount of outreach work undertaken by the college is small.

13 The college is developing its links with Europe. It operates exchanges with students in France and Germany. So far the numbers involved are relatively small, representing about 1 per cent of the student population. Work experience links have been established with colleges in Roubaix, France, and Brilon, Germany. A temporary part-time post to co-ordinate European links was created in January 1995. The college intends to extend this appointment in order to develop a strategy for strengthening European and international links.

14 Although the college has a full-time marketing officer, the quality of its marketing activities varies. Until recently, college marketing activities focused on the production of promotional materials and attendance at careers and other events. The college did not attempt to identify market needs to assist with the systematic planning of provision. The college now recognises that it needs both to raise the quality of its literature and to improve the use and interpretation of available labour market information to identify and target specific client groups. A marketing group has been established and has produced a draft strategic marketing plan.

15 The equal opportunities policy, which pre-dates incorporation, is currently being revised. The policy establishes guidelines for the recruitment and selection of staff, curriculum delivery, guidance and counselling. There is little active promotion of equal opportunities in the college. The aim of reviewing and updating the policy annually has not been met. The college's policy covering personal harassment has proved effective in establishing a code of practice on appropriate behaviour in the college.



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## **GOVERNANCE AND MANAGEMENT**

16 The Keighley College corporation has 14 members, eight of them experienced in business and industrial areas which are relevant to the college's activities. The corporation also includes a representative from the Bradford and District TEC, a member representing community interests, the principal, and three co-opted members. It is acknowledged that women are under-represented on the corporation. There are no staff or student governors.

17 Governors support the college's mission statement. They have also contributed actively to the design and implementation of the college's accommodation strategy. The corporation committee structure makes use of governors' background and expertise. Corporation meetings are held quarterly, they are well attended and members are provided with appropriate supporting documentation and minutes. The corporation has agreed a code of conduct and register of interests for members to ensure that individual governors share equally in the responsibilities and accountabilities of the corporation.

18 There is a lack of clarity regarding the respective roles and responsibilities of the governors and the senior management team. The governors have established no formal criteria by which to assess the effectiveness of the senior management team. Neither the principalship nor governors provide a strategic framework within which the college's strategic planning group can operate. The governing body, following incorporation, has not formally adopted or reviewed key college policies. The corporation does not receive reports on an annual basis from the senior management team in order to monitor and review the implementation of policies for which it has a responsibility; for example, equal opportunities and health and safety. Other than the annual statement of accounts, governors receive only a verbal report at corporation meetings of the college's income and expenditure. They do not receive information regarding cash-flow forecasts and budget variance. The audit committee has requested additional information to help it perform its functions more effectively. The corporation takes insufficient interest in the academic activities of the college, and it does not receive papers and minutes of the academic board. Governors do not participate on a planned or regular basis in the activities of the college and many staff are largely unaware of the roles, functions and membership of the governing body and of the academic board. Corporation agendas and minutes are not circulated to staff; they are available on request from the principal's secretary.

19 The current management structure has been in place since 1991 without undergoing review. The executive group consists of the principal, two vice-principals and the director of finance. The senior management team consists of the executive group, with the addition of the three heads of faculty. Its roles and responsibilities are understood by staff. Teachers and support staff have ready access to managers. The heads of faculty and

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heads of division are responsible for the delivery of the college's academic programme. Heads of faculty have no cross-college responsibilities to assist with the consistent implementation and review of college policies. Responsibility for curriculum planning lies with the strategic planning group. However, there is no published action plan from this group and no clearly-stated objectives and timescales to ensure the consistent implementation of policies between faculties.

20 A published strategic planning calendar ensures the involvement of curriculum managers and teachers in the planning process. Meetings within faculties are documented and assist managers in the implementation, monitoring and review of the curriculum. Meetings of support staff with line managers vary in frequency and lack agendas and minutes. The flow of information across the college is maintained by a common weekly meetings period with a published calendar for faculty, division and course team meetings. Technician and support staff did not feel sufficiently briefed on college policies and current issues. Teaching staff do not receive agenda and minutes of the academic board and were unclear about its membership and functions. The responsibilities for implementing college policies on equal opportunities and health and safety are clearly allocated. There are, however, no formal annual reporting and review procedures to assess their implementation. The senior management team has set few performance targets for managers and staff which are related to the college's strategic objectives.

21 The college's average level of funding for 1994-95 is recorded by the Further Education Funding Council (FEFC) as £21.35 per unit. The median for general further education and tertiary colleges is £18.17. The college's income and expenditure for the 16 months to July 1994 are shown in figures 5 and 6.

22 A system of delegated financial budgeting has been introduced for consumable items. The budgets are delegated to the heads of faculty, who further delegate to heads of division where appropriate. The budget allocations are made on the basis of past funding, agreed targets for student growth and on a weighted formula basis. Staff generally were unaware of budget allocations and spending decisions. The college's computerised management information system provides little assistance to managers to help them monitor and review college policies. For example, although student applications are thoroughly analysed within faculties by gender, ethnic origin, age and postal district, this analysis is carried out manually. There is no evidence of the analysis informing college marketing or the monitoring of equal opportunities. Teachers receive no regular reports to help them monitor student attendance and retention. There is no computerised management information system policy nor user group to inform the development of a computerised management information system which meets the needs of all potential users. There is no system for calculating the unit costs of course provision by programme area.

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23 Teachers, heads of division, and heads of faculty are involved in determining enrolment targets. Student retention and destinations are not monitored on a regular basis by the senior management team. No formal reports on students' destinations or progression to higher or continuing further education are requested from the faculties for presentation either to the academic board, senior management team or governors. At the time of inspection, the college was only able to provide information on the destinations of 67 per cent of its full-time students for 1993-94. It had very little information regarding part-time students.

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

24 The college provides a friendly and welcoming environment for students from a wide range of backgrounds. Students value the informal support they receive from their teachers. However, the college has been slow in implementing the objective stated in its strategic plan of 'embedding its student guidance and support system during 1994-95'. The various strands of students' recruitment, guidance and support are under resourced and lack cross-college co-ordination. Structures are inadequate to enable existing good practice to be spread consistently across the college.

25 Prospective students are assisted in their choice of course by a series of events that includes a college-wide open day, held for the first time in March 1995. A key element of this guidance is the 'speak from experience' programme, which is sponsored by Bradford and District TEC. It consists of events organised by the college in conjunction with the careers service, Careers Bradford Limited, which allow the parents of 14-15 year old pupils in local schools to gain first-hand experience of the range of vocational programmes offered by the college. The programme has won a merit award from the national association of careers and guidance teachers. An adult education guidance and information day is held for adult students at which they can meet staff and discuss their prospective course. The effectiveness of links with local schools is hindered by the lack of a structured programme or of named staff contacts. There is no college-wide co-ordination or common policy relating to information and guidance events for school leavers.

26 Prospective college students benefit from impartial information and advice from the college's student advice centre, which also serves as the Keighley and district guidance centre. It is located on the main college site and is part of the Bradford and District adult guidance network. The college receives substantial funding from the local TEC, through a guidance voucher scheme, to operate the centre. The centre is open throughout the year and, by appointment, in the evenings. It has run successful taster courses, hosted school visits and arranged visits to schools. The student advice centre also acts as a focus for students' support and guidance. Staff in the centre offer guidance on matters such as finance, careers, and choice of courses and then refer students to other agencies for specialist support

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and guidance. Its level of staffing does not permit it to play a more integrated role in the tutorial system. It is closed for an hour each day at lunchtime.

27 The advice centre contributes an impartial element to the admissions procedure. Staff from the centre process initial enquiry forms and the majority of application forms before passing them to the course co-ordinators. They interview students whose applications suggest that they are uncertain of their vocational route. Applicants who have chosen their vocational route are interviewed by staff from the relevant vocational area. In the absence of any central guidelines or recent staff development to guide them, the procedures adopted vary from course to course. A part-time bilingual guidance officer provides support to Asian students where appropriate.

28 The college has established a policy for the accreditation of students' prior learning and experience and appointed a co-ordinator. Few students currently avail themselves of this opportunity. The college is planning to develop this area of work and make it more widely known to potential students and employers.

29 Students who require extra help with basic numeracy and literacy are identified early in their course. They have the opportunity to identify their needs on the application form, so that additional support can be arranged at interview. At the beginning of their course, all full-time students are screened for basic skills in numeracy and literacy. This is followed up by a more detailed diagnostic assessment for those who need additional support. However, the needs identified by screening are not always systematically met. The college learning support team is actively developing arrangements for establishing and monitoring individual learning support agreements and for strengthening their links with course tutors to ensure that students receive the support which they need.

30 New full-time students follow a structured induction programme. They receive a student diary, which contains a summary of the college charter and information such as the equal opportunities policy and the college disciplinary code. The diary also provides details of sources of help such as the student counsellor, the student advice centre and useful contacts in the local community. The diary is used as a focus for discussion during induction. Many course groups visit the library as part of the induction process. They also receive inputs from the counsellor and from the staff of the student advice centre. Some groups do not receive all elements of the induction programme and some induction activities which do not involve the students sufficiently in the learning process are perceived to be boring.

31 The college has recently established a flexible-learning centre, in which students' needs for additional support may be met. This is at an early stage of development and suffers from a lack of co-ordination. A manager has yet to be appointed.

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32 The initial phases of some courses are carefully structured so that students can transfer between programmes, if the need arises. In some instances, the choice between academic and vocational routes can be delayed. For example, the initial stages of the Business and Technology Education Council (BTEC) national diploma in science and the GCE A level science subjects enjoy a common first term to enable students to transfer course, where appropriate.

33 All full-time students have a personal tutor and each course timetable includes one hour each week for tutorials. Some courses, such as the GCE A level course, have a well-planned and balanced programme of tutorial activities, including individual review sessions and group activities to address matters such as study skills and careers education. On other courses, the tutorial hour is treated as an extension of normal course work, with the tutor available for individual consultation by students. Tutorials on the majority of courses are used for individual reviews of progress. On some courses, these reviews are thorough, regular and supported by appropriate records of discussion. They are used to help students maintain a personal record of achievement. On other courses, they are infrequent and informal. In a recent survey, 15 per cent of full-time students and 70 per cent of part-time students said that they did not receive tutorials. There is no college-wide policy on the nature and purpose of tutorials. The college's quality assurance systems do not include an evaluation of tutorials.

34 The student advice centre has produced a comprehensive pack for personal tutors which contains valuable suggestions to help them in their work. However, the extent to which this is used varies considerably across the college and some tutors are unfamiliar with it. Personal tutors have no job description. There is a lack of agreed college policies and procedures which could support tutors in their work. For example, little recent staff development has taken place on tutoring skills; there is no agreed policy on the extent to which parents should be kept informed of the progress of 16-19 year olds; and there is no co-ordination of activities or college framework to support the use of records of achievement.

35 One full-time teacher has seven hours a week to offer a personal counselling service to students. The service is valued by students and their tutors. However, the amount of time is inadequate for the number of students in the college and, because of the counsellor's teaching responsibilities, it is often difficult for students to gain access to her. The college plans to appoint a full-time counsellor who will be part of the student advice centre team.

36 Students receive careers education and guidance in a variety of ways, both within their programmes of study and through the local careers service, which provides the services of a careers officer for two days a week. Because of the shortage of appropriate accommodation at the college, most of his work with individual students is conducted on the careers service premises which are a short distance from the college. The

college lacks a careers suite with interviewing facilities and within easy reach of materials. Reference materials are dispersed around the college and unco-ordinated. The college library has an adequate careers and higher education section which includes reference material on computer. The student advice centre also contains careers materials. Many students prefer to visit the careers office and use the resources there: 490 students did so in the 14 months to April 1995. The college has no written policy or comprehensive programme for careers education and guidance. It is exploring ways of making careers education a more integral part of the tutorial system. In a recent survey, only 18 per cent of students said that they had received any careers guidance in their tutorial sessions.

37 Although it is aware that students' absenteeism is a problem, the college lacks agreed procedures for following up absences. It has not agreed a definition of what constitutes poor attendance and the monitoring and following up of absences is inconsistent.

38 There are few social or recreational facilities for students. The student union executive and an adult students' association are active in their attempts to promote social activity amongst students.

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

39 Of the 131 sessions inspected, 46 per cent had strengths which outweighed weaknesses. In 24 per cent of sessions weaknesses outweighed strengths. The following table shows the grades awarded as a result of the teaching sessions inspected.

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

<b>Programmes</b>	<b>Grade 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE AS/A level	4	6	3	2	0	15
GCSE	0	0	4	3	1	8
GNVQ	2	5	6	4	0	17
NVQ	0	2	14	9	2	27
Access to higher education	0	0	1	0	1	2
Other vocational	4	15	3	6	0	28
Basic education	0	0	4	1	0	5
Other	5	17	5	1	1	29
<b>Total</b>	<b>15</b>	<b>45</b>	<b>40</b>	<b>26</b>	<b>5</b>	<b>131</b>

40 Most teaching sessions were well planned. Staff and students enjoyed good working relationships. Teachers displayed an up-to-date and thorough understanding of their subject. In most programme areas, students demonstrated levels of knowledge and skills appropriate to the stages of their study. Teachers had high expectations of students. In most classes, teachers provided regular feedback to students to assist their

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learning. Some schemes of work and lesson plans were insufficiently detailed and the majority gave inadequate attention to the development of core skills. Teachers made little use of teaching and learning aids. A lack of resources in some programme areas adversely affected teaching and learning.

41 In hairdressing and beauty therapy there was good interaction between staff and students. Staff displayed an up-to-date knowledge of their subjects. Lesson plans were detailed and thorough and encouraged the progressive development of students' competences. Lessons in beauty therapy were well prepared and supported by professionally-produced learning materials. In hairdressing, there were not enough resource materials specifically designed to allow students to work on their own. Students were given assignment targets which were reviewed regularly during tutorials as part of their individual action plans, which involved them in setting their own learning objectives. In the majority of lessons there was little planned use of information technology to develop students' skills. In NVQ lessons, the high proportion of theory at the expense of practice was hindering the development of students' competences. The pace of the work in theory was slow and did not sufficiently extend students' knowledge and understanding.

42 In most lessons in business administration and business and professional studies, teaching was carefully planned to meet the needs of students. Business administration sessions were well managed. A variety of learning materials enabled students to work at their own pace. Teachers carefully monitored their progress and provided support as required. Teachers possessed up-to-date subject knowledge, particularly in relation to information technology software. In business and professional studies, good relationships between staff and students helped students to learn effectively. In the majority of sessions, the objectives of the work were clearly stated and learning was linked to what had been covered in the previous session. In all sessions, students' knowledge and understanding and their ability to apply it were generally appropriate to the stage and level of their course of study. However, teachers sometimes failed to take account of students' diverse educational backgrounds, to make use of their knowledge and experience or to check the progress they were making during lessons. Students' assessed work was returned promptly.

43 In construction, students' interest was stimulated by relevant, practical projects. Effective use was made of a range of learning resources, although some practical work was adversely affected by the lack of appropriate materials. Lessons were well prepared. Teachers coped well with the individual needs of students working towards different levels of NVQ within the same class. Students' progress was regularly assessed and monitored through well-designed assignments. The lack of a formal tutorial system meant that students did not receive as much support in drawing up their action plans as students in other subjects.

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44 Engineering students on the NVQ level 2 foundation programme worked on a well-planned schedule of practical tasks. Clear aims and objectives and good support from teachers allowed students to work successfully at their own speed. Teachers carefully tracked individual students' performance. Similar practices were employed effectively on the fabrication and welding courses. Teachers displayed sound knowledge and understanding of their subject area. They used a variety of appropriate teaching methods and took good account of individuals' learning needs. Assessment procedures were fully documented and well managed. The intermediate GNVQ engineering programme did not provide adequately for the needs of part-time students. For example, access to relevant vocational computer systems and software applications was restricted. Teachers generally failed to make enough use of teaching and learning aids to reinforce the points they were making.

45 In art and design there was a good rapport between teachers and students. Teachers made effective use of their industrial experience during lectures. They had high expectations of their students, setting standards that were high but attainable. Schemes of work were imaginative and met the needs of students and validating bodies. Students received detailed project briefs. Teachers monitored learning and assessed students' progress at appropriate review points. Students demonstrated good theoretical knowledge and practical skills. On occasions, the lack of specialist facilities limited the extent to which students could practise their skills. There was no suitably resourced practical workshop for print making, photography and three-dimensional work in metal or wood and this seriously affected the content of assignments and the learning outcomes.

46 Students in health and community care courses were well motivated and appeared to enjoy their studies. Sessions were well organised. Lesson plans matched the schemes of work. Students experienced a wide variety of learning activities, including small group work, role play and video recording and replay. Insufficient attention was paid to the development and assessment of core skills, in particular, information technology and numeracy, and students themselves made little use of the flexible-learning centre to develop their numeracy and communication skills.

47 In biology, chemistry and physics, schemes of work were of variable quality. In the best lessons, intended activities and planned outcomes were shared with students. The pace of work was well controlled and there were regular checks on students' knowledge and understanding. Assessment of course work was thorough and students' progress was recorded in detail. In a few lessons, teaching was unstructured and little obvious attempt was made to extend students' understanding or sustain their interest. In one physics class, statements made by the teacher were inaccurate. In some lessons, the work was interrupted by students arriving late. Generally, teachers made little use of teaching and learning aids where these would have been appropriate.



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48 The college has a firm commitment to accept students with learning difficulties and/or disabilities. Teachers and students enjoyed good working relationships. However, in the majority of sessions, teachers gave insufficient attention to individual learning needs. There was no initial assessment of needs, no attempt to build an individual programme of learning, no action planning and no targets against which to monitor progress. Students did not keep records of achievement. Schemes of work lacked detail. In some sessions, teachers used inappropriate teaching strategies and were insensitive to the learning difficulties experienced by individual students. There was little use of information technology to support students' learning. Handouts were often handwritten and difficult for some students to read. In some classes, students spent much of their time in inappropriate activities, which included colouring pictures, cutting them out and inserting them in files.

49 In computing and mathematics, teaching was well planned. Students experienced a range of activities, including lectures, groupwork, presentations and planned work experience. Computing assignments were well designed and emphasised a systematic approach to software design. In office technology and computing short courses, appropriate learning materials allowed students to follow an individual learning programme and work at their own pace. During the inspection, there was no observed use of information technology by mathematics teachers, and no use of teaching and learning aids to help develop understanding in mathematics. Mathematics teaching across the college lacked leadership and co-ordination.

50 In humanities, the majority of teaching was lively and stimulating. Audio-visual aids were used effectively to add stimulus to the lessons and to help develop students' understanding of key issues. In the best lessons, teachers stated the learning objectives, set the session into the context of what had gone before, and used a range of appropriate learning strategies. In some classes there were elements of a learning partnership in which students negotiated with teachers their own scheme of work and learning outcomes. Teachers displayed a thorough understanding of their subject and most students were working effectively at levels appropriate to their stage of study. However, there was not enough attention to the development of core skills.

51 The work in adult education and basic skills was of a good standard. There was a clear rationale to lessons and a sense of purpose. The teaching of English for speakers of other languages lacked variety and students were not well motivated. Learning materials were out of date and poorly presented. Inadequate course planning resulted in the repetition of topics and worksheets. Records of progress were not maintained for all students.

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## **STUDENTS' ACHIEVEMENTS**

52 Students demonstrated good listening and oral skills. Most of their written work was of an appropriate standard. Exceptions included the poor quality of report writing in some GCSE subjects.

53 Students worked well in practical classes. In construction and engineering courses, they carried out tasks safely and to a high standard. In art and design, students' work was of a high standard and well presented. In hairdressing and beauty therapy, students had insufficient opportunities to demonstrate their practical competence. Students on some science courses displayed poor manipulative skills.

54 In some areas of work, for example business, health and caring, and the humanities, students worked together effectively in small groups to complete assignment work. In other subjects, such as science, students' achievements in groupwork were limited by their uncertainty of what was expected of them by the teachers.

55 In business administration, students were skilled in the use of computers and worked with a range of appropriate software. In other programme areas, students were given insufficient opportunity to develop information technology skills.

56 Figures provided by the college show that the retention rate of students enrolled for the academic year 1993-94 was 86 per cent. Some courses had poor retention rates; for example, it was 57 per cent on the BTEC first diploma in information technology and 65 per cent on the City and Guilds of London Institute (C&G) certificate in recreation and leisure. On the GCSE programmes as a whole the retention rate was 68 per cent. For the current year, retention rates of above 90 per cent are being achieved on some courses; for example, GCE A level science courses have an average retention rate of 96 per cent. However, some of the two-year national diploma courses are suffering from low retention rates, for example, 50 per cent in computing.

57 The overall attendance rate of students in the classes observed during the inspection was 64 per cent. The rates ranged from poor in the sciences (57 per cent) to barely satisfactory in business studies (75 per cent). The majority of programme area inspections coincided with industrial action by some members of the teaching staff. As a consequence of this, the figures may not be a true reflection of students' attendance at other times.

58 According to the Department for Education's performance tables, 78 per cent of students aged 16-18 in their final year of study on vocational courses were successful in achieving their qualification. This places the college in the middle third of colleges in the further education sector on this performance measure.

59 In 1994, business and office studies students achieved high levels of success. For example, the overall pass rate of students taking RSA

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Examinations Board (RSA) was 85 per cent, and 56 per cent achieved passes at distinction level. In some individual subjects such as wordprocessing and the medical receptionist diploma course, the pass rate was 100 per cent. Students currently enrolled on the GNVQ courses were achieving high levels of success on their external tests. Students on teacher training courses were also doing well; those following the postgraduate diploma had a 90 per cent success rate, and 80 per cent of students on the stage 1 certificate course went on to stage 2.

60 In engineering, a high proportion of students achieved the target qualifications on the basic engineering training course and several of the craft courses. Pass rates were generally satisfactory at technician level but a high proportion of full-time students failed to complete courses such as the national diploma. Levels of success in the external tests in GNVQ engineering are poor.

61 The 64 students aged 16-18 who entered for the GCE A level and GCE advanced supplementary (AS) examinations in 1994 scored on average 3.5 points per subject entry. This places the college in the middle third of colleges in the further education sector on this performance measure based on the tables published by the Department for Education. Results in some individual subjects were good; for example, in physics the pass rate was 12 per cent above the national average for general further education colleges. There were good results in some humanities subjects; students taking psychology, sociology and English literature achieved pass rates over 75 per cent.

62 In GCSE subjects the results for 1993-94 were of variable standard when compared with the national averages for sector colleges other than sixth form colleges. In biology, for example, 70 per cent of students gained A-C grade passes compared to a national average of 48 per cent. Results in mathematics were similar to the national average but those for chemistry and physics were well below. Results in the humanities subjects were generally good; for example, over 85 per cent of students achieved a grade A-C pass in media studies and English literature.

63 The proportion of students on basic education courses, English for speakers of other languages and on courses for students with special learning difficulties and/or disabilities who achieve recognised qualifications is low. More needs to be done to increase the opportunities for such students to gain external qualifications and to progress to other courses.

#### **QUALITY ASSURANCE**

64 The college charter contains detailed statements on a series of commitments which the college makes to its students, employers and members of the local community. It is included in the staff handbook and also summarised in the student diary which is issued to all students during their induction programme. At the time of the inspection, no procedures

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had been established to review the extent to which the commitments made in the charter had been met. The charter is available only in English, even though 14 per cent of the students in the college are of Asian origin.

65 College documents give appropriate attention to quality assurance. There is a quality assurance policy and strategic planning documents give substantial attention to this feature of provision. The college is committed to assuring the quality of all aspects of its provision by monitoring and evaluating performance against agreed targets. The college's quality standards committee, comprising senior and middle managers, receives reports from the faculties on issues that arise from the quality monitoring process and it reports regularly to the academic board. However, there is inconsistent application of quality assurance procedures both within and between faculties.

66 As part of the course quality system, course teams are required to complete a self-evaluation form in September and, progressively each term, a course quality log. This includes quantitative data on, for example, student enrolments, retention and success rates, as well as college-wide quality standards established for pre-entry, on-course and exit phases of the course. There is no requirement to summarise the views of external moderators or verifiers in the course log. The course log and self-evaluation form are not appropriate for the needs of some courses; for example, those that do not have a target qualification. The main issues and actions arising from the consideration of course operation and completion of the course log are fed to the head of faculty and then to the college quality standards committee at its termly meetings. The operation of the course quality system is inconsistent. Some course teams have not completed the documentation. In many cases, the level of evaluation is superficial and some staff do not fully understand its purpose. Faculty heads are required to present the issues and actions arising from the operation of the system to a quality committee meeting. Only one of the three faculty heads was able to fulfil this requirement. Feedback of the decisions of the quality committee to courses and the monitoring of the implementation of required actions are weak. Course teams are not required, for example, to minute progress on agreed actions. The college requirement to consider the views of students and employers is poorly implemented by many course teams.

67 Quality assurance procedures for cross-college services are at an early stage of development. Only a few service areas, such as the student advice centre and the training credits unit, have established targets and are required to report annually on their performance. Other areas such as the flexible-learning centre and technician support are not evaluated.

68 Quality audit teams have been set up to monitor provision; they consist of the two vice-principals, a head of faculty and a teacher from the faculty being audited. They are beginning to monitor and report on the operation of courses. Reports are presented to the college quality standards

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committee. The three reports to date have highlighted the inconsistent operation of the course quality procedures.

69 For the first time this year, students' views on college provision have been collected. It was intended that the questionnaires would be analysed by the course teams. When this proved difficult to implement, an outside agency was commissioned to complete the analysis for the college as a whole. The opportunity to gain valuable information on students' perceptions of individual courses was lost. However, the views of the student body in general reveal concerns over the marketing of the college, recruitment and the tutorial process. These views are beginning to inform college planning. The commitments made in the college's charter have not been cross-referenced to the questionnaires. There are no college-wide arrangements to sample the views of employers.

70 The college has a system in place for authorising, recording and evaluating funded staff-development activity. About 1 per cent of the college's staffing budget is allocated to staff development. The main activities recently have been support for curriculum development, including the introduction of GNVQ courses, and work towards assessor awards. A considerable amount of staff development, including some divisional events and whole-college planning days, is not recorded by this system. Staff development has helped the college to make progress in some areas, for example in developing strategies for dealing with personal harassment, in encouraging more consistent induction procedures and in strategic planning.

71 The management of staff development is weak; there is no detailed staff-development plan and the priorities agreed by the vice-principal and staff-development officer are not well disseminated. Staff are insufficiently aware of the overall programme and its outcomes, or about the budget allocated to different activities. The take-up on some events is low. The staff-development programme as a whole is not reported upon nor evaluated. There is a formal staff-induction procedure. However, many of the staff who have joined the college since April 1994 have not completed their induction.

72 A programme of staff-development interviews is being implemented. The intention was to start the programme in the autumn term 1994, beginning with the senior managers of the college. However, at the time of the inspection, no member of the senior management team, other than the principal, and fewer than 40 per cent of full-time teachers had been interviewed. Few support staff and part-time teachers had been interviewed. In some cases, where interviews have been held, the written reports on the outcomes of the interview have been delayed and/or the action on agreed outcomes has been weak. Staff who have been interviewed say that they find the process a valuable one.

73 The college produced a self-assessment report and position statement for each major aspect of provision using the headings contained in the

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Council Circular 93/28, *Assessing Achievement*. The report and position statements are mainly descriptive and there is limited evidence to support some conclusions. In a number of areas, there is no clear distinction between strengths and weaknesses. A list of action points identifies areas for development and these are being incorporated into the 1995-96 college operating statement.

## **RESOURCES**

### **Staffing**

74 Teachers are appropriately qualified and have up-to-date knowledge of the subjects they teach. Over 90 per cent are qualified teachers. Staff teaching on vocational programmes use their specialist expertise effectively to enhance the learning experience of the students. Thirty-three per cent of full-time teaching staff have recent industrial and commercial experience. Staff in engineering and mathematics are in need of professional updating. Part-time staff contribute relevant commercial experience to the teaching. There are well-developed selection procedures that ensure equal opportunities for staff. Members of minority ethnic groups hold key positions in the college, and there is an appropriate balance between men and women on the staff. Teaching staff demonstrate high levels of enthusiasm and commitment towards their work.

75 Technician and other support staff were not always sufficient in number to maintain services to teaching and administrative functions. In curriculum areas such as art and design, engineering and business studies the level of support was inadequate. In other areas such as science, hairdressing and information technology, support was sufficient. There was a lack of dialogue between teaching and support staff over curriculum planning.

76 The majority of job descriptions have not been reviewed to reflect changed responsibilities and duties since incorporation.

### **Equipment/learning resources**

77 The college has made a considerable investment in information technology equipment over the last two years. As a result, there is one computer for every seven full-time equivalent students and most computers are modern and use current software. The college has eight main computer rooms, including a new information technology suite. This is spacious and well laid out and contains modern microcomputer systems with a wide range of generic software. Additional learning materials to support the use of the facilities are in the early stages of development.

78 In hairdressing and business studies, the quality of equipment in specialist rooms meets the needs of the curriculum. The college has invested £350,000 on capital equipment since incorporation. Specialist equipment and resources in art, design and construction are inadequate. The college does not have a formal policy for the replacement of equipment.

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79 The library service is provided by well-qualified staff who respond effectively to staff and students' needs. There is a library only on the town centre site. In some areas, including business studies and humanities, the bookstock is adequate. In others, such as engineering and information technology, it requires updating. Funding for the library is £15,000 for the year 1994-95; at £10 per full-time equivalent student, this is low. The library building is in need of refurbishment and decoration. Seating in the main part of the library is limited, although there is a quiet study area in an adjacent room. The library service is managed separately from information technology workshops and learning support. There are no formal links between the library staff and teachers in the curriculum areas.

80 Learning resource materials are co-ordinated through the central teaching aids unit. The unit holds a good range of resources for teaching and learning, including overhead projectors, televisions and videos. A team of four staff maintain an effective booking and delivery service to all sites. Other services include graphic design, photography, desktop published handouts and exhibition materials. The college provides a reprographic service with a 24-hour turnaround.

### **Accommodation**

81 The college has an accommodation strategy involving rationalisation of its current accommodation from six to two main locations; the main town centre site where much of the teaching currently takes place and the recently purchased Harold Town site, also in Keighley. The Dalton Lane site houses the technology workshops but the building is structurally unsound. The college is in the process of converting the Harold Town site from commercial to educational use in order to replace the facilities on the Dalton Lane site. The accommodation at the Harold Town site currently provides a poor learning environment for art and design students. Childcare facilities have been established at the Hillingworth site; the layout is spacious, well equipped and decorated to a high standard. The college plans to complete its reorganisation of sites by 1996.

82 The college has invested over £1 million on essential health and safety work. The entrances to the main site buildings are unattractive and unwelcoming. Signposting is inadequate; there are poor directions between buildings, faculty offices, the flexible-learning centre and central-college services. Although some classrooms have been redecorated and furnished with carpets and blinds, the majority of classrooms and staff workrooms are drab and in poor decorative order and fail to provide a good environment. Storage space is limited for both staff and students. The college buildings have been adapted using ramps and lifts, to provide access to nearly all parts of the college for students with restricted mobility.

83 All buildings are cleaned to a high standard. There is no maintenance policy in place and repairs are conducted as necessary. The college has not conducted a space-utilisation survey.

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## CONCLUSIONS AND ISSUES

84 The college is working to achieve its mission. Its strengths are:

- a wide range of courses which reflect the needs of the community
- good pre-enrolment guidance for students
- a strategy to develop environmental responsibility
- suitably-qualified and experienced teaching staff
- good staff-student relations
- generally satisfactory levels of student achievement
- the recently-improved resources for information technology
- good relations with the TEC and community organisations.

85 If it is to succeed in achieving its aims, the college should address:

- inadequacies in strategic leadership
- the lack of criteria by which governors can assess the effectiveness of the senior management team
- the inadequate level of attention by managers and staff to the implementation of college procedures and policies
- the inadequate processes for reporting on and reviewing the implementation of college policies and procedures
- inconsistent approaches to guidance and support for students
- the poor quality of teaching and learning for students with learning difficulties and/or disabilities
- the weak co-ordination of schools liaison activities
- the under resourcing of some programme areas
- inadequate planning and evaluation of staff development against the college's strategic plan
- the lack of a college management information policy that meets the needs of all potential users
- poor staff awareness of the activities of the governing body and academic board
- poor levels of student attendance and retention rates.



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## FIGURES

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- 1 Percentage enrolments by age (as at May 1995)

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  - 2 Percentage enrolments by level of study (as at May 1995)

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  - 3 Enrolments by mode of attendance and curriculum area (as at May 1995)

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  - 4 Staff profile – staff expressed as full-time equivalents (as at May 1995)

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  - 5 Income (for 16 months to July 1994)

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  - 6 Expenditure (for 16 months to July 1994)

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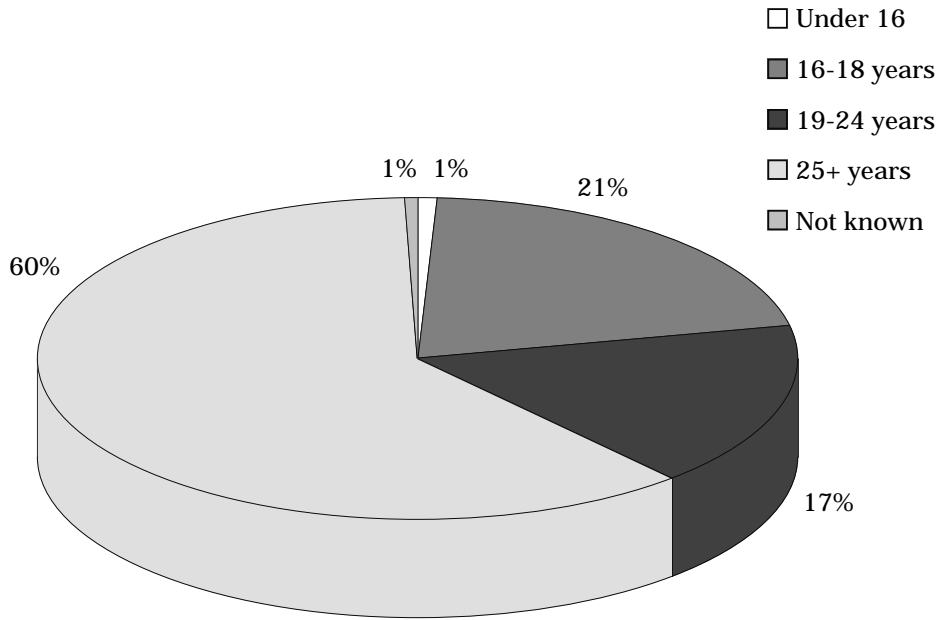
**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

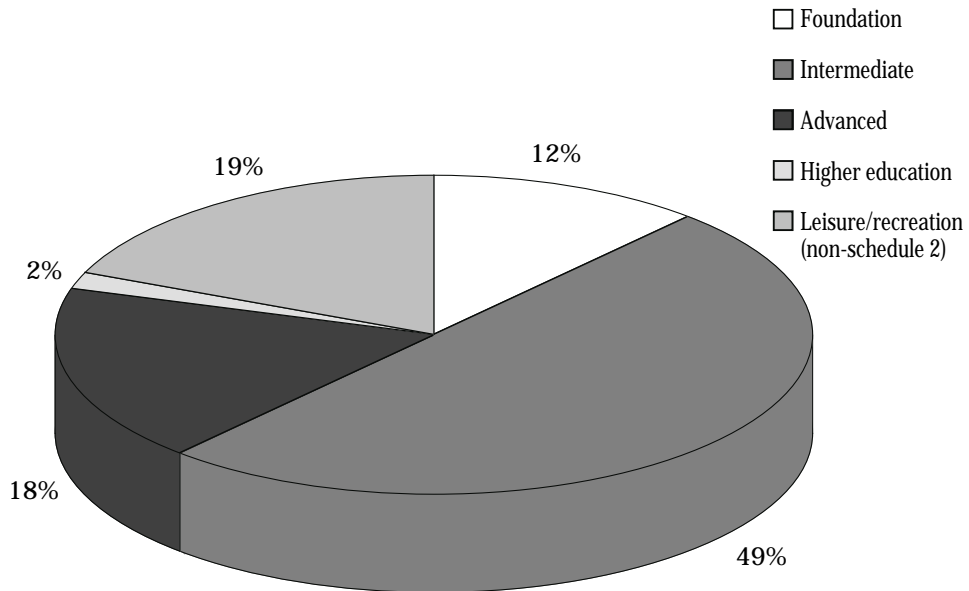
**Keighley College: percentage enrolments by age (as at May 1995)**



Enrolments: 5,711

**Figure 2**

**Keighley College: percentage enrolments by level of study (as at May 1995)**

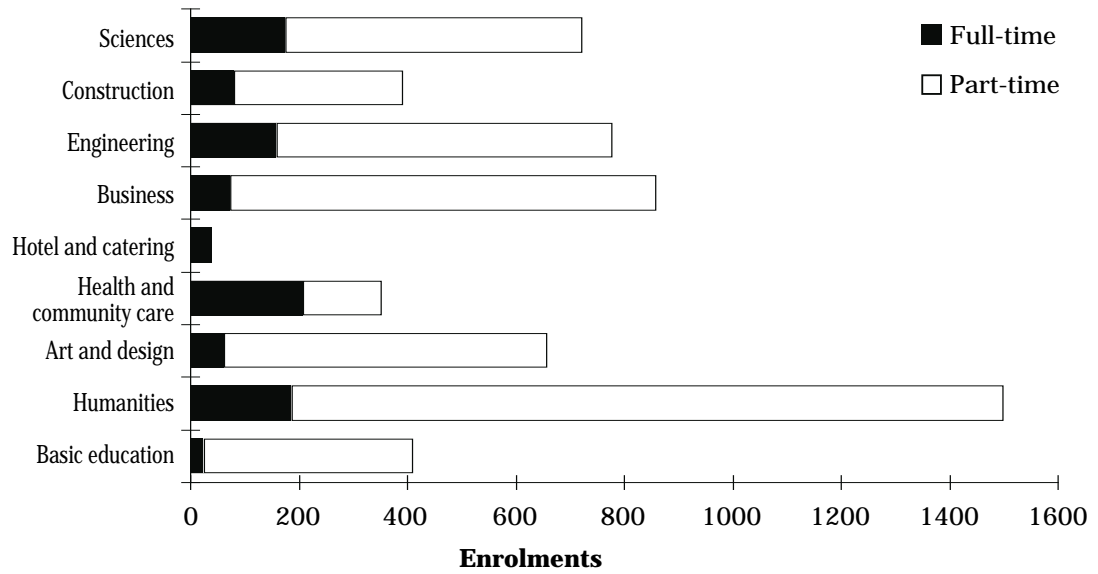


Enrolments: 5,711

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**Figure 3**

**Keighley College: enrolments by mode of attendance and curriculum area (as at May 1995)**

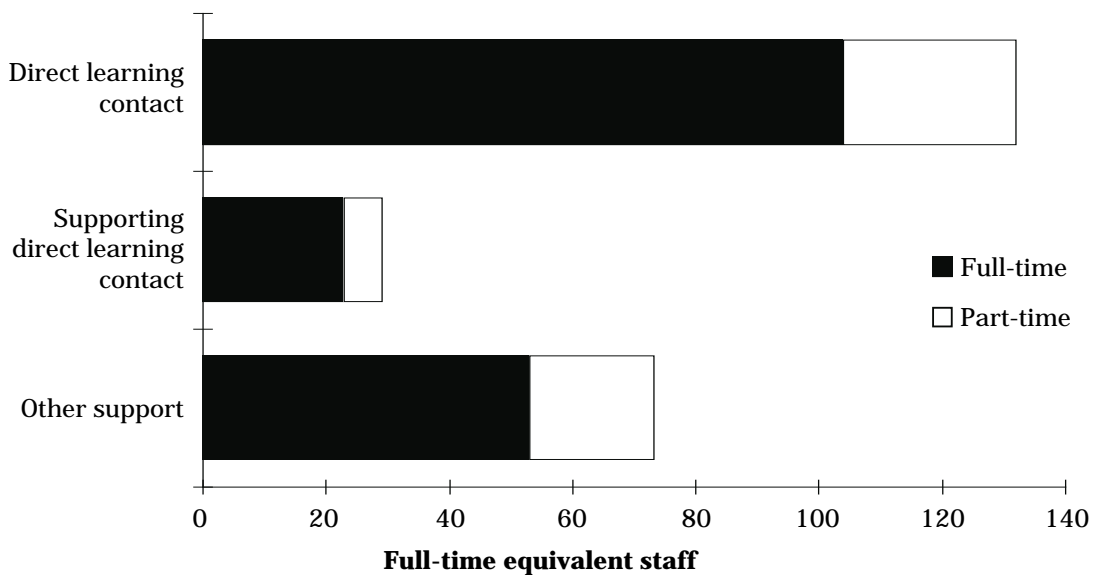


Enrolments: 5,711

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**Figure 4**

**Keighley College: staff profile - expressed as full-time equivalents (as at May 1995)**

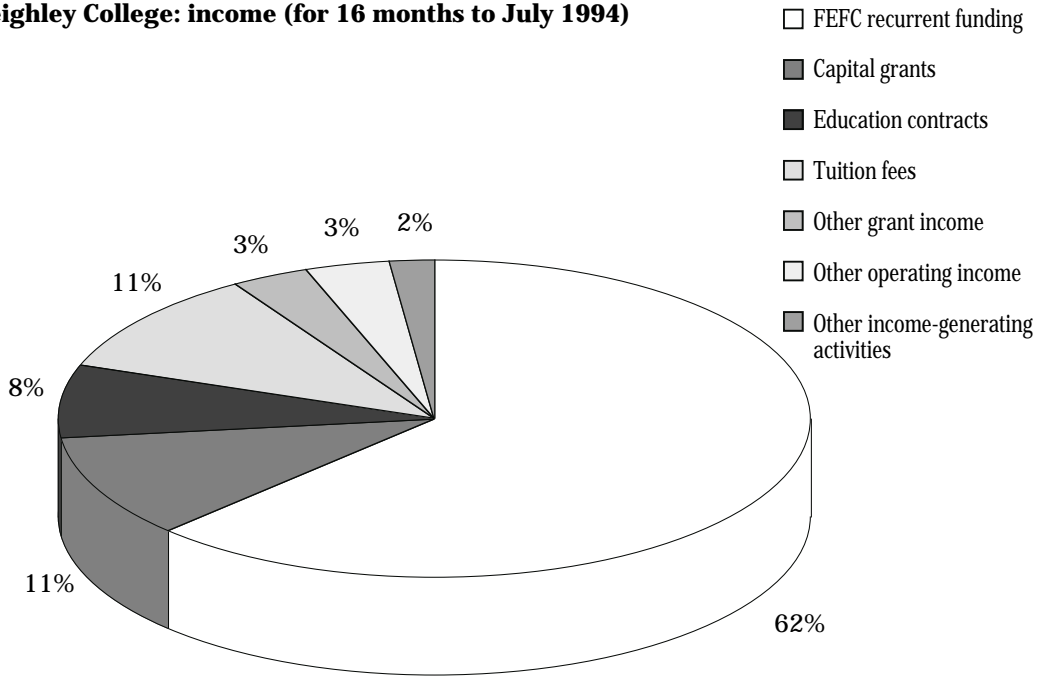


Full-time equivalent staff: 235

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**Figure 5**

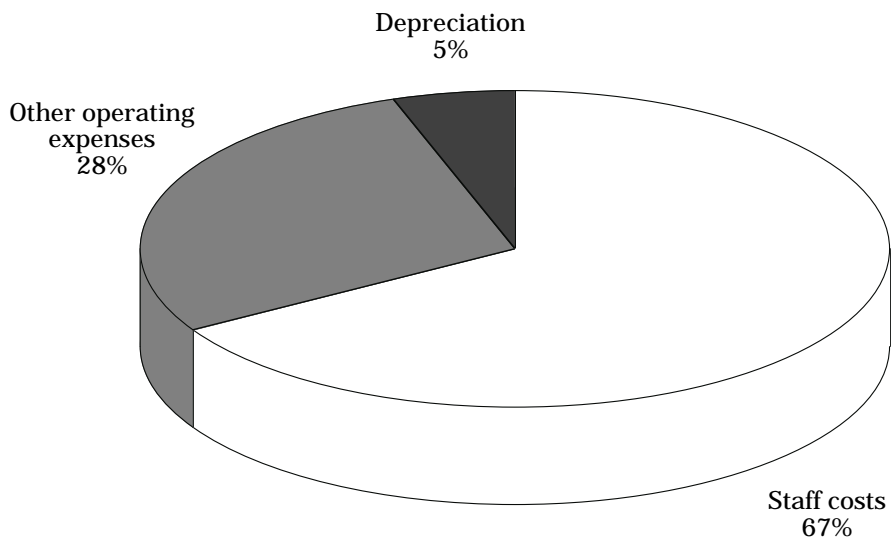
**Keighley College: income (for 16 months to July 1994)**



Income: £8,840,000

**Figure 6**

**Keighley College: expenditure (for 16 months to July 1994)**



Expenditure: £8,597,000

Published by the  
Further Education Funding Council  
October 1995