

**REPORT  
FROM THE  
INSPECTORATE**

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# **The Mary Ward Centre**

**September  
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 82/95

**THE MARY WARD CENTRE  
GREATER LONDON REGION  
Inspected February – March 1995**

## Summary

The Mary Ward Centre is a designated institution in the further education sector providing adult education in central London. Provision includes schedule 2 and non-schedule 2 courses funded by the FEFC. The centre has productive links with local community organisations. There are good relationships between staff and students and many examples of good teaching. The management team is effective and a committed full-time and part-time staff work well together. The centre is supported by an experienced management committee. Enrolment arrangements are efficient and the management information system is working well. The centre should establish a more systematic approach to course evaluation and curriculum planning. Procedures for recording students' achievements should be improved, learning outcomes clearly linked to individual and course objectives, and opportunities for accreditation extended. Opportunities for students to progress through different course levels should be made more explicit and provision established for educational guidance and learning support. Within financial constraints, continued action should be taken to improve access for students with restricted mobility.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Computer studies	2	Humanities	2
		Languages	2
Creative arts	2	Over 60s and basic education	2

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## **INTRODUCTION**

1 The Mary Ward Centre was inspected during the period February to March 1995. Six inspectors spent a total of 28 inspector days in the centre. The team inspected basic education, humanities, creative arts, languages, computer studies and provision specifically aimed at people over the age of 60. Inspectors visited 69 classes and examined a sample of students' work and a wide range of centre documentation. There were meetings with members of the centre management committee, full-time and part-time staff, students and representatives of local community organisations.

## **THE CENTRE AND ITS AIMS**

2 The Mary Ward Centre was founded in 1891 as a residential settlement. Its main aim was 'the advancement of public education and the promotion of social services for the community'. The centre moved to its present site near Holborn in the London Borough of Camden in 1982. The settlement now consists of three distinct elements: the adult education centre, the legal and financial advice centre, and the youth club. Because of the different funding arrangements, each of these has its own management committee which reports to the settlement's council of management. In 1993, the adult education centre became a designated institution in the further education sector. It is this part of the settlement which was inspected.

3 The centre is based in an attractive five-floor grade 2 listed building approximately 250 years old. The building is leased at an annual rent which is low for central London. The lease expires in 2002. The council of management is setting aside funds each year to ease the impact of any increase in rent.

4 At the time of the inspection, there were 5,160 students at the centre making up 8,717 course enrolments. All students are part time and enrolments continue throughout the year, so this figure represents only a proportion of those expected to enrol over the full year. The 1993-94 enrolments by age, level of study, and part-time enrolments by curriculum area are shown in figures 1, 2 and 3. There are 125 teachers who are part time (15 full-time equivalent), two who are full time and 11 full-time equivalent administrative and support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

5 The centre's average level of funding for 1994-95 is £9.57 per unit. The centre's estimated income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6.

6 The centre serves a local catchment area defined broadly as the Borough of Camden and neighbouring parts of Islington and Westminster. Thirty-seven per cent of students come from these three boroughs. Many other students travel considerable distances to study at the centre. The location of the centre makes it easy to reach for those who work in central London but live further out of the city.

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7 Neighbouring adult education providers include the City Literary Institute, the Working Men's College and Kingsway College. There is effective collaboration between the centre and other providers to avoid duplication of provision.

8 The mission of the Mary Ward Centre is 'to provide relevant lifelong educational opportunities and community services for individuals and groups in the local community and for adults from the wider communities of the London region'. The strategic plan identifies the consolidation of current provision as the key objective for 1995.

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

9 The centre offers a wide range of schedule 2 and non-schedule 2 courses as defined in the Further and Higher Education Act 1992. They provide opportunities for education and training to a variety of students including those in employment, adults returning to education and unemployed people.

10 There are over 800 part-time courses. They cover computer studies, basic education, history of art, society and humanity, health and personal development, communication studies, arts and crafts, music and dance, languages, and courses for the over 60s. Access courses prepare students to enter higher education. Distinctive courses, include Sanskrit and 'living with dying'. Non-schedule 2 provision consists primarily of adult education in the arts and humanities. Participation is made easier by the provision of short courses and one-day courses, several of which take place on Saturdays.

11 Interest in courses significantly outweighs the centre's ability to respond and there are a number of waiting lists. At the time of the inspection, 13 per cent of the students at the centre were unemployed and a further 9 per cent were receiving income support. Thirty-nine per cent of students were between 26 and 35 years of age and 15 per cent were over 60. Eighty-six per cent were white and 73 per cent of students were women.

12 Few of the courses have national accreditation and there are limited opportunities for students to progress from non-schedule 2 to schedule 2 provision. Although there are courses of different levels in a number of subjects, the opportunities for progression are not clearly explained to students. The centre should consider extending the range of subjects in which there are routes for progression.

13 The centre works with local community groups to help them develop provision which is linked to the centre's courses. This has led to the recruitment of people from groups who have not normally entered further education. The centre's positive and flexible response is appreciated by members of local community groups. Staff are involved in a number of community initiatives, for example, Bedford House Community Centre and its parent body Holborn Community Centres.

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14 The staff at the centre have productive links with a number of external organisations. For example, a local firm of solicitors provides £15,000 a year to sponsor volunteer literacy tutor training. It also makes its training suite available to the centre free of charge.

15 The centre would benefit from more systematic marketing of its provision. While some use is made of market research, much of the present provision has been developed in response to historical student demand.

16 There is an equal opportunities policy but no related institutional objectives. A commitment to equality of access is demonstrated, for example, in the centre's provision of a creche. Students commented that the creche was a 'life line'. Single parents comprise 50 per cent of the users. Support is offered to students with disabilities and to some who have mental health problems. The centre helps these and other students by providing a supportive environment in which to develop self-confidence.

#### **GOVERNANCE AND MANAGEMENT**

17 The council of management has overall responsibility for the governance of the Mary Ward settlement. In 1993, the council set up a management committee with delegated responsibility for the Mary Ward Centre at the time that it became a designated institution. An audit committee was also established reporting direct to the council of management. The respective roles of management committee and council of management are clear and understood.

18 The management committee meets five times a year. The membership of 14 comprises four members of the council of management, a nominee from Birkbeck college, two staff and two student representatives, the principal, the vice-principal and three co-opted members. There are currently two vacancies. Committee members have wide experience of management and adult education and this is valued by staff. The management committee works closely with the centre management team and together they have responded effectively to the changing requirements of successive funding bodies.

19 The centre's management team comprises the principal, the vice-principal and the head of finance. They work well together and provide purposeful leadership, but because there are few staff with cross-centre roles there has been little delegation of responsibility. As a consequence, the management team carry out the full range of management tasks. There are heads of department for computing and basic education. Other curriculum management tasks are carried out by the senior managers.

20 The ethos and aims of the centre are understood and supported by its staff. Relationships between managers and other staff are good. There are regular staff meetings and an annual meeting for all part-time tutors. Part-time staff feel informed and well supported. Staff are aware of the centre's policies and procedures. They are developed through consultation

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and kept under review to ensure that they meet changes in requirements. For example, the health and safety policy and the centre's financial regulations are currently being reviewed to meet new legal requirements.

21 The management information system is well established and meets the needs of the centre. It was designed by staff specifically for adult education and several other providers have purchased it. The system is updated to meet new demands such as the changes in statistical returns required by the FEFC.

22 Curriculum management is effective in basic education and computing, but it is underdeveloped in other areas. There have been various initiatives to improve the management of those subjects without co-ordinators but these have met limited success. Curriculum management should be strengthened to ensure that the most appropriate range and level of programmes is offered and that there are clear opportunities for students to progress to more advanced courses.

23 Financial management is co-ordinated by the head of finance. Income targets are set for the whole centre and specifically for the computing department. Progress toward the targets is monitored and action is taken if required. Fee income provided 37 per cent of the centre's funding in 1993-94. The management team effectively manages the balance between the number of courses offered, enrolment levels and income generation.

24 The centre's strategic plan was drawn up after consultation with staff and with other local providers. It was discussed and approved by the management committee and the council of management. There is a detailed operating statement for the current year including targets, a timetable for their achievement and resource implications. Growth targets are being achieved and there is a regular review of progress by the management team and the management committee.

25 Retention rates are monitored on a weekly basis and action is taken as soon as attendance falls below 75 per cent. In those areas where it is appropriate, further work needs to be done on tracking students' progress when they complete their courses.

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

26 The welcoming atmosphere of the relatively small centre, the advice and support offered by staff, and a cafe which is open to the public, all help the centre to meet the needs of a broad range of students. Students talk of being members of the centre. They are encouraged to take responsibility for organising their own learning and there is a strong emphasis on personal development.

27 The prospectus is attractive and the information it contains is generally clear although more detail about progression routes would be helpful. Additional publicity is provided through local networks and through a widely-available commercial publication which deals with adult



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education across London. A significant proportion of new students learn about the centre through personal contacts.

28 Most courses are well established and some have long waiting lists. Twenty-one per cent of students have been on courses at the centre before. Some popular subjects have a high proportion of returners; for example, 41 per cent of students re-enrol in music. Enrolment is generally on a first-come, first-served basis but students who are already on a course for one term are given the option to enrol in the following terms in order to provide continuity of study.

29 Postal enrolment is possible from July and there are three main enrolment days in September. Enrolment days are welcoming and well organised. People are greeted on arrival; there are clear directions to the various parts of the centre; and information is posted and regularly updated as classes become full. Staff are available to give advice and to provide more detailed information on courses. Enrolments are immediately entered on the management information system. Enrolment forms do not enable students to identify their learning-support needs or disabilities so there is no central record to enable the centre to co-ordinate support.

30 Reception staff have a good knowledge of the centre's programme and give an efficient service to enquirers. Information on courses is provided in clearly-written course documents which are updated regularly. Information is also available on the courses offered at other centres. Records of initial guidance are not kept. This will be required as part of the new funding methodology.

31 While the core staff team is efficient and responsive in providing general advice, there are no arrangements for educational guidance other than that provided by tutors. There is no provision for learning support or study skills. These are significant gaps in the centre's provision which limit its capacity to ensure effective progression and to maximise learning opportunities for all students in accord with its mission. There are few links with employers or the careers service.

32 The main entrance to the centre is not accessible for people using wheelchairs and there is no lift in the building but arrangements are made to enable people with restricted mobility to enrol. A portable induction loop system is available for students who have hearing impairments. Information on fees, including concessionary rates, are given in the prospectus and course leaflets. In 1993-94, 42 per cent of enrolments on computing courses were concessionary. In addition to those eligible for concessionary fees, 3 per cent of the students enrolled in October 1994 received discretionary fee reductions or hardship bursaries.

33 There are no arrangements for the recognition of students' prior learning. While the need and demand for this may be small, it should be considered as part of the centre's aim to promote equality of access to learning opportunities.

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34 Student attendance is monitored. Reasons are sought for absences and appropriate action is taken where necessary. Basic education staff visit students at home to follow up absence or to provide support. The centre is piloting a learning contract this year and computer studies staff produce a summary assessment of students' achievements at the end of their course.

35 Students speak highly of their experience at the Mary Ward Centre and the quality of support they receive. There is a record of swift and effective response to students' requests and complaints.

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

36 Of the 69 sessions inspected, 87 per cent had strengths which clearly outweighed the weaknesses. The distribution of inspection grades is shown in the following table.

#### **Teaching sessions: inspection grades**

<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
<b>Sessions</b>	<b>17</b>	<b>43</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>69</b>

37 There are many examples of good teaching across all subjects. Tutors have a thorough understanding of the needs of adult learners. Good teaching sessions are characterised by careful preparation, clear aims and objectives and an emphasis on individual support and attention. Tutors have a sound knowledge of their subjects and many practise professionally in the subject they teach. Many supply their own carefully-prepared teaching materials. In a number of sessions teachers negotiated the content of the lesson with the students.

38 Computer studies courses are well planned and well organised. The range of courses is regularly updated to keep up with changes in the market. Curriculum content is relevant and supported by appropriate commercial software. There are appropriate learning materials and effective student guides to support teaching. The support which tutors give to individual students is excellent. However, sessions are often controlled too closely by the tutors so that students do not learn to make their own notes or to develop those general learning skills which would enable them to become more independent learners.

39 There is an imaginative range of provision for students over the age of 60. Courses include drama, Tai Chi Ch'uan, bamboo pipes, computing and singing. There are appropriately high expectations of what older people can achieve and some of the teaching is excellent. The over 60s club, which provides a supportive base from which members join other courses, should offer more challenging activities for some of its members. Generally, there is scope for an increased emphasis on individual learning objectives and help for students in devising learning programmes which take full advantage of the courses offered.

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40 All basic education students receive a systematic and sensitive initial assessment which informs their individual learning plan. Schemes of work are designed to meet individual learning needs and programmes encourage student progression and achievement. Volunteer tutors work alongside the co-ordinating tutor to assist individual students, some of whom have specific learning difficulties. Teachers introduce appropriate methods of working and draw effectively on students' experience. A good range of teaching materials and handouts support and reinforce learning. In some literacy groups, students do not have enough opportunity to work together in pairs or small groups. In some English classes for speakers of other languages, group discussions are not effectively managed and listening skills are insufficiently developed and used.

41 The creative arts provision includes art and crafts, music and dance. There are opportunities for prospective students to visit classes before deciding which to join. Tutors, often practising artists, have a good command of their subject and are well respected by students. Individual students are helped to develop confidence, view their own work objectively and then compare and discuss it with other students. The absence of an introduction or summary by the tutor, and the lack of visual reference material, limit the effectiveness of some sessions.

42 In languages, there are good schemes of work and most sessions are well planned. Resources are adequate and tutors often provide their own additional teaching materials. Teaching is generally of a high standard, and lessons are conducted almost exclusively in the language being learned. Video and audio tape recorders are used effectively to support learning. In other lessons more emphasis on discussion and groupwork would improve students' learning.

43 Humanities tutors are knowledgeable and enthusiastic about their subjects. Courses are well organised and lessons are generally well planned. Most courses are taught by tutors who have developed their own programmes. The teaching is effective but there is not always sufficient attention to checking individual students' understanding of the work being covered.

### **STUDENTS' ACHIEVEMENTS**

44 For many students their main aim is to pursue a special interest or to develop their knowledge and skills, rather than to achieve a formal qualification. Recently, the centre has been piloting various schemes for measuring learning outcomes so that students' achievements can be assessed in relation to their learning objectives. At present, not enough is being done to track and record students' progress and to recognise their achievements.

45 Students have a strong attachment to the centre and speak enthusiastically about how they have benefited from their courses. They comment in particular on their increased confidence, the development of new practical skills, intellectual and personal growth, and social contact.

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46 Examples of individual and group achievements include exhibitions of art and craft work; music, dance and drama performances; and published work. The Greek dancing course has performed at the International Eisteddfod and the over 60s drama group at the Edinburgh Fringe. Sanskrit students have a thorough understanding and knowledge of their subject and students in art and craft have produced work of a high technical standard.

47 Where external examinations are taken, the results are generally good. Of 18 candidates who took the RSA Examinations Board (RSA) examinations in Italian, Spanish and German, 15 obtained a certificate. However, this was only a small proportion of the 747 who enrolled on these courses. On RSA computer literacy and information technology courses, 43 of the 51 students examined achieved distinctions.

48 Basic education students gain confidence and develop their literacy skills. Some students would like accreditation for what they achieve. None is available at the centre although students are referred to other providers which offer accreditation. Some evidence of students' achievement is provided in the records students use to chart their progress, which form part of their individual learning plans. One student with dyslexia progressed from an error rate of 32 per cent to 16 per cent and significantly improved his reading skills. In a six-month period, five out of a group of 13 students studying English for speakers of other languages moved on to more advanced provision at a local college. Writing for publication is another way in which students' achievement is recognised.

#### **QUALITY ASSURANCE**

49 There have been a number of developments in quality assurance but systematic procedures are at an early stage of development. Over a three-year period there was a programme of class visits by senior managers involving an evaluation of three subject areas. In the last two years, other demands on staff have made it difficult to sustain and develop this initiative. Newly-appointed tutors, however, continue to be visited by members of their senior management team.

50 In November 1994 a quality assurance working party was established with a membership comprising staff representatives and members of the management committee. It has made good progress in developing a working policy for quality assurance, bringing together existing practice, devising new procedures and proposing action over the next few years. It is expected to complete its work in the early summer. The intention is to develop performance indicators for each key area of activity.

51 There are examples of effective evaluation in all subjects but methods vary and there needs to be a more consistent and co-ordinated approach. Many tutors have devised their own procedures for gathering students' views, including end-of-course and mid-course questionnaires. Informal discussions take place between tutors at the end of courses and any

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evaluations are used to inform course planning. There are examples of coherent planning in a number of subject areas including basic education, art, languages and computers. Meetings of the studies committee, comprising staff representatives and the senior managers, are well recorded but the business tends to be dominated by discussion of current initiatives at the expense of longer-term strategic planning.

52 The centre has demonstrated a strong commitment to the development of an appropriate method for evaluating learning outcomes. Practices in other adult learning organisations have been studied and various models piloted. The first model piloted by the centre included a list of specific learning objectives against which students were asked to indicate their learning achievements on a five-point scale. The model now being piloted asks the student to identify, with tutor guidance, a minimum of one and a maximum of three learning objectives to be subsequently assessed. Good progress has been made in developing a process which will be relevant to the Mary Ward situation. However, the centre should ensure that by simplifying the process it does not weaken the link between course learning objectives and the measurement of students' achievements.

53 All tutors are required to complete a standard form giving a description of the course they teach, its learning objectives, the previous knowledge and extra study expected of students, the resources which are necessary for following the course, and an indication of the other courses which students can go on to study.

54 Examination results are available for the minority of courses leading to public examinations and the computing department has comprehensive data on pass rates for all its courses. Students' achievements, however, are not routinely reported to the studies committee or the management committee.

55 Following staff consultation and training, an appraisal scheme was introduced last year. It applies to all academic and administrative staff working over eight hours a week and has been well received by staff.

56 Part-time tutors receive a general induction on appointment. A recently-devised induction sheet provides a comprehensive and useful checklist. Staff are entitled to 10 days annual paid study leave after they have spent one year in post. Staff-development needs are identified through the appraisal scheme. All full-time and substantive part-time academic and administrative staff have attended staff-development events either in the centre or externally. Part-time tutors have received support to further their professional development.

57 The centre has produced a charter. It gives a comprehensive description of the Mary Ward Centre, its activities and procedures, including information about the complaints procedure. A number of service standards are included. All part-time tutors are issued with a copy. Copies are available in reception but as yet few students seem aware of its existence.

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58 The centre has produced a self-assessment report. It follows the headings in the inspection framework set out in Council Circular 93/28, *Assessing Achievement*, and is a useful summary of its operations. It includes a number of judgements which were subsequently confirmed in the inspection findings. However, the centre's assessment of its strengths and weaknesses is not yet sufficiently rigorous and comprehensive.

## **RESOURCES**

### **Staffing**

59 The centre has a well-qualified and experienced staff. Many of the part-time staff work only a few hours a week. They include practising artists and many who hold high-level professional and academic qualifications. Staff who have academic management responsibilities have considerable experience of adult education. Staffing is stable, and there is a regular addition of new part-time tutors as the range of provision is widened and greater expertise is required. Volunteers in basic education have all undergone initial training and are suitably experienced. The centre has recently reviewed its arrangements for administrative staff, appointed additional staff and reallocated roles. This has led to improved administrative support for the centre.

60 Staff are efficiently deployed but the significant workload on a small core team means that the full range of strategic, evaluation and planning tasks are not being carried out. The absence of subject co-ordinators in some subject areas and the lack of staff time for guidance and learning support are factors which limit the effectiveness of the centre in achieving its mission.

### **Equipment/learning resources**

61 All general teaching rooms have a whiteboard, an overhead projector, easy access to a video recorder, slide projectors, tape recorders and a lockable cupboard for audio-visual resources. There is also access to other basic teaching equipment such as flip charts, cameras, film projectors and music centres. The equipment is kept in good working order and regularly maintained but there is no planned replacement programme.

62 The quality and range of specialist equipment is variable. There are two rooms for computer studies each with ten machines and two laser printers. The hardware is satisfactory. There is a good range of software but no communications network for teaching purposes. In basic education, there is a bookstock and a supply of teaching materials, but the absence of computers restricts students' learning. In languages there is a well-used store of teaching materials. Art and craft rooms have basic equipment which is adequate for most teaching purposes.

63 There is no general library at the centre. The provision of most specialist teaching materials depends on individual tutors. There is a small central budget and tutors can obtain limited funding to support their

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teaching. A number of courses purchase their own materials by raising funds.

### **Accommodation**

64 The building is well maintained and generally in good decorative order. There is a programme of routine maintenance and a refurbishment programme.

65 There are nine general teaching rooms and eight specialist teaching rooms on five floors. The general teaching rooms are mostly well furnished and comfortable. The specialist accommodation suffers from a number of weaknesses. The sculpture studio and craft workshop in the basement are small and dust is a problem. Action is being taken to prevent dust accumulating in the craft room. On the top floor, the art studio is a good learning environment with plenty of natural light but it can only accommodate 15 students comfortably. The adjacent print room is only accessible through the studio or another teaching room. The two rooms used for computing are cramped; there is not enough space for student papers and work books alongside each machine.

66 The cafe, run on a franchise arrangement, is a particular feature of the centre acting as a focal point for staff and students and members of the general public. The reception area is welcoming although the office space for reception staff is too small. Generally, the building has an inadequate amount of space for storage.

67 The only wheelchair access is by a ramped entrance through the legal and financial advice centre. The location of specialist accommodation on the top floor makes it difficult to move classes to accommodate students with restricted mobility on lower floors. The location of toilets means that when teaching rooms are in use the only toilets accessible for many students are on the ground floor (women) and basement (men). The building does not lend itself to adaptation; the installation of a lift would be costly and would remove teaching accommodation. Staff and the council of management are aware of these difficulties.

68 Despite these difficulties the building is attractive and comfortable and is liked by students and staff. The close proximity of teaching rooms and their heavy usage create an atmosphere which is friendly and purposeful. There are extensive displays of students' work around the building and the cafe walls can be booked by people wanting to exhibit their work. Displays in teaching rooms are less evident. Cleaning is contracted out to a local company and the building is generally well kept.

69 Although there has been no recent survey of room use it is clear from the timetables that most teaching rooms are in use throughout the day and evening. The recent growth in student numbers and the extended range of courses have increased the pressure on accommodation. The size of the building is a constraint on growth.

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## **CONCLUSIONS AND ISSUES**

70 The centre is making progress towards achieving its objectives. Its strengths include:

- a wide range of provision
- good staff student relationships
- productive links with local community organisations
- many examples of good teaching
- an effective management team and committed staff who work well together
- an experienced and supportive management committee
- an effective management information system
- efficient arrangements for enrolment.

71 In order to improve the quality of its provision the centre should:

- establish a more systematic approach to course evaluation and curriculum planning
- improve the recording and tracking of students' achievements
- ensure that learning outcomes are linked to individual and course objectives
- make more explicit the opportunities for students' progression
- make provision for educational guidance and learning support
- extend opportunities for accrediting students' achievements
- improve access for students with restricted mobility.



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## FIGURES

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| 1 | Percentage enrolments by age (1993-94)                             |
| 2 | Percentage enrolments by level of study (1993-94)                  |
| 3 | Part-time enrolments by curriculum area (1993-94)                  |
| 4 | Staff profile – staff expressed as full-time equivalents (1994-95) |
| 5 | Estimated income (for 12 months to July 1995)                      |
| 6 | Estimated expenditure (for 12 months to July 1995)                 |
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**Note:** the information contained in the figures was provided by the college to the inspection team.

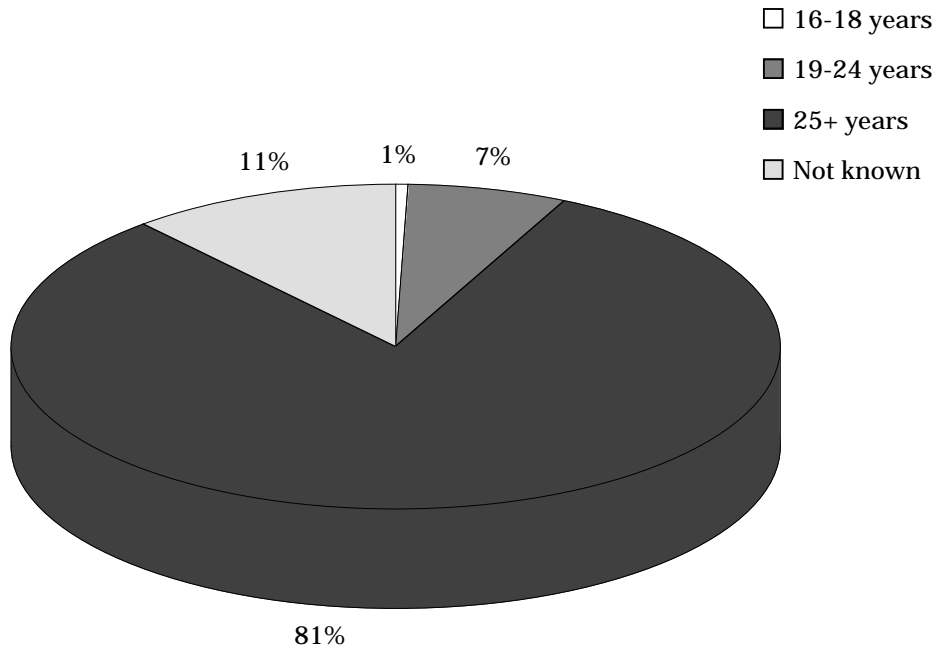
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**Figure 1**

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**The Mary Ward Centre: percentage enrolments by age (1993-94)**

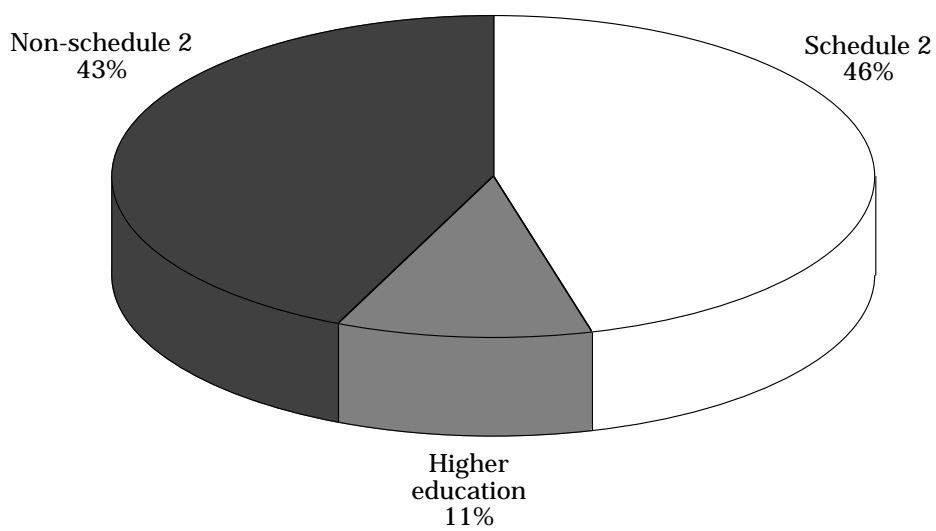


Enrolments: 11,018

**Figure 2**

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**The Mary Ward Centre: percentage enrolments by level of study (1993-94)**

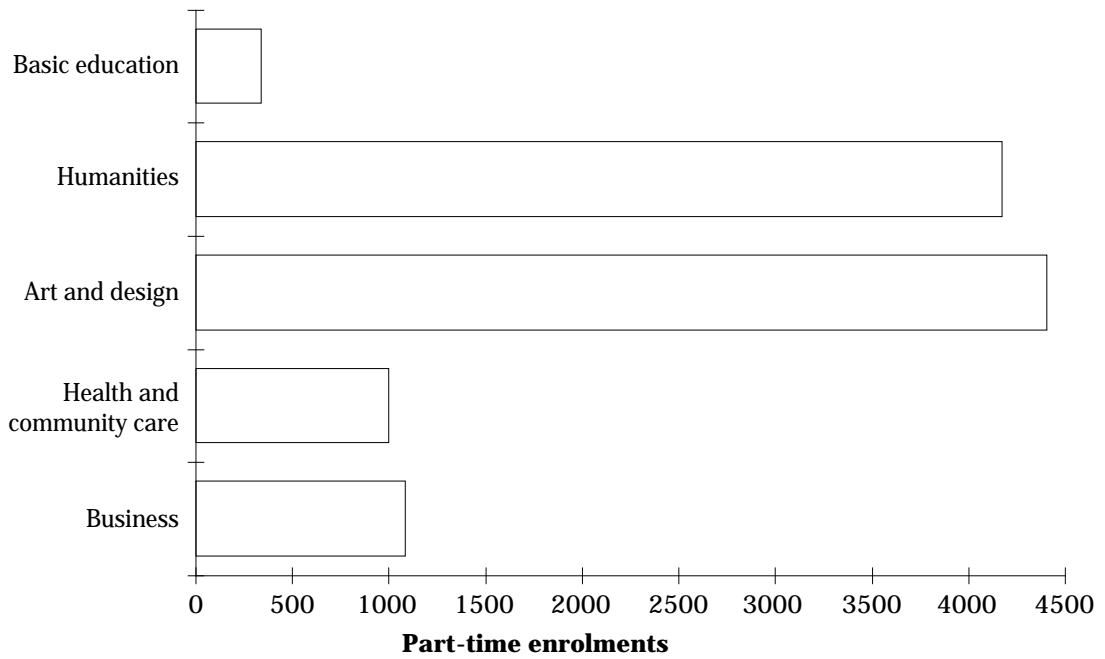


Enrolments: 11,018

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**Figure 3**

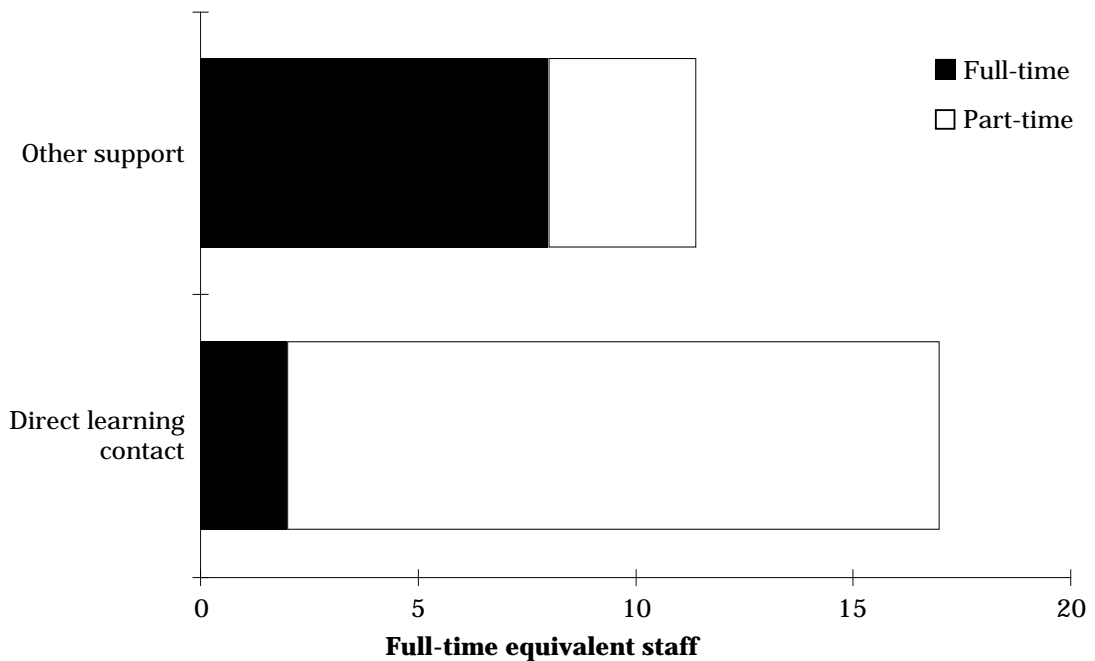
**The Mary Ward Centre: part-time enrolments by curriculum area (1993-94)**



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**Figure 4**

**The Mary Ward Centre: staff profile – staff expressed as full-time equivalents (1994-95)**

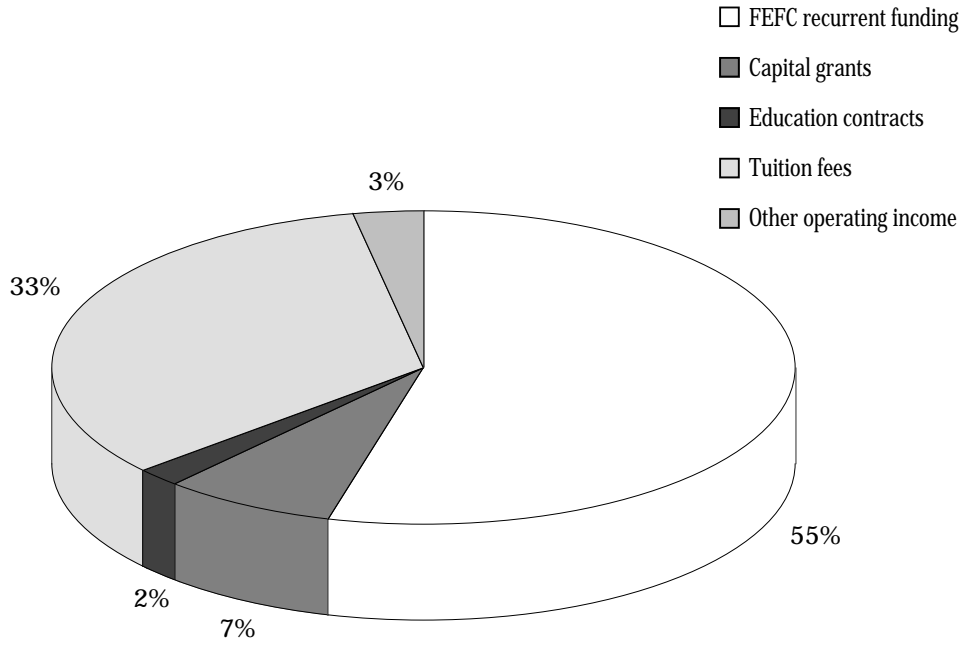


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**Figure 5**

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**The Mary Ward Centre: estimated income (for 12 months to July 1995)**

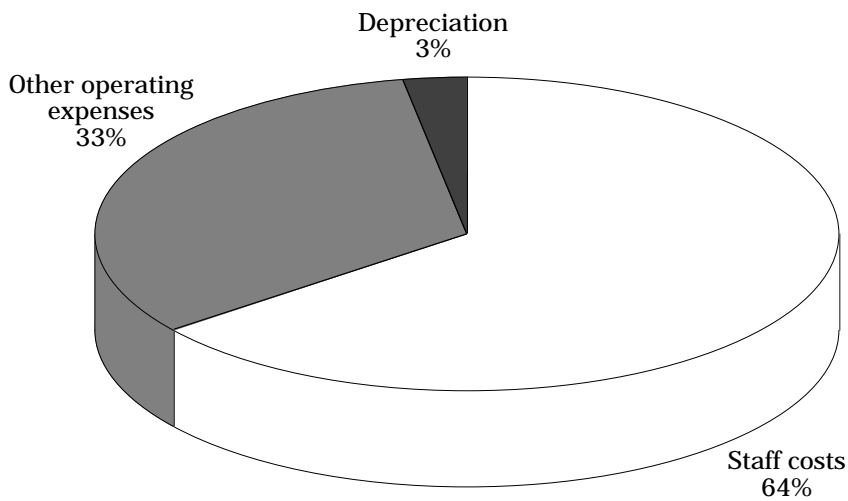


Estimated income: £891,404

**Figure 6**

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**The Mary Ward Centre: estimated expenditure (for 12 months to July 1995)**



Estimated expenditure: £916,708

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