

**REPORT  
FROM THE  
INSPECTORATE**

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# **Matthew Boulton College of Further and Higher Education**

**April 1996**

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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.*

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## **GRADE DESCRIPTORS**

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

*The descriptors for the grades are:*

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

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

### **College grade profiles 1993-95**

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

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# FEFC INSPECTION REPORT 44/96

## MATTHEW BOULTON COLLEGE OF FURTHER AND HIGHER EDUCATION WEST MIDLANDS REGION

Inspected March 1995–January 1996

### Summary

Matthew Boulton College of Further and Higher Education offers a wide range of courses which effectively meet the changing needs of students and other users of its services. The corporation board is supportive and well informed and has a productive working relationship with the principal and senior management. There are some differences of emphasis to be resolved within the college about the priorities and values expressed in the strategic plan. Teaching staff are qualified and experienced and receive good support from technical and administrative staff. Some teachers would benefit from opportunities to update their commercial experience. Teaching and learning are mostly of a good standard. Some good examination pass rates are achieved, but results are poor in some GCSE subjects. A substantial number of students go on to higher or further education or enter employment. Students receive effective guidance and support. The college has made a substantial investment in the development of facilities for independent learning but there is still a need for improved social and study facilities. Some equipment is outdated and the ratio of computers to students is low. The college has a well-documented and managed quality assurance system but course monitoring needs to improve in some subject areas. Staff development is well managed and targeted. The college should: improve the quality and use of schemes of work and lesson plans; develop methods for calculating added value in its student achievements; establish a policy for the replacement of equipment; improve the appearance of many classroom and communal areas; and address the lack of community representation on the corporation board.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science	2	Printing, art and design	3
Computing and mathematics	3	English	2
Manufacturing engineering	2	Psychology and sociology	2
Electronics and telecommunications	2	General learner support and English for speakers of other languages	3
Business studies	2		
Business management and professional	2		

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## **INTRODUCTION**

1 Matthew Boulton College of Further and Higher Education was inspected during the period from March 1995 to January 1996. Enrolment and induction were inspected in September 1995. Fourteen inspectors spent a total of 74 days in the college. They visited 180 classes, scrutinised students' work and held discussions with corporation members, students, college managers, teaching and support staff, local employers, parents and representatives of local schools and universities, the community and Birmingham Training and Enterprise Council (TEC). Inspectors also attended college meetings and examined extensive documentation on the college and its courses.

## **THE COLLEGE AND ITS AIMS**

2 Matthew Boulton College of Further and Higher Education was founded in 1893 as the Birmingham Municipal Technical School. The original school served the growing need for science and art education in the city. The present site was developed in 1958. Initially a science and construction college built on the main inner ring road, the college grew rapidly and was further developed by the addition of the School of Printing of the Birmingham Institute of Art and Design, the City College for Business and General Education and the Birmingham School of Chiropody. In recognition of its regional role the college changed its name in 1991 to Matthew Boulton College of Further and Higher Education.

3 The college serves the whole of the city and, for some provision, the region. It recruits students from all city schools and from beyond the city boundaries. The college operates in a highly-competitive environment. There are 10 other colleges in the city, a large number of schools with sixth forms and a growing number of private training organisations.

4 The unemployment rate in the West Midlands, and particularly in Birmingham, has until recently been significantly higher than the national average. Although the Birmingham rate was down to 10 per cent in December 1994, the unemployment rates in the inner-city areas adjacent to the college were significantly higher. The loss of jobs in manufacturing, engineering and printing in the 1980s, and in financial services in the 1990s, continues. The college has reshaped its provision to compensate for market losses.

5 At the time of the inspection, the college had 11,851 enrolments, of which 2,677 were full time and 9,174 part time. The ratio of male to female students was approximately 2:1. Students from minority ethnic groups made up 46 per cent of all enrolments and 72 per cent of full-time enrolments. Enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college employs 242 full-time equivalent teaching staff and 119 full-time equivalent support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

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6 The college's mission is 'to contribute to the prosperity of Birmingham and the West Midlands by responding to the life-long learning needs of individuals, employers and the community through an innovative and high-quality education and training service which supports individuals in developing their full potential and in achieving nationally-recognised general and vocational qualifications'. The college has responded to increased demands for full-time education while continuing to meet the needs of part-time day release and evening only students and has extended its range of full-time and part-time courses.

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

7 The college's mission is supported by a strategic plan aimed at expanding participation in further education, developing partnerships with other organisations and promoting enterprise. The corporate aims and objectives of the strategic plan are underpinned by effective use of local labour market intelligence and information from the curriculum divisions. Staff are knowledgeable about further education issues and the college is committed to the national targets for education and training.

8 The college has responded well to changes in the locality, business community and the region by extending from a mainly part-time vocational and full-time non-vocational curriculum to a broad range of pre-vocational, vocational, general education and training programmes. This has been achieved by working with a number of partners, including local employers, the Birmingham Economic Development Department, local education and training organisations and the Birmingham TEC, to provide programmes that assist the development of the economy as well as the individual. The college has established numerous different modes of attendance for its courses, including Saturday provision through the weekend college. The majority of programmes for adults take into account parents' childcare responsibilities. In the last two years the college has made significant progress in delivering courses in the work place and in the community. These include courses for Northcliffe Newspapers, Rover Cars and the Oakfield Autistic Group. Similar progress has not been made in open learning.

9 There is an extensive and appropriate range of courses. Twenty-seven General Certificate of Education advanced level (GCE A level) and 20 General Certificate of Secondary Education (GCSE) subjects are offered. An access to higher education course is provided in nine subjects. General National Vocational Qualifications (GNVQs) are offered in 12 areas at foundation, intermediate and advanced level. National Vocational Qualifications (NVQs) are now a growing part of the provision but their introduction has been slow. There are a significant number of other vocational qualifications, including those of the Business and Technology Education Council (BTEC) and the City and Guilds of London Institute (C&G). The college also provides courses leading to professional qualifications such as those of the Association of Certified Accountants

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and the Institute of Legal Executives. There are higher education programmes in business, engineering, life sciences and in podiatry. The college is a regional centre for printing, podiatry, dental and pharmaceutical technician education. The college has recently developed courses in English for speakers of other languages and basic skills education in order to improve access to further education for the local community and for students with learning difficulties and/or disabilities.

10 A well-developed programme of curriculum enrichment activities is provided by college clubs and the students' union. The college's city centre location gives easy access to activities in other centres, such as the Midlands Arts Centre. The range of activities is interesting and diverse and includes Asian dance, Duke of Edinburgh awards and a significant number of sports. College clubs are compulsory for first-year full-time students aged 16 to 19 and are open to all students, including those from franchise partners. Students were generally appreciative of the enrichment provision, although some were unable to attend due to the timetabling of their studies.

11 Franchising is well managed. The approach has been cautious. There is a written policy providing a clear statement of purposes. The designation of a senior manager with responsibility for franchising helps to secure accountability. There are control procedures which ensure that the college knows how franchise partners are performing. Health and safety audits of franchised provision are formally recorded and action plans agreed where there are issues needing attention.

12 The college works closely with a number of universities. There are long-standing links with the universities of Aston, Birmingham and Central England and more recent developments with the universities of Coventry, Warwick and Wolverhampton. These links include joint projects, compacts and franchised degrees. The college's degree in podiatry is validated by the University of Sunderland. In a meeting with inspectors, university representatives commented favourably on the ability of students from the college.

13 Links with schools, including special schools, are well developed. They include students acting as tutors in schools and pupils visiting the college for taster days. There is substantial provision for students with learning difficulties, both on mainstream programmes and through special courses. The college supports students who have a range of disabilities, including hearing, speech and visual impairments. There are full-time, part-time and linked courses for students who have moderate or profound learning difficulties. Schools and organisations representing these students praised the range of courses provided to meet different needs.

14 The college has taken a prominent role in a business education partnership arrangement across the city. Partnership members were very appreciative of the college's contribution. Representatives of community groups also approved, although some were disappointed that meetings of a community council involving those living nearby no longer took place.



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The printing, art and design division prints the *Ladywood Leader*, the newspaper of a local community group.

15 There are good links with employers, who sponsor a large number of college prizes and awards in a wide range of vocational areas. The college is very responsive to their requirements and has successfully developed short and full-cost courses for industry. Much of this provision is tailored to the individual requirements of a company, such as specific aspects of quality assurance management or particular vocational skills. The college has undertaken a postal survey to monitor employers' satisfaction. Although the number of replies was relatively small, they were mainly positive. There are regular and effective meetings of industrial advisory committees that are valued by both employers and the college.

16 There is a close and well-established relationship with the TEC. The college has won many TEC contracts and the TEC regards the college as highly responsive to local business and training needs. The college has been granted funding from the competitiveness fund of £440,000 on behalf of the Birmingham and West Midland Print Initiative for the updating of print equipment to provide a regional centre for the printing industry.

17 The college has placed a key emphasis on the development of the European dimension of its courses. It has an extensive range of links with partner institutions in a number of countries. The activities undertaken include student and staff exchanges and visits, and work experience in the laboratories of German chemical and pharmaceutical manufacturers. Funding has been obtained from a wide variety of European funds to support staff and student exchanges and joint projects with partners in other member states.

18 The marketing unit has a clear understanding of its role and plays a key part in promoting the college's activities. It works to a well-developed marketing strategic plan. There is good knowledge of the college's different markets. This is based on careful analysis of needs and trends within the local and regional labour market, data supplied from the college, such as the results of student surveys and information on ethnicity and gender, and direct contact with employers. The unit is responsible for the production of two quarterly newspapers, one aimed specifically at businesses and the other at a more general readership. They are an important link with existing and prospective users of the college's services and provide a useful mix of educational and training news, details of courses and college achievements. Particular care is taken to promote a corporate strategy and identity for the college.

19 The equal opportunities policy is regularly reviewed and updated. It has clear aims and is implemented through a programme of action which contains appropriate targets, responsibilities and timescales. The policy and action statements are reinforced by a code of practice and guidelines. The equal opportunities policy documentation has been checked and approved by the Commission for Racial Equality. The college has been

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keen to recruit greater numbers of women in science and engineering and has held a number of science days for girls from local schools.

## **GOVERNANCE AND MANAGEMENT**

20 The college has a supportive and well-informed corporation board of 20 members, including the principal. A number of members, including the chairman, are long serving, whilst others have been appointed in recent months. At the time of the inspection, the board had four vacancies, two for independent members and two for co-opted members. The 11 current independent members are drawn from business, industry, trades unions, public services, including education, and the professions. The other members comprise the nominee of the local TEC, two staff nominees and one student member. There are currently no representatives of the local community and only one of the four women members is from outside the college.

21 Meetings of the corporation board have been reasonably well attended and are supported by appropriate agendas and comprehensive briefing papers. Minutes of meetings and supporting papers are available for consultation in the college library. The minutes of some meetings lack sufficient detail, comprising little more than resolutions made and reports received and noted. The corporation has established an appropriate structure of five committees with recently-revised terms of reference. There are committees for audit, finance and resources, employment policy and industrial relations, remuneration, and a newly-established executive committee. The executive committee has a co-ordinating and monitoring role in addition to serving as the board's search committee. Meetings of the full corporation have always been quorate but some meetings of the finance and resources committee have not and attendance at meetings of the audit committee has been poor. However, all committee resolutions are subject to the approval of the corporation; where meetings have been inquorate, this has been reported and any decision taken has been ratified by the full board.

22 The corporation has recently adopted a code of conduct and a register of members' interests. Governors and managers understand their respective roles and there is a positive relationship between the principal, the chairman and the corporation board. Governors have received some training in their roles and responsibilities. They take an active interest in the college and support formal college events, participate in joint meetings with managers to develop the strategic plan and chair relevant divisional advisory groups. Some governors and staff would welcome greater contact between governors, staff and students. Although governors receive regular reports, including comprehensive and useful financial information, they have had limited involvement until recently in monitoring the achievement of targets in the college's strategic plan.

23 As part of a wider restructuring, the college has recently introduced a new management structure. The strategic management team includes the

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principal, the two vice-principals, the college accountant and the college administrative officer, who also serves as clerk to the corporation. The corporate management team includes these strategic managers, the seven heads of curriculum divisions and the 10 college managers responsible for cross-college functions such as learner services, estates, and curriculum and staff development. Senior managers provide clear strategic leadership. Heads of division have a good understanding of their roles and responsibilities, but at course team level there is still some lack of clarity about who is responsible for what and to whom.

24 Most curriculum and business support divisions are well managed. Regular meetings of teams are held and internal communications are good. A well-presented and useful staff handbook is issued to all staff. Regular bulletins keep staff informed of college developments and of students' achievements. In some curriculum areas part-time teaching staff are not well supported. The deployment of some support staff is not fully effective. While administrative staff have a clear understanding of their roles and responsibilities, this is less true of technical staff. The change in the way the curriculum is taught, involving more time spent by students on independent study in curriculum base areas, has led to some confusion over lines of management.

25 There are effective systems for strategic and operational planning, which include widespread involvement of staff. The college has recently introduced a system of regular achievement monitoring by the corporate management team and the corporation. Together with improved data from the college's information system, this will help the college to refine and improve its planning and implementation procedures. There are, however, some differences in the interpretation of the college's strategic priorities within the corporation and between the corporation and college managers. Resolution of these differences will be needed if the college is to achieve the aims and objectives of its mission and strategic plan.

26 The college has implemented policies in key areas such as health and safety, equal opportunities, learning support, learner services, and the environment. College managers have a designated lead responsibility for each policy area. Policies are regularly monitored and inform the strategic planning process. The college's academic board fulfils two major functions: advising the principal on academic matters and acting as the overseer of quality monitoring. Sector quality boards report to it and it, in turn, submits reports to the corporation.

27 The system for financial allocations is clear and understood by managers. It is based upon a combination of historic and zero-based budgeting, linked to operational plans, recruitment and retention. Comprehensive monthly financial reports are produced for budget holders. A system of bidding is in place for items of capital equipment. However, the delegation of budgets is limited. Heads of division and other budget holders receive funding for equipment, furniture and materials, enterprise

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and staff development. All staffing is centrally funded; staffing for each sector is agreed with senior managers. A system is in place to help managers identify the global costs of the areas for which they are responsible but unit costing of individual courses is at an early stage of development. There is a system for pricing full-cost recovery, franchised and new courses. Existing courses can be costed on request.

28 In March 1994, the college set out an ambitious information technology implementation strategy. In practice, the management information system has been stretched by external demands and many of the targets in the strategy have not yet been met. The college has established a number of project groups to consider various aspects of the strategy and is about to purchase a new management information system. Reports to managers from the present system have improved this year; of particular note are the regular updating reports on enrolments and retention. In addition to these reports, a number of useful one-off reports can be produced on request and some useful analyses, for example of the postcodes of students enrolled, have been undertaken. The lack of direct access to the system for most managers at divisional head level limits the effective use of management information. The development and use of standard indicators of performance against targets is at an early stage. Some elements of the information systems, for example the bar codes used for identification in the library and for general student identification, have been separately developed and do not inter-relate.

29 Enrolment and retention targets are set and monitored. Poor retention rates are an issue for the college in a number of curriculum areas. The college attempts to collect information on students' destinations but the data are incomplete and are not used for any analysis of performance. The college has had problems in counting student numbers and negotiated with the Further Education Funding Council (FEFC) a downward revision of its targets for 1993-94 and 1994-95. The college reached 99 per cent of its new target for 1993-94 and 102 per cent of its target for 1994-95.

30 The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. The college's average level of funding for 1995-96 is £17.23 per unit. The median for general further education and tertiary colleges is £17.84 and the median for all sector colleges is £18.56 per unit.

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

31 The management and provision of student services has recently been reorganised, reflecting the priority given to these services in the college's strategic plan. A manager was appointed from September 1995 to co-ordinate services provided by the college information centre, the college admissions unit, tutorial, counselling and careers services. There is now better co-ordination of these areas of work across the divisions of

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the college, and improved arrangements for their review and development. Links with external agencies throughout the city, including the Birmingham Compact activities, have been improved.

32 Prospective students receive information through professionally-presented booklets and leaflets, including a course directory, a more detailed brochure which includes mini-biographies of current and former students, and individual course leaflets. Special programmes and the Saturday college have their own publicity literature. The college holds open days and evenings, and staff work with the city careers service to provide information in schools. The quarterly college newspaper advertises special events and college news. Some use is made of community newspapers and an Asian language local radio programme. However, with the exception of the community and basic language programmes offered by Magnolia House, the college makes no use of minority community languages in its literature. Students found the college literature helpful, understandable and well presented.

33 College admissions and guidance policies are carefully planned. Well-managed administrative systems for enrolment ensure that prospective students receive impartial advice and guidance and a smooth passage onto their chosen programmes. Staff are well briefed on their designated roles and there is good use of information technology. The main enrolment takes place in late August and early September; there is also significant enrolment during the summer. A useful feature has been Saturday enrolment. Many part-time students are enrolled at their place of work or on the first day or evening of their course. Student surveys indicate that enrolment was effective. The college monitors the time taken to respond to applications but the target times are not clearly set out in the college charter and students were generally unaware of their existence.

34 The range of programmes offered by the college, together with the co-ordinated nature of the admissions and guidance process, provides ample opportunity for internal course transfer and progression. There are well-documented and clear procedures for course transfer, including a settling-in period for GCE A level students, when they are free to change their chosen subjects. Little transfer takes place in vocational programmes.

35 All full-time and most part-time students receive a formal induction to the college. Induction programmes are planned in accordance with college policy and vary in length and style of delivery. Documentation is clear and well presented, with separate packs for 16 to 19 year old and adult students. Saturday college students and those commencing later in the year also receive appropriately-designed programmes. For full-time students, information concerning college sports and general activities, including those organised by the students' union, is provided at an attractively-presented student fair. Induction for part-time and evening students is of appropriate length and more course focused. There is a video giving an introduction to college life. In this first year of a common

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cross-college induction programme the materials were generally well used, although there were some exceptions. Some adult students considered that the programmes were inappropriately focused and addressed to a younger age group.

36 The college has clear policies and procedures for assessing and accrediting students' prior learning. Initial and post-enrolment interviews include the assessment of students' previous qualifications. In the teaching divisions further consideration is given to the relevance of students' previous achievement by qualified assessors. In some curriculum areas, notably business, students can fast-track through programmes. Over the whole college, however, the accreditation of prior learning is variable. Its main use is to assist in the process of initial counselling and guidance. Only a minority of students gain accreditation by this route.

37 The range and provision of learning support is good. Links between learning support services and curriculum divisions are being strengthened by the establishment of relevant curriculum base areas in each of the teaching divisions of the college. A college-wide strategy for the management of diagnostic assessment is thoroughly documented and promotes a range of consistent and reliable processes. The college makes available an assessment service for all full-time students during induction. Students are referred to the assessment service during and after enrolment. Assessment information is provided directly to the student and the counselling and guidance team. This information may lead to course transfer or to additional support classes in mathematics and English which can be attended either on a regular timetabled or a drop-in basis. The college also provides English support for speakers of other languages and a course in English as a foreign language. There is language support for students with specific learning difficulties, such as dyslexia. However, the referral and testing process is not closely monitored. There is little action planning for and progress tracking of individual students.

38 The tutorial system is well documented. The quality of tutorial support varies across the divisions. In some curriculum areas tutorials are used as additional teaching time. The development and overall co-ordination of tutorial provision is now the responsibility of the learner services manager who works with a team of divisional tutor managers. All full-time students are allocated to a tutorial group; their tutorial time allocation varies according to teaching division, programme and perceived need. There is a significant programme of staff development to support tutors and a comprehensive guidance manual.

39 The college has a well-established and effective counselling service. There are five counsellors, of whom four are full time. All are professionally trained and provide support for other staff. Each counsellor works according to the agreed criteria of the British Counselling Association. The number of students using the service is monitored and these numbers, together with the issues raised, form the basis of an annual report to the

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college's learner services committee. The service also provides personal and financial information and advice. A provisional count of students for the present year shows a considerable increase in activity and a significant number of students seeking assistance concerning financial problems.

40 The college has a service level agreement with Birmingham Careers Partnership Ltd. Careers advisory services are increasingly well used. There is a full-time careers adviser. The major information service is based in the main building and there is a drop-in service in other buildings at publicised times. The service provides information regarding vacancies, including those published through the summer, together with advice on jobs and application to higher education. Close links are maintained with course tutors.

41 The college has a well-developed policy on records of achievement. Records are co-ordinated by the division of learner services and accredited by the Birmingham Education Business Partnership. There is clear information for tutors on how to complete the documentation and a support programme to train tutors to help students to complete their records. Records of achievement inspected were of a good standard. Activities additional to students' primary learning goals are recorded; they include progress in language development, awards achieved through the college's sports and extra-curricular programme and activities undertaken through the Birmingham Education Business Partnership's compact programme.

42 Poor attendance and lack of punctuality have been an issue in previous years. There has also been variability in registration practices across the teaching divisions. Monitoring of attendance is being carried out by tutors and there is now more consistency across the college.

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

43 Inspectors observed 180 sessions. Of these, 62 per cent demonstrated strengths which outweighed weaknesses. In 9 per cent of sessions the weaknesses clearly outweighed the strengths. The average attendance for these sessions was 70 per cent and there was an average of 12 students present in classes. The following table summarises the grades given to the teaching sessions inspected.

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

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
Access to higher education		3	5	3	1	0	12
GCE A level		4	25	10	3	0	42
GCSE		1	8	6	2	0	17
GNVQ		5	9	10	3	0	27
NVQ		2	4	2	1	0	9
Basic education		3	9	3	1	0	16
Higher education		1	3	4	2	0	10
Other vocational		3	18	9	4	0	34
Other		3	5	5	0	0	13
<b>Total</b>		<b>25</b>	<b>86</b>	<b>52</b>	<b>17</b>	<b>0</b>	<b>180</b>

44 Most of the teaching and learning was of a good standard, particularly in practical sessions. Working relationships between staff and students were consistently positive. The quality and use of schemes of work and lesson plans were variable. The college is committed to providing work placements for all full-time students. The organisation of work experience was generally satisfactory. The arrangements are centrally co-ordinated. The quality of placements is checked, including insurance cover. Each student receives a detailed guidance pack but some of the debriefing by tutors after the work placement needed to be more thorough.

45 Teaching and learning in science was effective and well managed. Teachers actively involved students and helped them to develop their skills. Useful learning material was provided for individual and group assignments. Students of dental technology and pharmaceutical studies received systematic feedback on their progress. The teaching of biology was sound and covered the syllabus thoroughly; students benefited from regular reports and action planning to identify targets for progress. However, teachers made little use of teaching and learning aids. In chemistry and physics the teaching was well planned and had clear objectives. A few science classes lacked challenge and stimulus. In some, tutors did not monitor students' learning and failed to cater for students' differing abilities. The marking of students' work varied in consistency and in the amount of comment that was given. Not all teachers returned work promptly.

46 The teaching in computing was challenging and the work extended students. Task sheets provided students with clear instructions and related well to what had been taught. However, they did not always take into account students' differing abilities. The marking of coursework was inconsistent. Mathematics lessons were well planned. Teaching was



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supportive and helpful. Worksheets were well produced and assignments were carefully marked. Good use was made of whiteboards but there was little use of overhead projectors and other teaching aids. The use of teaching aids was not well co-ordinated across the curriculum area. In some classes, there was poor teaching and classroom management. Teachers' presentations of the subject were not always effective and some questioning lacked clear direction.

47 Most of the teaching in manufacturing was good. Lessons were well structured. In a very successful advanced manufacturing technology class, students studied cost savings. They observed the preparation of a computer-controlled lathe and then in small groups prepared reports on how to reduce set-up times. In a minority of classes, students' interest was not engaged sufficiently. The monitoring of students' progress needed to be more effective. Assessment and internal verification were of an appropriate standard, although there was no overall scheduling of assignments. The internal verification system should be extended to ensure consistency and fairness in the grading of work. Teachers in electronics and telecommunication demonstrated wide knowledge of current industrial practice. They gave helpful guidance and encouragement to students. Teaching was mainly good. There was effective use of teaching and learning aids which complemented the extensive range of study materials available to students. Teachers could have encouraged students to participate more in classes. Students' poor time keeping was not always addressed and there was a casual attitude to homework.

48 In business studies high standards of teaching were observed in many classes. Good teaching and learning schemes provided effective coverage of topics, particularly of GNVQ units and elements, and were clearly linked to assessment criteria. Teachers successfully developed students' ability to work in teams or independently. Students with learning difficulties and/or disabilities were well supported. The marking of work was thorough, although some was lenient. The internal verification system failed to pick this up. Some teaching suffered from a lack of variety and there were a few examples of poor monitoring of learning. The teaching and learning in professional business and managerial studies was effective, though students were not always informed of the objectives of sessions. An interesting and useful class was based on the auditing of the college's petty cash system. Question and answer sessions were a strong feature of the teaching and learning. Visiting tutors provided expertise on current professional practice. Students had little opportunity to use the college's computer facilities.

49 In the majority of printing, art, and design classes the teaching was well planned. The teaching of GNVQ art and design was challenging and incorporated the development of students' core skills within the range of assignments. In other art and design courses schemes of work and assignments were made clear to students. However, teaching lacked

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variety and as a result, a number of classes were conducted at a slow pace and the work did not offer enough challenge. There was little use of question and answer to challenge and extend students' knowledge. The lack of whole group discussions and criticism in art and design limited opportunities for students to investigate and extend their ideas. In printing, students gaining experience of technical processes were working at the pace of the slowest in the group. A more flexible approach is needed to extend the skills of those able to complete tasks more quickly.

50 English lessons were thoroughly prepared and well taught. Teaching methods were varied and some were highly creative. Students' work was effectively marked and teachers provided good feedback. An evening session for access to drama students was lively and perceptive. Students in small groups explored the play 'The Color Purple' through scene direction, based on either a radio or a theatre production. Some teaching lacked challenge and the discussion of topics was sometimes poorly structured. Use of information technology was inadequate.

51 In psychology, teachers were knowledgeable and enthusiastic. The majority of classes were well managed and planned. Learning was regularly checked and reinforced. There was good use of learning aids. A minority of classes were dull, lacked direction and did not encourage students' participation. In these sessions students were not challenged and their knowledge and skills were underdeveloped. Most teaching in sociology was effective and helped to increase and strengthen students' understanding. Students' own experiences were carefully related to sociological models and theories. Teaching was supportive and responsive to students' learning needs. Teachers made good use of the college's social science learning centre. The content of the learning material was of a high standard although its presentation was poor. A few sessions did not extend students' abilities or understanding. Some sessions drifted to a halt without any clear summing-up by the teacher.

52 Most of the teaching in basic education and English for speakers of other languages was sound and some was very good. Teachers organised useful teaching and learning activities. Students were helped by teachers' clear instructions and skilful questioning. Some teachers made effective use of teaching aids, but in general such aids were underused. The tasks set for students were broadly suitable, but some materials used for literacy were not appropriate for the age of the students. Teachers did not always make the objectives of lessons clear or check students' understanding. The recording of students' progress was not systematic across the division.

### **STUDENTS' ACHIEVEMENTS**

53 Most students were well motivated. They spoke enthusiastically about their courses and applied themselves well in classes. On many programmes students spoke confidently about their work. Those undertaking laboratory work displayed high levels of practical skill and

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paid careful attention to safety. Opportunities for students to develop information technology skills were insufficient on some programmes. Attention to the development of study skills was variable across courses. In many subjects, for example in English for speakers of other languages and life skills classes, students developed effective team working skills and supported each other. Students taking part in the Birmingham Compact had used their experience of tutoring in schools to gain core skills credits for communication and interpersonal relations. The overall retention rate for students at the college was 69 per cent. Retention rates were highest in podiatry and graphics.

54 Results in science were good at GCE A level. In chemistry 84 per cent of students passed and in physics 81 per cent passed. A large proportion of students obtained higher grade passes. The results for students aged 19 and over were significantly above the national figure in both subjects. Pass rates for the BTEC national in science are more variable. In 1995, the pass rate was 55 per cent for students aged 16 to 18 and 52 per cent for students aged 19 or over. This contrasts with 1994 when there was a pass rate of 81 per cent for full-time students and 90 per cent for part-time students. GNVQ intermediate science results were above the national average. GCSE results were close to the national average for further education colleges. In 1995, 35 per cent of students aged 16 to 18 passed chemistry and 32 per cent passed physics. There were good pass rates on the national and the higher national certificate in pharmaceutical science and on the national diploma in dental technology. All students on the podiatry degree offered in conjunction with Sunderland University passed their degree examinations. Five were awarded a degree with distinction.

55 In GCE A level pure and applied mathematics, 76 per cent of students aged 16 to 18 entering the examinations achieved a pass and 35 per cent achieved grades A to C. These results were above the national average. One hundred and ninety-eight students aged 16 to 18 entered the GCSE mathematics examinations; only 14 per cent achieved A to C grades. Results for students aged 16 to 18 taking GCSE mathematics were poor in the three previous years. Computing and information technology results were variable. In the GCE A level computing examination 61 per cent of students passed. GCSE results were poor, with only one student out of 19 obtaining a pass at grade C or better. In 1995, the BTEC national diploma in information technology applications pass rate was 100 per cent.

56 In engineering the pass rate in the national diploma in electronics examinations was 67 per cent in 1995, with 56 per cent of passes at distinction level. This represents a significant fall from the high pass rate of 87 per cent in 1994. Pass rates in the national certificate in electronics have averaged 60 per cent in recent years. Mechanical engineering results were generally good. The pass rate for the BTEC national diploma was 100 per cent. On the C&G 201 course there was a 68 per cent pass rate

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and on the C&G 230 course it was 76 per cent. Practical craft work was sound. Retention in mechanical engineering courses has varied over the last three years. In 1994, retention levels were over 85 per cent in just under two-thirds of the courses. The main weaknesses were in C&G 2290 and the Matthew Boulton College Apprentice Training Scheme. There was a particularly low completion rate of 30 per cent in 1994 for the national certificate in electronics. In 1995, the completion rate was 88 per cent.

57 In business studies, the pass rate in 1995 in GNVQ advanced business was 60 per cent for students aged 16 to 18 and 27 per cent for students aged 19 or over. The results for GNVQ intermediate were good and have steadily improved. In 1995, 59 per cent of students aged 16 to 18 passed. This compares well with a national pass rate of 54 per cent. At foundation level, the pass rate was 10 per cent. Some students who started this course did not sit the examination, as they were moved on a fast-track to the intermediate level course. In the BTEC national in business 56 per cent of students aged 19 or over passed but only 12 per cent of students aged 16 to 18 did so. In GCE A level accounting examinations 72 per cent of candidates achieved a pass. In the Institute of Legal Executives examinations there was a pass rate of 74 per cent. The national average was 66 per cent.

58 In vocational print, art and design courses there were good pass rates. Print students were developing industrial-standard skills and could describe and explain the technical elements underpinning the processes they were learning. Print students were not developing information technology skills on their courses. GNVQ art and design students made good progress from the low levels of skills they had when they started. There were some well-researched projects from art and design students; some computer-generated imagery and photography was particularly successful. However, the final work was often poorly presented. Drawing skills were generally weak, although some good still-life work and perspective drawing was seen during the inspection. Students had difficulty explaining technical terms and talking about their work. Progression to higher education from the graphic design course was low.

59 Some results in humanities and social studies subjects were good and showed improvements over 1994. In 1995, the pass rate for GCE A level English language and literature was 76 per cent. In 1994, the English language pass rate was 73.5 per cent and in English literature it was 50 per cent. The percentage of students who passed GCSE English was slightly above the national average in 1994 but fell below in 1995. GCE A level pass rates in sociology improved for students aged 19 and over, but declined for students aged 16 to 18. In GCE A level psychology the pass rate in 1995 was 56 per cent for students aged 16 to 18 and 45 per cent for students aged over 19. These results were poorer than they had been in 1994. Pass rates for GCSE psychology students aged 16 to 18 were weak;

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only 17 per cent of students aged 16 to 18 passed. There were high levels of achievement by the 240 students taking the psychology module of the access to higher education course; they achieved an average of three credits each.

60 There was little evidence of the previous achievements of students with basic learning needs since relatively few students had studied on accredited courses. Some had gained certificates in English for speakers of other languages, wordpower and/or numberpower. Some students have progressed to higher levels within their programmes. There was no systematic provision of individual action planning and target setting against which to assess individual student achievement. The college has recently introduced a new action-planning system.

61 According to the Department for Education and Employment's performance tables, 205 students aged 16 to 18 entered for GCE A level examinations in 1995. They scored, on average, 3.2 points per entry. This places the college among the middle third of colleges in the further education sector, based on the data in the 1995 performance tables published by the Department. In 1994 the average points score per entry was 3.7 and the college was also placed in the middle third of colleges.

62 Fifty-two per cent of the 102 students aged 16 to 18 in their final year of study on the vocational courses included in the Department for Education and Employment's 1995 performance tables were successful. This places the college among the bottom 10 per cent of colleges in the further education sector on this performance measure. In 1994, 78 per cent of students were successful, placing the college in the middle third of colleges in the sector. These measures do not take into account the results for the great majority of students, as 75 per cent of students at the college are over the age of 19. For students over the age of 19 on their final year of advanced GNVQ or BTEC subjects, the average mark achieved was 65 per cent.

63 A variety of other awards have been gained by students on vocational courses. Students from the school of printing at the college helped to prepare and design a magazine which won an award organised by the British Print Industries Federation and the Graphical Media and Printing Union. A student at the college was voted 'student of the year' by the Institute of Electronic and Electrical Incorporated Engineers in 1992. Students have also won a number of sports awards. One student won a bronze medal for kick-boxing at a recent European championship and another student won a silver medal at the British under-20's Olympic weight-lifting competition in 1994.

64 The destinations of full-time students in 1994 are given in the following table. The table shows the college had considerable success in preparing its students for further study or employment in 1994. More than 360 students progressed to higher education. Information on destinations was not completed for 1995.

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**Students' known destinations, 1994: expressed as a percentage of full-time students gaining awards**

<b>Students gaining awards</b>	<b>Higher education</b>	<b>Further education</b>	<b>Employment</b>	<b>Other</b>
Less than two GCE A levels	59	41		
Two or more GCE A levels	88	12		
Advanced GNVQ	93	5	1	1
BTEC national	100			

**QUALITY ASSURANCE**

65 One of the 12 key corporate objectives of the college is the continuous improvement of quality and service to its clients. The college has a written quality policy and a range of procedures designed to achieve this objective. Good progress has been made in the implementation of these procedures but there is a need for further development. The college is undertaking an audit and review of the procedures in order to ensure consistency of implementation and to identify where changes may be necessary. The quality policy is intended to cover all college services. The quality manager is responsible for the implementation and monitoring of the policy and works with the quality unit, which has membership drawn from all sections of the college. This has ensured an increased understanding across the college of the objectives, mechanisms and importance of the quality assurance systems.

66 The college's quality policy includes a commitment to develop quality assurance procedures across the whole organisation. Some progress has been made in this direction but much remains to be done. Each division and section has produced a quality handbook which includes a section specifying the quality assurance arrangements. These are at an early stage of development and do not yet include all the monitoring procedures which are in fact undertaken. There is monitoring of many aspects of the college's non-teaching activities but these have yet to be brought together within a coherent framework.

67 The college's framework for the quality assurance of its education and training provision is proving increasingly effective. It is focused on the academic board which has overall responsibility for the validation, review and monitoring of academic programmes and for monitoring quality assurance procedures. The detailed work is undertaken by a number of other committees and boards: the academic validation and review committee, six sector quality boards each responsible for a related group of courses, divisional management teams and divisional advisory committees. The structure is of relatively recent origin and members of the various committees are still developing an understanding of the nature and extent of their responsibilities and the relationship between the various groups. The minutes show, however, that action required to improve

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quality is identified and monitored. The academic board has requested a review of the role of the sector quality boards in order to satisfy itself of the effectiveness of the process.

68 The college has a well-documented course review and evaluation process for mainstream and franchised courses. There is a separate system for provision made by the college's enterprise unit which complies with the TEC's quality standard. The college plans to bring the different systems together within a unified framework. Course quality handbooks form an essential element in course monitoring and reviews. Course teams are required to provide a wide range of information in a standard format. The course handbooks have proved valuable in developing a more consistent and rigorous approach to quality assurance at course level, but the effectiveness of implementation varies across the divisions. The use of targets and performance indicators is not yet well established in the course monitoring and review system. Timely and relevant data are not always available to course teams. Although some efforts have been made to produce data comparing students' achievement on entry and exit, no value-added data of this type have been produced. This severely limits assessment of performance.

69 The college has standard procedures for the validation and review of its courses. A validation panel reviews each course. The panel is chaired by a member of the academic validation and review committee to ensure consistency of approach. Reports and recommendations from the panel are considered and, where appropriate, endorsed by the committee. The process is at an early stage of development but reflects the increasing maturity of the college in monitoring its provision. Reports from external moderators and assessors are carefully monitored and summary reports are produced for the assessment and verification committee.

70 The views of students and, where appropriate, employers are sought about the effectiveness of the provision made by the college. Neither of the arrangements for obtaining these views is entirely satisfactory at present. Feedback from students is obtained directly by teachers and more formally through students' representation on course teams and other committees and boards. Students do not always attend these meetings despite the encouragement by college staff for them to do so. Students also complete evaluation questionnaires on their courses and their wider experience in the college. However, delay in providing an analysis of the questionnaires has limited their usefulness in the quality improvement process and they provide only a small amount of information directly relevant to the subject or course team. Monitoring of particular activities, such as student induction, provides more immediate feedback. Employers have the opportunity to contribute to the quality assurance process for vocational courses through their attendance at divisional advisory committees. These provide some useful feedback to the course teams.

71 The college has introduced an appraisal system for both teaching and support staff. All staff are to receive appraisals by summer 1996.

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The college is undertaking an increasingly systematic analysis of staff-development and training needs. There is a broad range of staff development and a thorough evaluation of the outcomes. Responsibility for implementing the college's staff-development policy rests with the curriculum and staff-development manager and a well-resourced staff-development unit. The policy covers all staff but there is a need to increase training for some support staff. Monitoring of the policy is carried out by the curriculum and staff-development committee, which includes representation from all groups of staff. Funding for staff development is approximately 3 per cent of the college's income. Considerable care is taken in the planning of the staff-development programme which reflects priorities within the college's strategic plan, the outcomes of staff appraisal and of the course monitoring and review process. A programme for classroom observation has been developed in order to provide training in the monitoring and improvement of teaching and learning. The college has made a commitment to work towards the Investors in People standard, although progress has been slower than originally planned.

72 The college's approach to its charter makes it difficult for users of the college to be clear about the precise commitments the college is making. The college defines its charter as a collection of many college documents. These include the student charter and employer charter which contain few clear and measurable standards of service. Students receive a copy of the college charter in the student induction pack and reference is made to it in the induction video. Students were aware of the existence of the charter but did not perceive its relevance. Staff are generally aware of the commitments in the charter.

73 The college produced a self-assessment report based on the FEFC's inspection guidelines contained in Council Circular 93/28, *Assessing Achievement*. For each of the seven sections of the inspection framework, the report identified major strengths and areas for improvement and included an estimated grade using the inspectorate's five-point scale. The report drew on a wide range of college documentation and was produced following consultation across the college which resulted in a rigorous assessment of the strengths and weaknesses in each of the seven aspects of provision in the Circular. The assessments broadly reflect those made by inspectors.

## **RESOURCES**

### **Staffing**

74 Teaching staff have appropriate qualifications and experience for the courses they teach, although, in some cases, their industrial and commercial experience is dated. Seventy-six per cent of teachers hold first degrees or equivalent professional qualifications but the proportion in the division of printing, art and design is low at 25 per cent. Eighty per cent of the full-time teaching staff have a teaching qualification.



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A substantial proportion of teaching staff have obtained, or are working towards, the awards of the Training and Development Lead Body; 86 have obtained assessor awards, 24 the internal verifier award and 10 the external verifier and accreditation of prior learning awards. Eighty-three staff are working towards relevant units.

75 There are sufficient teachers for the courses offered, although in basic education and supported studies there is a heavy dependence on fractional posts and part-time teachers. The college has increased its efficiency in the deployment of staff. The FEFC's restructuring fund has been used to support early retirements and to enable the appointment of teaching staff in areas of growth as well as more learning support officers to continue the development of resource based learning.

76 Technical and administrative staff provide good support for teaching. The level of staffing is generally adequate, although shortages were identified in business studies and in basic education and supported studies. In the 18 month period to November 1995, the proportion of support staff in the total staffing of the college increased from 30 per cent to 37 per cent.

77 The proportion of women teachers is increasing and is now just under one in three. This proportion is approximately the same at all levels, including the senior management team. Sixteen per cent of the full-time staff are from minority ethnic groups; of these 13 per cent are teaching staff and 23 per cent support staff. Careful monitoring of the appointments process is undertaken to ensure equality of opportunity for all applicants for posts in the college.

#### **Equipment/learning resources**

78 Most teaching areas have adequate resources to support learning. A number of classrooms have small and poor-quality whiteboards and/or no window blinds.

79 There is a balance of strengths and weaknesses in specialist equipment. New ventilation equipment has recently been installed to meet essential safety regulations in the welding areas. The supply of specialist equipment is good for students with learning difficulties and/or disabilities. Equipment for the regional print centre is of a high standard. College resources have been supplemented by the use of the well-equipped print workshop which has up-to-date reprographic equipment provided by the national company, 3M, which uses the college as its demonstration centre.

80 Equipment is inadequate in a number of areas. Some engineering equipment needs replacing. The basic equipment for mathematics teaching is not available for immediate use in most locations. Much of the equipment available for dental technology and pharmaceutical sciences courses is obsolescent and some is unreliable. The college has begun to form a strategy for systematic replacement of equipment. There is an urgent need for an ongoing replacement policy for all equipment to ensure that it is kept up to date.

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81 The college has good facilities for resource based learning and flexible learning centres. As part of the change from teacher directed to independent learning, curriculum base areas are being developed. These areas both supplement and substitute for taught class time. Their availability is dependent on a senior member of staff taking responsibility and staff being timetabled to support them. Through them new methods of supporting students' learning are being developed. Although student attendance is electronically logged, there is no recording of students' use of information technology in either the flexible learning centres or the curriculum base areas.

82 The library is well managed by two qualified librarians, support staff and technicians. Well-produced leaflets give detailed guidance on resources and information technology. There is one central library serving all four sites. Three workstations give staff and students access to the computerised library catalogue. There is an increasing number of compact disk read-only memory (CD-ROM) database titles, including encyclopedias, newspapers and interactive videos. Students can access the Internet. The library has insufficient spaces for private study and computer users. It is often overcrowded. Space for private study is being increasingly provided by the curriculum base areas. The college library is under resourced, with a bookstock of only 21,867 and an expenditure on books in 1995-96 of only £14,000. In some specialist areas, for example engineering, English, psychology and biology, the range of books lacks variety and some are outdated. There are arrangements for students to use libraries at local universities. The librarian has good informal contacts with course programme and curriculum base managers but would benefit from more formal contact.

83 Substantial investment in the provision of information technology has improved students' access to computers. There are 320 mostly up-to-date computers available for students' use. Many of these are based in the flexible learning centres and curriculum base areas and, in most cases, they are efficiently networked with windows software. The ratio of machines to full-time equivalent students is approximately 1:13.7.

### **Accommodation**

84 The college's location a short distance from the city centre gives good access to public transport. The main accommodation is in two adjacent tower blocks at Sherlock Street and Hope Street. There are two other buildings nearby at St Luke's Road and, approximately half a mile away, Magnolia House. The college conducts annual space utilisation surveys to ensure that appropriate use is made of accommodation. The accommodation strategy details a commitment to a 10-year maintenance plan. Included within the plan is the major refurbishment of the Sherlock Street building which has been completed, a similar development at Hope Street which is at present awaiting the outcome of a bid for Private Finance Initiative funding, and the development of Magnolia House. The latter has

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recently been refurbished to a high standard, providing the college with valuable conference and enterprise facilities. There has also been substantial investment in the upgrading of flexible learning centres and curriculum base areas. Some areas, for example the podiatry department are particularly well furnished. Other specialist areas, such as dental technology and the lecture theatre in Sherlock Street are in need of refurbishment.

85 The classrooms, workshops and common areas are generally kept clean and tidy. The response by the estates department to any problems such as graffiti is prompt. Minor vandalism and theft of books and equipment is a constant problem for the college. The college has responded to security requirements with the introduction of closed circuit television between the two main sites, and additional lighting. Health and safety is monitored closely and plans are in hand for divisional staff to be trained to undertake risk assessments. Most rooms are in reasonable decorative repair and suitably sized and sited for their function, although mathematics rooms are situated over five floors. In spite of the college's effort to address the dull appearance of most classrooms and communal areas, their appearance is bleak. The absence of displays of students' work and appropriate wall decorations is surprising in a college which has so much printing expertise and capability. The entrances to the two main blocks are unattractive and do not project a good image of the college. The location of the college in the city centre has resulted in some inevitable car parking difficulties.

86 There are very few sports and recreation facilities on the college campus. The college has therefore made arrangements for students to have access to nearby facilities such as the National Indoor Arena. There is student dissatisfaction concerning the very few social areas available for students to meet, other than in the canteen or library.

87 Most of the buildings are accessible to wheelchair users and there are lifts to most levels. The car park for drivers with disabilities at Sherlock Street is difficult to enter and the gradients of the ramps to the building are too steep. Wheelchair users cannot access the hall for social and official events. There is adequate provision of toilets for those with restricted mobility.

## **CONCLUSIONS AND ISSUES**

88 The strengths of the college are:

- its responsiveness to meeting the changing needs of students and other users of its services
- the wide and appropriate range of courses
- a supportive and well-informed corporation board
- the effective leadership provided by senior managers
- effective student recruitment, guidance and support

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- the good standard of most teaching and learning, particularly in practical sessions
  - good progression rates to higher and further education and employment
  - a well-documented and managed quality assurance system, including well-managed and targeted staff development
  - qualified and experienced teaching staff, who receive good support from technical and administrative staff
  - the development of facilities for independent learning.

89 If the college is to continue to improve the quality of its provision, it should address the following:

- the need to resolve some differences of emphasis within the college about the priorities and values expressed in the strategic plan
- the lack of community representation on the corporation board
- the need for improved social and study facilities within the college
- the variable quality and use of schemes of work and lesson plans
- poor GCSE results in some subjects
- the lack of any system for calculating added value to students' achievements
- weak implementation of the systems for course monitoring in some subject areas
- the lack of recent commercial experience of some teachers
- outdated equipment and the low ratio of computers to students
- the dull appearance of many classrooms and communal areas.

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## FIGURES

1	Percentage enrolments by age (1995-96)
2	Percentage enrolments by level of study (1995-96)
3	Enrolments by mode of attendance and curriculum area (1995-96)
4	Staff profile – staff expressed as full-time equivalents (1995-96)
5	Income (for 12 months to July 1995)
6	Expenditure (for 12 months to July 1995)

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

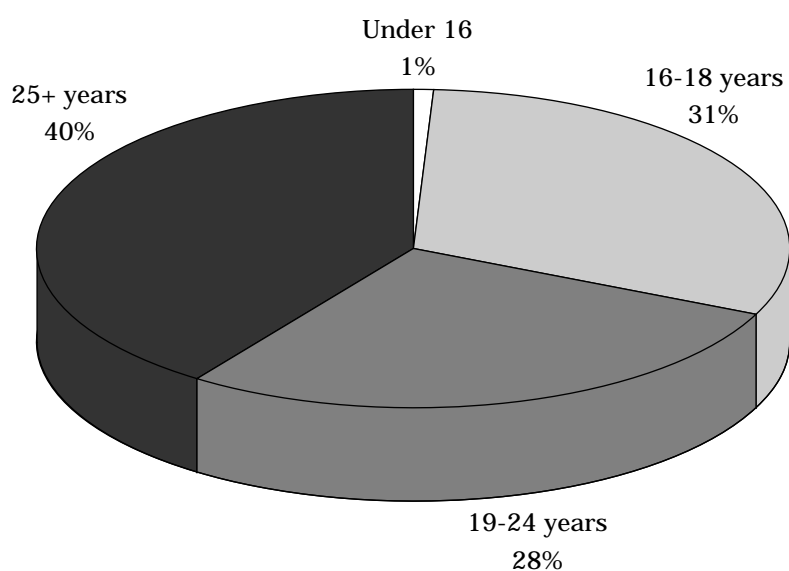
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**Figure 1**

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**Matthew Boulton College of Further and Higher Education: percentage enrolments by age (1995-96)**

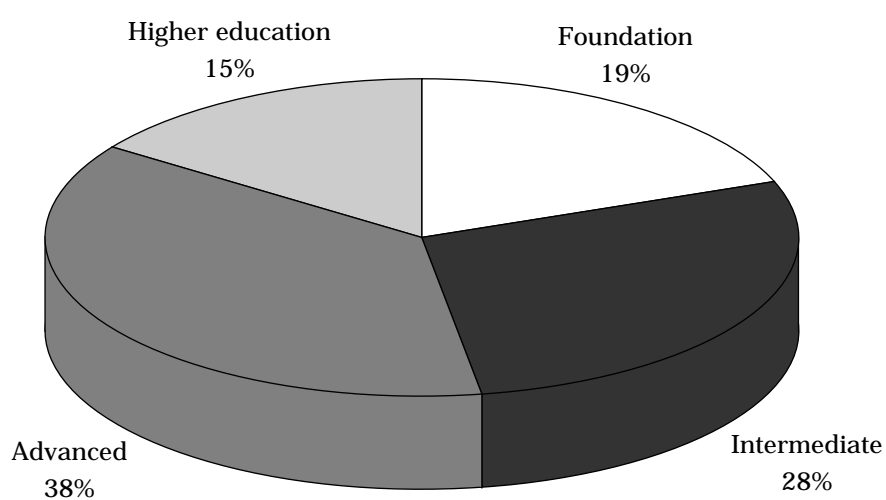


Enrolments: 11,851

**Figure 2**

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**Matthew Boulton College of Further and Higher Education: percentage enrolments by level of study (1995-96)**

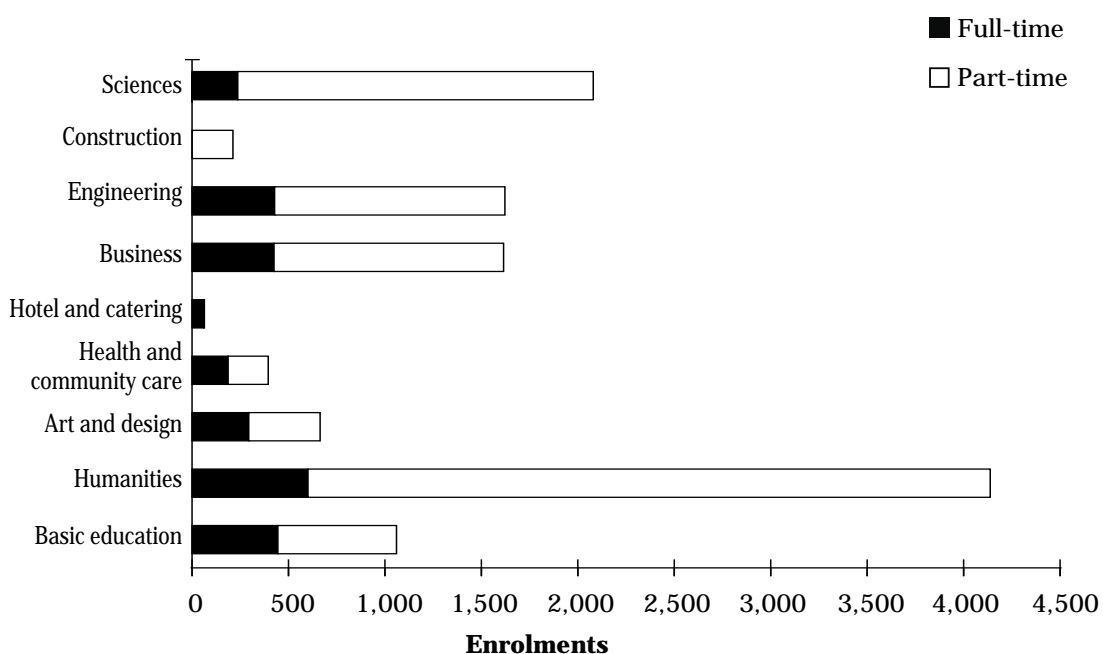


Enrolments: 11,851

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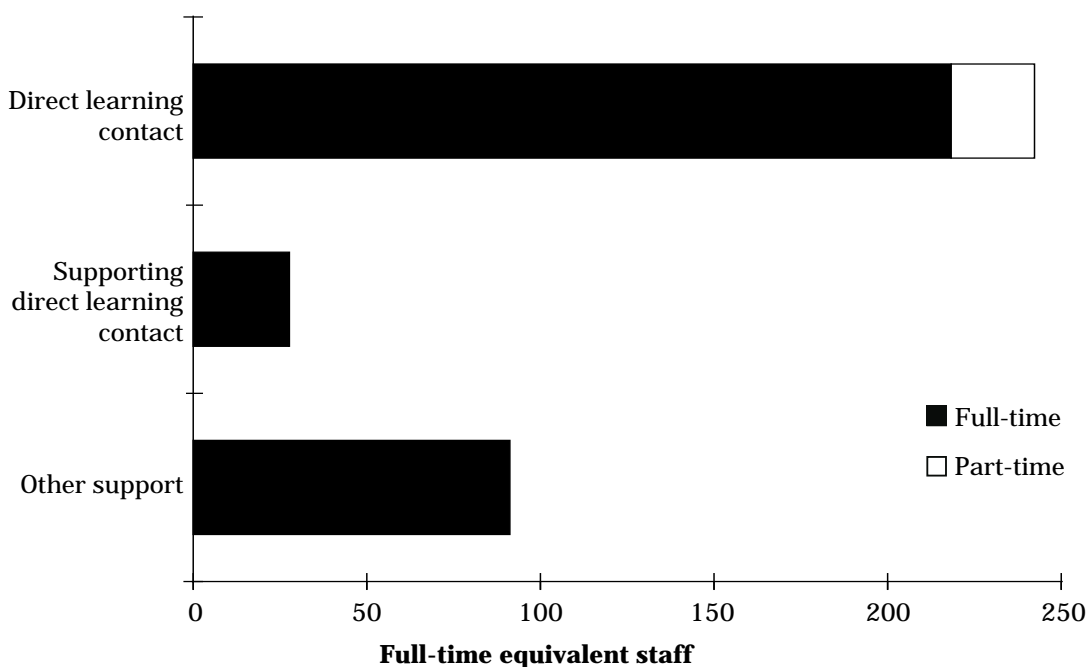
**Figure 3**

**Matthew Boulton College of Further and Higher Education: enrolments by mode of attendance and curriculum area (1995-96)**



**Figure 4**

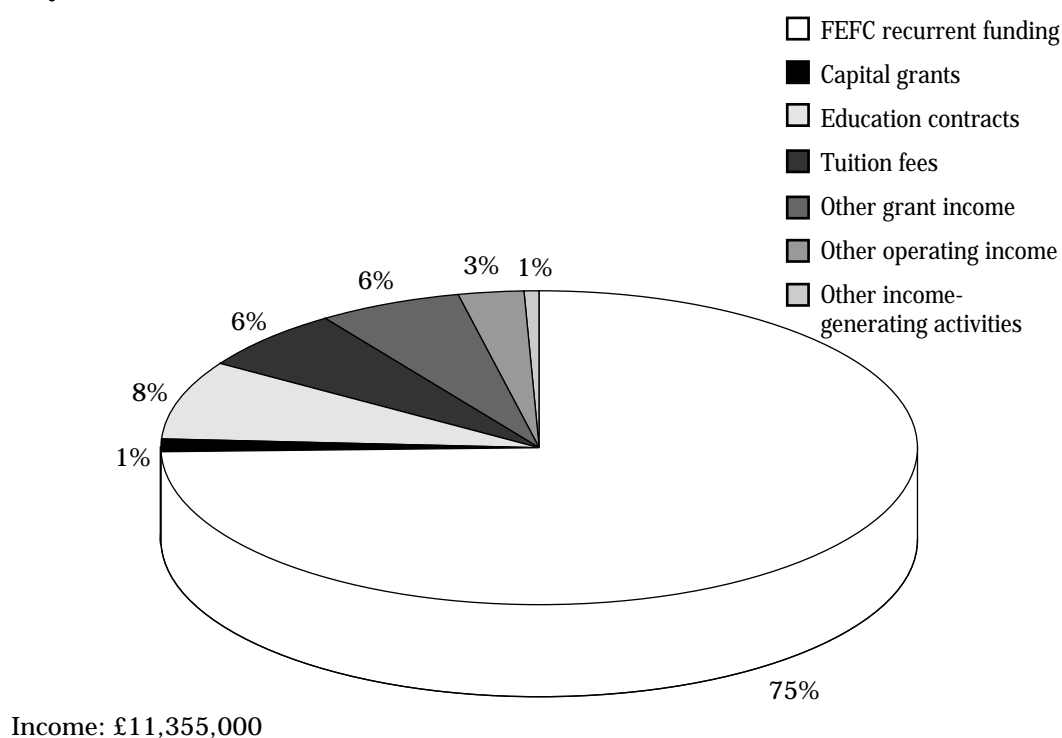
**Matthew Boulton College of Further and Higher Education: staff profile – staff expressed as full-time equivalents (1995-96)**



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**Figure 5**

**Matthew Boulton College of Further and Higher Education: income (for 12 months to July 1995)**



**Figure 6**

**Matthew Boulton College of Further and Higher Education: expenditure (for 12 months to July 1995)**

