

# Richmond upon Thames College

**REPORT FROM  
THE INSPECTORATE  
1997-98**

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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## Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Aggregated grades for aspects of cross-college provision, curriculum areas and lesson observations, for colleges inspected during 1996-97, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	59	30	2	–
Cross-college provision	18	51	27	4	–
Lesson observations	19	42	31	7	1

Source: *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report.* Grades were awarded using the guidelines in Council Circular 93/28, *Assessing Achievement.*  
Sample size: 122 college inspections

## Retention and Pass Rates

Where data on students' achievements appear in tables, levels of achievement are shown in two ways:

- as a retention rate, which is the proportion of students who completed a course in relation to the number enrolled on 1 November in the first year of the course
- as a pass rate, which is the proportion of students which passed examinations in relation to the number entered. Pass rates for GCE A level are quoted for grades A to E unless otherwise specified. Pass rates for GCSE courses are quoted for grade C or above unless otherwise specified. Pass rates for vocational and professional awards are for successful completion of the full award.

# Summary

## Richmond upon Thames College

### *Greater London Region*

#### Inspected March 1998

Richmond upon Thames College is a successful tertiary college which has developed opportunities in further education for the whole community. Most of the judgements made by the college in its self-assessment report about the strengths and weaknesses of curriculum areas were confirmed by inspectors. However, there were too few judgements about teaching and learning. Inspectors agreed with most of the judgements in the self-assessment report about cross-college provision but they identified some weaknesses which were not mentioned.

The quality of teaching is good. Students learn effectively and many achieve high levels of success. Some individual performances are outstanding. The number of students has increased by 20 per cent since the previous inspection. The college has made significant progress in attracting a wider range of students into further education and providing them with individual learning programmes which provide opportunities for inclusive learning. Support for students is outstanding. The tutorial system for full-time students is particularly well planned

and well organised. The college has strong and effective links with other organisations in the borough and beyond. Accommodation and resources for learning are very good. Management of the college is outstanding. Co-operative work is encouraged throughout the college. Governors contribute a broad range of expertise to the college, make an appropriate contribution to the strategic planning process and help to ensure that the college fulfils its mission. The college should address: the low pass and retention rates on some courses; ineffective teaching in a few areas; some weak course reviews and ineffective moderation of the judgements they contain; the insufficient use of targets and performance indicators; some non-compliance with the instrument and articles of government in the appointment of governors; and other aspects of the operation of the governing body.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Construction	2	Support for students	1
Engineering	2	General resources	1
Catering	3	Quality assurance	2
Art, design and media studies	2	Governance	3
Sociology and psychology	2	Management	1
Teacher education, counselling and EFL	1		
Literacy, numeracy and ESOL	2		

# Context

## The College and its Mission

1 Richmond upon Thames College was founded in 1977, on the site of a former technical college, in Twickenham in the outer London borough of Richmond upon Thames. The college is still based on this single site, where most of the buildings date from the late 1930s. Buildings have been added in every decade between the 1950s and the 1990s. Student numbers have increased by approximately 20 per cent since the previous inspection in 1994.

2 The college strives to provide opportunities for further or higher education for everyone, whatever their previous qualifications. An extensive range of courses is offered, including higher education programmes; academic and vocational courses in which modules can be combined to provide individual programmes; and courses for students with severe learning difficulties. Courses are available in all the Further Education Funding Council's (FEFC's) programme areas. The range of vocational courses has been extended since the previous inspection and a programme of outward collaborative provision has been developed which now accounts for some 20 per cent of the college's work. During 1996-97 outward collaborative arrangements were made with seven providers to deliver courses leading to 60 qualifications. The college provides courses for prisoners in nearby Latchmere Prison.

3 The college is committed to serving its local community but also attracts students from further afield. Fifty-three per cent of current full-time students live outside Richmond. Many of these students come from areas where there are significantly higher levels of deprivation than those within the borough. Minority ethnic groups make up less than 6 per cent of the local population, but 20 per cent of the college's students. Work with disadvantaged groups has been extended. Currently the college is running projects for unemployed 16 to 24 year olds,

disaffected pupils from local schools who would otherwise drop out of education, and redundant executives.

4 The borough has relatively high employment levels. Unemployment stood at 3.4 per cent in July 1997. However, employment patterns in Richmond are unusual. Some 60 per cent of residents travel to work outside the borough, while almost 50 per cent of jobs within the borough are filled by non-residents. Sixty-six per cent of businesses in Richmond have three or fewer employees.

5 Since the previous inspection, the college has reaffirmed its mission 'to serve the whole community by providing everyone who can benefit with a high-quality programme of education and training and support suited to their needs, within a safe and secure environment'. The college's ability to provide programmes and support to meet students' individual requirements represents good practice in inclusive learning, although this term is not used by the college. The ethos of the college is reflected in the value placed by managers and staff on a whole-college approach to the fulfilment of its mission.

# Context

## The Inspection

6 The college was inspected during March 1998. The inspection team had previously considered the college's self-assessment report, information provided by the college about students' achievements and information held about the college by other directorates of the FEFC. Two months before the inspection, the college was notified about which aspects of provision were to be inspected. The inspection was carried out by an auditor working for five days and 12 inspectors working for a total of 46 days. Inspectors observed 102 lessons, examined samples of students' work and a wide variety of college documentation, and held meetings with students, staff and governors.

7 Of the lessons inspected, 70 per cent were graded good or outstanding. This is well above the figure of 61 per cent for all lessons observed in 1996-97, according to *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report*. Less than 1 per cent of the lessons inspected were less than satisfactory compared with 8 per cent of all lessons inspected during 1996-97. The average attendance level in lessons inspected was 82 per cent, compared with 77 per cent in the sector as a whole during 1996-97 according to the same

report. The following table shows the grades given to the lessons inspected.

### Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	4	9	3	0	0	16
GNVQ	4	7	10	0	0	21
NVQ	3	11	6	0	0	20
Other vocational	4	6	4	0	0	14
Other*	6	17	7	1	0	31
Total	21	50	30	1	0	102

\*includes ESOL, basic education, EFL, GCSE courses and tutorials inspected to contribute to student support

# Curriculum Areas

## Construction

### Grade 2

**8 Fourteen construction craft and technician lessons were observed. The inspection confirmed much of the college's own evaluation of its strengths and weaknesses in construction.**

#### Key strengths

- good or outstanding teaching in most lessons
- high standard of many students' work
- effectively managed courses
- flexible entry arrangements
- good painting and decorating facilities

#### Weaknesses

- poor achievement rates on some craft courses
- inadequate coverage of key skills on some national vocational qualification (NVQ) programmes
- some craft workshops and brickwork area too small

9 The construction provision includes a range of full-time and part-time courses, and some courses which students can begin at any time throughout the year. Technical courses lead to general national vocational qualifications (GNVQs) at intermediate and advanced levels, and a higher national certificate in building. Four building craft subjects are available, all of which lead to NVQs, mostly at levels 1, 2 and 3. Over the last three years, enrolments in construction have declined and the range of courses has narrowed.

10 Course teams use nationally devised programmes of study and have produced detailed schemes of work. Courses are reviewed regularly. Some reviews are comprehensive and thorough, others less so. The action plans

which result from the reviews have led to improvements in the provision. On GNVQ programmes, key skills are covered appropriately, sometimes within the technical curriculum and sometimes separately. Coverage of key skills in NVQ courses is less consistent. They are included in all programmes at level 1, but only in some at levels 2 and 3. This weakness is identified in the self-assessment report.

11 Courses are effectively managed and contain an appropriate balance of practical and theoretical activities. Most lessons are well planned and managed. The best involve a variety of teaching methods which challenge the students and test their understanding. The self-assessment identified the variety of teaching methods as a strength. However, some of the lessons inspected lacked drive and energy, with students either working at a slow pace or undertaking tasks that were not sufficiently testing. On all courses there are materials which enable students to study independently. During practical activities, most students work on their own to develop the skills that they need to demonstrate competence but a few rely too heavily on the teacher. All students are assigned a personal tutor and have timetabled tutorial periods. Most students make good use of the effective support which is available to help them with their studies.

12 Some students' work is of a high standard. For example, in a painting and decorating lesson where students were hanging wallpaper, the work was of a commercial standard. Portfolios, completed assignments and other written work are generally satisfactory and sometimes good. Teachers sometimes write helpful comments on students' written work, or commend them for good practical work. Retention rates for 1996-97 are good for some courses but less than satisfactory for others. The self-assessment report acknowledges this and identifies those courses which have particular difficulties. Many students enrol for

# Curriculum Areas

specific modules, or complete the full award after the year-end figures are compiled. The college's self-assessment takes account of this and also identifies the poor achievements on some craft courses.

13 Classroom accommodation is generally satisfactory. Information technology (IT) facilities are well matched to the needs of students. Materials testing facilities are adequate. The spacious and well-planned painting and decorating workshop provides a realistic working environment for students. Several of the craft workshops are small, and have internal walls dividing them into separate areas. Although the limited space in these workshops is used imaginatively, it is sometimes difficult for teachers to manage larger practical classes effectively. The brickwork workshop is small and does not provide a sufficiently realistic working environment. The college is aware of this and has plans to provide a larger working area. The range and quality of handtools are adequate. Most larger items of plant are similar to those used in industry, but one or two items are old. The amount of some specialist surveying equipment is barely adequate for larger groups of students.

## Examples of students' achievements in construction, 1995 to 1997

Course grouping		1995	1996	1997
GNVQ advanced building	Retention (%)	28	54	72
	Pass rate (%)	71	23	50
NVQ level 2 carpentry and joinery year three	Retention (%)	83	79	94
	Pass rate (%)	67	27	67
NVQ level 2 painting and decorating year two	Retention (%)	100	75	88
	Pass rate (%)	83	67	29
NVQ level 2 plumbing year two	Retention (%)	*	82	90
	Pass rate (%)	*	0	56

Source: college data  
\*course not running

# Curriculum Areas

## Engineering

### Grade 2

**14 The inspection of engineering covered full-time and part-time courses at the college, and outward collaborative provision in various locations away from the college. Twenty-two lessons and two tutorials were observed. Inspectors' judgements about the quality of the provision were largely the same as those of the college. However, they concluded that the self-assessment report contained too little detail about teaching and learning.**

#### Key strengths

- good teaching in most lessons
- students' design and presentation skills
- high standard of most students' work
- good course planning and management
- good accommodation and equipment

#### Weaknesses

- poor retention and pass rates on some courses, particularly in the outward collaborative provision
- some poorly managed assessment procedures
- insufficient access to college courses for those who cannot attend full time
- too little correction of spelling, punctuation and grammar in students' written work

15 Many students are prepared to travel significant distances to attend the college's engineering programmes. Teaching is effective; of the 24 lessons observed, 17 were graded good or outstanding. Courses are planned and managed well. Course files, schemes of work and lesson plans are in place for all courses. There are excellent support systems which enable staff to provide effective pastoral care for students and to help them develop their basic

skills. The student and course review systems include the setting of targets and the development of action plans which are monitored regularly. Reports are provided to parents and employers as part of the review system. These strengths are noted in the self-assessment report. Teachers do not pay sufficient attention to the correction of spelling, punctuation and grammar in students' written work.

16 Most students develop appropriate levels of skill, knowledge and understanding. In particular, students are encouraged to develop their design and presentation skills. Project work is an effective feature of all courses. The majority of students who successfully complete the BTEC national diploma course progress to higher education. Evidence provided by the universities suggests that they do well. The poor planning of assessments on some courses leads to an excessive burden on students and some duplication of assignments. Internal moderation and verification systems are not yet fully developed. Most pass rates are at or above the national averages for engineering but both retention and pass rates on a few courses are low.

17 Students are effectively advised and guided as to which programmes of study are suitable for them. However, the structure of the courses does not permit flexible patterns of attendance by those students who cannot enrol for a full-time course. Well-qualified teachers are supported by appropriate numbers of administrative staff and technicians. Staff work together effectively. The engineering programme area is well equipped. IT is used widely and effectively on all programmes. Much of the workshop equipment is adequate but old. A significant proportion of teaching takes place in new, high-quality, purpose-built accommodation.

18 The outward collaborative provision away from the main college site is mainly for unemployed people or those wanting to retrain.

# Curriculum Areas

Students may join these programmes at any time of the year. In the lessons observed, most students worked at their own pace and the standard of their practical work was high. However, a few of the students were not fully engaged in what was going on. Students spoke highly of their courses and their good working relationships with staff. Equipment and accommodation are of a high standard. Generally, attendance levels are less than satisfactory, and retention and pass rates are below the national averages. Inspectors' judgements about the quality of the outward collaborative provision were similar to those of the college, although insufficient emphasis was placed on low retention and pass rates in the self-assessment report.

## Examples of students' achievements in engineering, 1995 to 1997

Course grouping		1995	1996	1997
BTEC higher national certificate	Retention (%)	80	71	87
	Pass rate (%)	100	71	100
BTEC national diploma and certificate level 3	Retention (%)	67	64	62
	Pass rate (%)	67	52	74
GNVQ intermediate	Retention (%)	91	81	82
	Pass rate (%)	76	52	47
Franchised NVQ level 2 refrigeration/air conditioning	Retention (%)	+	+	28
	Pass rate (%)	+	+	16
Franchised NVQ level 1 electrical engineering/electronics	Retention (%)	+	+	48
	Pass rate (%)	+	+	57
GNVQ foundation level	Retention (%)	+	61	50
	Pass rate (%)	+	41	60

*Source: college data  
+course not running*

# Curriculum Areas

## Catering

### Grade 3

**19 Twelve hotel and catering lessons were observed. Generally, there was agreement between inspectors' judgements and the college's self-assessment report. However, the report omits some strengths such as the good student support provided by teachers, and underestimates some weaknesses such as the limited range of provision and the poor achievements on some courses.**

#### Key strengths

- good teaching in most lessons
- good support for individual students in mixed-ability groups
- additional certification of basic skills in the NVQ provision
- effective monitoring and recording of students' progress
- good results on the full-time NVQ level 2 food preparation and food service programme

#### Weaknesses

- poor correspondence between the culinary skills of some students and the level of work required of them
- the narrow range of provision
- poor results on the part-time NVQ level 2 food preparation course
- inadequate basic skills support in theory classes
- inadequate specialist IT equipment and software

20 The new managers of the hotel and catering section have identified weaknesses in the current provision and prepared an operational plan to address them. The college offers only a narrow range of full-time and part-time hotel and catering provision. This was not

sufficiently emphasised in the self-assessment report. There are some well-established links with schools.

21 Most teaching is good. Activities are varied so that the interest of the students is maintained in the majority of lessons. Classroom work is supplemented by a range of visits and work placements. Teachers provide good support for individual students in mixed-ability groups but, despite this, some students display a lack of interest in what they are doing. The teaching and assessment of communication and numeracy skills are an integral feature of the NVQ programme. The first cohort of students achieved a 90 per cent pass rate in communication, at level 2, in their first year. This was not mentioned in the self-assessment report.

22 Most students enjoy practical work in the kitchens and the restaurant. Second-year students have developed competent technical skills but the practical competencies and theoretical knowledge of some first-year students are not sufficient for the level of work required of them in the kitchen and restaurant. At a St Patrick's night dinner, students were given considerable responsibility for producing an elaborate menu for service in the restaurant. Although they responded to this challenge, the skills of food preparation and service required were higher than the skills taught on their course. Their lack of technical expertise meant that an inappropriate amount of involvement from the teacher was required.

23 The achievements of the full-time craft students are good. The NVQ level 2 results were above the national average in 1996 and 1997. However, the pass rates for part-time students are poor. Most GNVQ intermediate students have good written and IT skills but some lack time management skills and fail to submit work for assessment. The quality of the portfolios prepared by the NVQ students varies: the more able students achieve a good standard of written work but others have poor literacy, numeracy

# Curriculum Areas

and organisational skills. Learning support is provided for key skills classes but not for vocational theory classes.

24 The self-assessment claims that the monitoring of students' progress and achievements is effective. This was confirmed by inspectors. Attendance is regularly monitored and absences are followed up. Tutorial support is provided for assignment and portfolio compilation. Individual students' problems are dealt with as they arise. The effectiveness of course and curriculum management was understated in the self-assessment report. The well-qualified teachers meet regularly, course documentation is well organised and information provided for students is clear and concise. The students' understanding of NVQ requirements is constantly reinforced. Teachers make good use of the student review process in preparing action plans for individual students.

25 The specialist accommodation is satisfactory. However, some kitchen equipment is ageing. Students have no access to the kind of IT equipment commonly found in the hotel and catering industry. The library and learning resources are adequate and are supplemented by a small number of books held in the catering section. Some books are out of date and there is a limited range of journals.

## Examples of students' achievements in catering, 1995 to 1997

Course grouping		1995	1996	1997
NVQ level 2 food preparation and cooking (part time)	Retention (%)	81	83	93
	Pass rate (%)	81	38	14
NVQ level 2 food and drink service/food preparation and cooking (full time)	Retention (%)	+	86	64
	Pass rate (%)	+	89	92

Source: college data  
+course not running

# Curriculum Areas

## Art, Design and Media Studies

### Grade 2

**26 Fourteen lessons were observed across the full range of art, design and media courses. The college's self-assessment process was generally sound for this area of work. However, it provided too little evaluation of teaching and learning and did not identify some strengths and some weaknesses.**

#### Key strengths

- wide range of courses providing good progression opportunities
- well-managed courses and clear project briefs for students
- generally good, sometimes outstanding, teaching
- some high-quality students' work in all areas
- high pass rates on general certificate of education advanced level (GCE A level) courses
- good rates of progression to higher education
- effective integration of new technology with other aspects of students' work
- good specialist accommodation and equipment

#### Weaknesses

- limited use of visual aids and handouts in some lessons
- some students' lack of basic design skills and techniques
- lack of specialist technical support staff
- some low retention rates
- poor attendance and punctuality of some media students

27 The college offers a wide range of academic and vocational courses in art, design and media studies, which provides students with

opportunities to progress within the college and to higher education. Course leaflets provide clear information. Support is good. Students' attendance is generally good apart from in some media studies lessons. In these lessons some students turned up late and lacked motivation. This weakness was not identified in the self-assessment report.

28 Overall, the quality of teaching in art, design and media is good. It is outstanding in some drawing and painting classes. Teaching is carried out primarily through projects and assignments. These are usually well planned and their success is often the outcome of effective team teaching. Large groups of students are frequently taught by a team of two or three teachers who work together to prepare reference material and to set aims, objectives, timescales and assessment criteria. The self-assessment report recognises the overall high quality of the teaching, but makes no specific mention of the effective team teaching. The self-assessment report also fails to recognise that work set for students on advanced courses sometimes fails to take account of, or remedy, their limited ability in basic art and design skills and their lack of experience in using tools and instruments. In some lessons teachers make insufficient use of visual aids or handouts.

29 Students' achievements are claimed by the college as a strength. This claim is valid on most GCE A level courses where pass rates are well above national averages. However, pass rates on the BTEC national diploma in foundation studies and on GNVQ courses have been below national averages in some years. Retention rates on GCE A level art and graphic design, and GNVQ intermediate and advanced are low and declining. Practical work produced by students is, generally, of a high standard in all subjects. Students' work demonstrates some imaginative thinking and the incremental development of solutions to design problems. Students are achieving an appropriate level of research skills and are encouraged to experiment with a wide range of techniques and

# Curriculum Areas

materials. There is an appropriate range of IT equipment, and IT applications are generally well integrated with other aspects of students' work. Many students on advanced level courses progress to higher education.

30 There have recently been significant changes in the management, organisation and structure of this curriculum area. The changes are understood by staff and line management arrangements are clear. The area is well managed. Targets are set for students' recruitment, retention and achievements. However, the use of targets in course reviews is underdeveloped. Some managers need training on the use of performance targets. The programme area has a variety of links with industry. Work with employers in the media has resulted in a number of productive partnerships which have led to work placements and employment for some students. The programme area has effective links with schools and provides an introductory course for school pupils.

31 Specialist accommodation has improved since the last inspection. There is a good range of classrooms, drawing and design studios, workshops, film and photographic studios and darkrooms. The use of practising artists, designers and photographers as part-time teachers brings up-to-date industrial experience into the teaching. The college recognises that lack of specialist technicians sometimes limits the use that can be made of resources for printmaking, ceramics and three-dimensional design.

## Examples of students' achievements in art, design and media studies, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level art	Retention (%)	81	71	69
	Pass rate (%)	94	92	100
GCE A level media studies	Retention (%)	68	60	70
	Pass rate (%)	84	97	96
GNVQ advanced art and design	Retention (%)	69	71	68
	Pass rate (%)	89	92	70
GNVQ intermediate art and design	Retention (%)	78	74	57
	Pass rate (%)	72	53	53
BTEC foundation level national diploma	Retention (%)	87	86	97
	Pass rate (%)	77	94	89

Source: college data

# Curriculum Areas

## Sociology and Psychology

### Grade 2

**32 Eleven lessons were observed in psychology and sociology, including some on access courses. The inspection team agreed with most of the judgements about this curriculum area in the self-assessment report but the report did not identify some shortcomings in teaching and learning.**

#### Key strengths

- good teaching
- attentive, responsive students
- good punctuality and attendance
- close supervision of students' progress
- some high pass rates
- a high proportion of students progressing to higher education
- a good range of well-managed courses

#### Weaknesses

- students not encouraged to think for themselves in a few lessons
- low retention rates on two-year GCE A level courses
- some cramped teaching accommodation
- some out-of-date library books for psychology

333 The quality of teaching in psychology and sociology is good. Courses are carefully planned, scholarly and up to date. Both subjects are offered at GCE A level, as general certificates of secondary education (GCSEs), and as part of an access to higher education course in humanities and social sciences. Students benefit from well-designed course guides and a good range of other written materials, including guidance on the preparation of projects and revision. Teachers have clear, consistent expectations about punctuality, attendance and the regular submission of coursework, to which

students respond. Punctuality and attendance are good, and students are generally attentive and responsive in class. Most of the lessons observed included variations in activity that helped students to maintain their concentration. Occasionally, the same activity went on for too long, or the pace was too slow, and a few students were inattentive. Teachers generally gave clear expositions of complex topics. The treatment of sensitive and contentious issues was careful and balanced. In most lessons, teachers encouraged students to think critically and helped them to develop their insights and understanding but in a few lessons, teachers did not encourage students to think for themselves. The self-assessment process did not identify these inconsistencies.

34 Suitable written coursework is regularly set, and promptly marked and returned. The marking and grading of assignments is careful and accurate. Errors in spelling and grammar are almost always corrected. Evaluative comments leave students in no doubt about their achievements. Students usually receive clear guidance on what they need to do to improve. In some cases, the best students are shown how they could do even better, but others receive only a brief favourable comment. Students who need additional help with their studies can attend a workshop where teachers are available at specified times to give advice. In a workshop session observed during the inspection, several students obtained helpful guidance. Students' academic progress is carefully supervised and they are asked regularly for their views on the provision and their own progress.

35 Most students are enrolled on GCE A level courses. Retention rates are high on one-year sociology courses, but low on two-year courses, particularly in psychology, as the college acknowledges. Pass rates are often above the national averages for general further education colleges, and sometimes close to or above those for sixth form colleges. Students are generally successful in obtaining places in higher

# Curriculum Areas

education. On the access to higher education programme, half the students completed the course in 1996 and two-thirds in 1997. Nearly all these students obtained places in higher education. On GCSE courses, about two students in three complete their courses. GCSE results are good in sociology and very good in psychology.

36 The courses, and the programme area in general, are well managed. Efforts have been made to improve retention by changes in admissions and induction procedures. Annual course reviews are self-critical, and indicate that appropriate efforts are made to respond to comments made by students. Classrooms are generally well decorated and have relevant displays, including students' work. Some rooms are too small for the number of students using them, as the college acknowledges in its self-assessment report. The stock of books and other materials in the library is generally adequate, but the psychology stock is small in proportion to current student numbers and, as the college recognises, needs some updating.

## Examples of students' achievements in sociology and psychology, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level sociology, one-year course	Retention (%)	92	96	93
	Pass rate (%)	89	74	60
GCE A level sociology, two-year course	Retention (%)	64	66	68
	Pass rate (%)	91	76	74
GCE A level psychology, two-year course	Retention (%)	63	50	59
	Pass rate (%)	91	93	82
GCSE sociology	Retention (%)	63	67	76
	Pass rate (%)	77	55	65
GCSE psychology	Retention (%)	76	72	62
	Pass rate (%)	95	77	85

Source: college data

# Curriculum Areas

## Teacher Education, Counselling and EFL

### Grade 1

**37 Twelve lessons were inspected in these subjects. The process leading up to the production of the self-assessment report was effective and thorough. Inspectors concluded that course teams were conscientious and realistic in reviewing their work, including their teaching methods. This detailed analysis is not reflected in the final report, but the main strengths and weaknesses are recognised.**

#### Key strengths

- very good achievements on teacher training and counselling courses
- high retention rates
- some outstanding students' work
- well-planned and well-managed teaching, adapted to the needs of individuals
- outstanding support for students

#### Weaknesses

- declining pass rates on the small higher intermediate English as a foreign language (EFL) course
- narrow mix of students' nationalities on EFL courses

38 The inspection covered the full-time courses for EFL at advanced and higher intermediate levels, part-time EFL courses, teacher training courses leading to the City and Guilds of London Institute (C&G) 7307 qualification at stages I and II, and an introduction to counselling course.

39 The students on all these courses are respected and valued as individuals and the teaching is successfully adapted to meet their individual requirements. Schemes of work are

prepared for all courses and lessons are well planned. The teaching is effective and often exciting and imaginative. These strengths were identified in the self-assessment report. Course teams work together to provide the students with coherent programmes which include a variety of teaching methods. The students are encouraged to form mutually supportive groups for learning. Pastoral support is outstanding. Special arrangements are made to ensure that overseas students have access to support staff who understand their particular needs. One of the college counsellors has become a specialist in this field. Tutorials for individual students produce thoughtful and productive exchanges of ideas.

40 Good resources for learning are available. The learning centre provides specially designed back-up materials for EFL students in the form of audio tapes, videos and CD-ROM. A librarian has a special interest in materials for teaching EFL. The faculty skills centre provides students with worksheets designed to enable them to work independently on aspects of their courses. Staff on the teacher training course provide students with particularly well-produced documentation. The library stock is kept up to date and offers a good range of relevant materials. The staff are well qualified and continue to update their skills and knowledge. The recent experiences of many staff as students on specialist courses gives them an understanding of the difficulties of being a student as well as enhanced specialist knowledge. These strengths were identified by the course team but were sometimes not given sufficient prominence in the self-assessment report.

41 Students' achievements on teacher training and counselling courses are good. Retention rates are high. Some of the work produced by these students is of exceptionally high quality. The achievements of EFL students are less consistently good. The pass rates of the advanced group are generally good, but those of

# Curriculum Areas

the small intermediate level group have declined. Course teams are aware of this trend and are attempting to identify the causes. The coursework produced at intermediate level sometimes lacks rigour or is poorly presented. The students on EFL courses come from comparatively few countries and often choose to talk to each other in their first languages when they are not in lessons. Some of them find it difficult to gain acceptance in the college's social activities. The lack of informal social interaction restricts their opportunities to practise spoken English. The college showed awareness of these problems in the self-assessment report. Subsequent attempts to overcome them were outlined in the action plan which accompanied it.

42 The introductory course in counselling was introduced as a short part-time course last year. Students have had an exceptionally rewarding experience. Currently, opportunities for progression are limited and the college is considering ways in which these might be provided without diluting the quality of what is offered now.

43 The teacher training course provides a high-quality experience to those who can attend on the one day each week when it is offered. The college is aware that greater flexibility in attendance patterns and some research into new sources of potential students would broaden the intake.

## Examples of students' achievements in teacher education, counselling and EFL, 1995 to 1997

Course grouping		1995	1996	1997
EFL advanced	Retention (%)	70	86	67
	Pass rate (%)	67	100	92
EFL higher intermediate	Retention (%)	71	67	50
	Pass rate (%)	65	38	25
C&G 7307 stage II teacher training	Retention (%)	+	90	87
	Pass rate (%)	+	89	80
C&G 7307 stage I teacher training	Retention (%)	94	100	93
	Pass rate (%)	93	100	93
Introduction to counselling	Retention (%)	+	+	94
	Pass rate (%)	+	+	94

Source: college data  
+course not running

# Curriculum Areas

## Literacy, Numeracy and ESOL

### Grade 2

**44 Inspectors observed 15 lessons in English for speakers of other languages (ESOL), literacy and numeracy. These included some lessons for students with moderate to severe learning difficulties and learning support provided within vocational programmes. Inspectors agreed generally with the judgements in the college's self-assessment report.**

#### Key strengths

- well-planned, effective lessons
- good learning support for individual students
- high attendance and retention rates
- effective courses which meet students' needs
- efficient management
- good rates of progression to higher level courses

#### Weaknesses

- failure to involve all students in activities during some lessons
- ineffective use of some accommodation
- some low standards of presentation and marking of written work in ESOL
- some noisy rooms and uncomfortable furniture

45 The college offers a narrow range of full-time foundation level courses in basic skills and ESOL. There is no part-time provision. The basic skills courses have been designed carefully to cater for the needs of students with learning difficulties and to provide opportunities for both work experience and progression to higher level courses or employment. A college wholefood shop, a cafe and a garden provide an introduction to work for some students. Basic skills and ESOL students have work placements

outside the college. Individual learning support in literacy, numeracy and English is provided for students on vocational courses across the college. The effectiveness of the provision is reviewed regularly. The pattern of individual learning support has recently been altered after consultation with the students. The curriculum is managed efficiently and responds to changing students' needs. The college has well-established links with a large number of employer and community organisations.

46 Most teaching is well planned and effective. Teachers and assistants support students effectively in basic skills lessons. Staff assess the prior achievements and needs of each student and take full account of their learning difficulties. These strengths were acknowledged in the self-assessment report. In most lessons, teachers achieve a good balance between group work and work with individual students to check their understanding and help them to practise speaking English. Most teachers create a positive atmosphere in the classroom which enables students to participate effectively. In some lessons, some students were not taking part in the activities and teachers failed to address this.

47 Teachers monitor and review progress regularly with the students and keep detailed records. Assignment work in basic skills is well presented by students and well marked by teachers. Standards of presentation and marking of written work in ESOL are not good. This was not identified in the self-assessment report. In both basic skills and ESOL courses most students gained some recognised accreditation as a stepping stone to moving on. ESOL students have achieved a good level of success in progressing to higher level courses or to employment. Basic skills students have been similarly successful in progressing to other courses or, in a few cases, into employment. Many students are able to progress because of their increased social skills and confidence. Attendance and retention rates are high.

# Curriculum Areas

48 Although the standard of accommodation is satisfactory overall, several rooms are noisy and uncomfortable. Some lessons are hampered by inappropriate arrangements of furniture, or rooms which are not suitable for the teaching methods being used. Most rooms contain displays relating to learning English. There is a resource room which contains materials which students can use to help them learn on their own.

# Cross-college Provision

## Support for Students

### Grade 1

**49 Inspectors considered that the self-assessment report provides a clear, accurate analysis of the strengths and weaknesses of support for students. In most cases, the action plans drawn up in response to the self-assessment builds on the considerable strengths, as well as addressing the few weaknesses. The college has made progress in addressing these weaknesses. Two tutorials were observed in addition to those seen by subject specialist inspectors.**

#### Key strengths

- outstanding tutorial provision
- regular evaluation of the effectiveness of student support
- effective enrolment and induction procedures
- wide range of social and welfare services
- high expectations in relation to students' attendance, commitment and behaviour
- effective arrangements for identifying students' learning support needs
- effective guidance on careers and higher education opportunities

#### Weaknesses

- some gaps in the learning support

50 Support for students is central to the way the college operates. There is a comprehensive range of services and care is taken to integrate personal support for students with the monitoring of, and support for, their academic progress. The tutorial arrangements for full-time students are well planned, thorough and effective. A team of senior tutors provides direction and support for tutors. The team has

developed a detailed programme of activities for the weekly tutorials, which is backed up by learning materials. They also provide regular briefing notes for students about college events. Students' attendance is monitored closely and tutors make contact with parents as soon as they identify any cause for concern. Senior staff, including the senior tutors, monitor the effectiveness and consistency of tutorials to ensure continuous improvement and to facilitate the dissemination of good practice. The college recognises in its self-assessment report that support for part-time students has not been as comprehensive as that provided for their full-time counterparts, and has begun to address this issue.

51 Effective liaison between the college and its feeder schools helps prospective students make informed choices about the opportunities available at college. There is a programme of talks, 'taster' activities and open events. Prospective students are interviewed when they apply to the college and again at enrolment, to ensure that they choose the most appropriate course. Impartial advice is provided through the centralised admissions procedures. At induction, particular care is taken to help students to find their way around the college and to help them establish good study habits. There are well-understood procedures for students to follow if they wish to change their course in the first eight weeks. The college acknowledges these strengths in the self-assessment report.

52 There is a wide range of welfare services, and many opportunities for sports, social and cultural activities. For example there are several thriving religious societies, sports teams, and a volunteer arrangement in which mainstream students provide support for students with learning difficulties. The students' union is well regarded by students and staff. It takes an active role in promoting clubs and other student activities, and in representing students' views. In recent elections, there were

# Cross-college Provision

36 candidates for 14 posts, all of which were contested. Students value the opportunity to contribute to decision-making through the students' council, and through their representation on the college's governing body, academic board and other committees. They take their responsibilities seriously, and appreciate the discreet support they are given to understand the formal procedures of governance and management.

53 Staff set and maintain high standards for students' attendance, commitment and behaviour. Students appreciate being treated as adults, and being expected to take responsibility for their own behaviour. Despite the large and increasingly diverse student population, the college has maintained a secure and purposeful learning environment.

54 Additional learning support needs are identified in a range of ways; through notifications from schools, self-referrals and referrals from tutors. The college uses the Basic Skills Agency's screening tests for literacy and numeracy for students on foundation and intermediate courses. There is extensive support for students with dyslexia. Additional learning support is offered on an individual basis, in workshops, and by providing extra staffing when appropriate. Much of the additional learning support is restricted to timetabled sessions. Testing does not extend to students on advanced courses, although the college recognises that some of these students might also benefit from appropriate learning support. Students have the opportunity to take an additional qualification in IT, but as there is no effective initial testing the programme does not always build on any existing skills which they may have. The college recognised in its self-assessment report that there are limitations in its provision of additional learning support and has drawn up plans which are aimed at remedying them.

55 Extensive guidance is provided on careers and higher education opportunities. The

number of students progressing to university has increased over the last seven years. In 1996-97, 887 students progressed to higher education courses, including 14 who went on to Oxford or Cambridge.

## General Resources

### *Grade 1*

**56 Since the last inspection in 1994, the college has developed and improved its buildings, facilities and equipment. The successful implementation of a college-wide security system has helped to preserve a relaxed but stimulating atmosphere in which over 6,500 students study effectively. The college's own assessment of its strengths and weaknesses was broadly endorsed by the inspection team.**

#### Key strengths

- high-quality buildings, equipped and maintained to a good standard
- efficient security arrangements
- well-resourced library with sufficient study spaces
- well-equipped, well-used sports and games facilities
- outstanding video library
- good IT facilities and equipment

#### Weaknesses

- some aspects of the students' social areas and refectory

57 The college provides a pleasant and secure learning environment. The accommodation and equipment are of good quality. Although the development of the buildings over time has resulted in a labyrinth of corridors, the college is welcoming and well ordered. The new accommodation is outstanding. The campus includes a range of well-equipped, well-used leisure and sports facilities. Recently, the

# Cross-college Provision

previously large number of access points to the site has been reduced to three. Each of these is controlled by efficient, courteous gatekeepers. Although many facilities have been upgraded since the previous inspection, the college wishes to enhance further some of the older accommodation and comprehensive redevelopment is planned. The buildings are routinely cared for to a high standard. They are maintained through a rolling programme of decoration, maintenance and repairs, to which the caretaking staff contribute. These strengths are identified in the self-assessment report.

58 The library is an important focus for the college's teaching and learning. Its size, layout and range of reference and learning materials are impressive. Student satisfaction surveys show it is well regarded by students. The number of study spaces is generous, but the library is so well used that at peak times the number of spaces is barely adequate. Students have easy access to computers, CD-ROMS and the internet. The college identified the particular strengths of the library in the self-assessment report.

59 The college has an extensive video library. It provides a loan collection of 23,000 catalogued television programmes for use by students and teachers. Most evening television programmes are recorded and retained for several months. Programmes identified as valuable for teaching are retained permanently. The library is well used within the college and by external agencies. Its comprehensive nature is recognised by the BBC, which occasionally uses its services. The college is midway through a major IT project that will extend the electronic teaching and learning opportunities, as well as the college's own information administration systems. Cables for the college's IT network were replaced throughout the entire college last year, and the next phase, involving the upgrading of hardware and software, is about to begin.

60 During the last four years, some new social areas for students, such as an attractive conservatory style coffee and sandwich bar, have been developed. However, as the college identified in its self-assessment report, the social areas and refectory provision for students need to be improved. The college has firm plans for a new refectory.

## Quality Assurance

### *Grade 2*

**61 The inspection confirmed some of the strengths and weaknesses identified in the college's self-assessment and identified additional strengths and weaknesses. Some of these related to quality assurance measures implemented since the self-assessment report was produced.**

#### **Key strengths**

- effective self-assessment process
- effective and supportive staff reviews
- well-managed, extensive programme of lesson observations
- good staff development programme
- clear, well-maintained service standards

#### **Weaknesses**

- lack of effective moderation of some self-assessment judgements
- some weak course reviews
- failure to make full use of some key performance evidence

62 The college's mission statement includes a commitment to total quality management. All aspects of quality are overseen by the self-assessment review board, which reports to the academic board. The board's membership includes staff from all areas of the college. It receives annual reports from five panels which assess the work in their own areas, using course reviews, achievement data for the past three

# Cross-college Provision

years, national achievement figures and value-added data for GCE A level students.

Membership of the panels is broad; some panels have student members. A cycle of assessment and planning has been established covering the work of the panels and the review board, and leading to self-assessment of the whole college and action-planning.

63 The self-assessment report produced prior to the inspection was thorough and clear. Individual issues are carefully referenced to policies and other relevant documents. However, the report also has some weaknesses. For example, in some sections, little or no evidence supports key judgements; in others the amount of evidence is excessive. The distinction between a judgement, and the evidence supporting that judgement, is not always clear. Some action plans are imprecise. This was not identified in the self-assessment report.

64 Staff are well briefed on quality issues and are appropriately self-critical in the annual course reviews. Although these reviews are written to a common format their quality varies. Course reviews are consolidated into programme reports, and then into faculty self-assessment reports. Although the reviews are assessed at programme and faculty levels, this does not result in effective moderation of the judgements they contain. The college is aware of this and strategies are being developed to address it. Line managers check progress towards targets set in action plans. As no common approach has been established, monitoring is more thorough in some curriculum areas than others.

65 During 1997 the college introduced a programme of lesson observations. Faculty heads and programme managers have received training as observers. At the time of inspection almost all teaching staff had been observed and the feedback they received had been well prepared and supportive. Lesson observations inform judgements about the quality of teaching and learning. The extent of the programme of

lesson observations, and its impact in the college's ability to judge the strengths of its teaching were not sufficiently acknowledged in the self-assessment report.

66 Internal reviews of groups of courses are carried out by a team which includes the head of faculty. This process is systematic and rigorous. Reviews of cross-college areas have been undertaken by external consultants. Value-added data on GCE A level courses are passed to faculty heads who then discuss the implications with relevant course managers. However, there is no procedure for drawing together the issues arising from value-added analysis or checking that it is being used profitably. The college management information system has provided a range of reports on attendance and retention which are used in review and action plans. The information is accurate and timely. Data on students' achievements are generally reliable.

67 Line managers review the performance of each of their staff annually. The targets set at these annual reviews are realistic and are related to the college's strategic plan and self-assessment report. The monitoring of individuals' progress towards their targets is more rigorous in some areas than others. The college provides many good staff development and training opportunities.

68 The college charter states clearly what the college guarantees to provide for its students. Where appropriate, measurable standards are indicated. The charter is discussed at induction and during tutorials. There is no formal complaints procedure printed in the charter, and some students are not sure how formal complaints should be made. Many service areas have developed standards, and these are regularly and effectively reviewed. Liaison with employers is monitored using the standards and procedures adopted by the West London Training and Enterprise Council (TEC). The library regularly monitors the volume and nature of demand and organises staffing rotas

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which match demand. College services, such as the library and refectory use surveys to gather views about their provision. There are whole-college surveys of students' perceptions in their first term and when they leave. The often robust opinions given in these surveys have been thoroughly documented. Although individual managers and teams respond to issues, there are no strategies to ensure that all the key issues are identified and addressed. This was not identified in the self-assessment report.

## Governance

### Grade 3

**69 The college's self-assessment report identifies most of the strengths of governance. The inspection team considered that it does not, however, identify some important weaknesses.**

#### Key strengths

- appropriate contributions to the strategic planning process and the determination of the educational character of the college
- a broad range of expertise among governors
- effective monitoring of the college's finances
- effective contributions to developing and maintaining the college's external links

#### Weaknesses

- insufficient monitoring of some aspects of the college's performance
- inadequate process for the appointment of governors
- clerking arrangements not properly established
- inadequate arrangements for conducting corporation business

- low levels of attendance by some governors at corporation meetings

70 The wide-ranging expertise of the governors is used to the benefit of the college. There are four liaison committees which effectively foster relationships with the community, local secondary schools, college students and industry. The external membership of these committees includes people from local organisations, including the local education authority (LEA), schools, and parents of college students and local secondary school pupils. Some governors take a particular interest in certain curriculum areas within the college. There are regular presentations from college staff on aspects of the curriculum in corporation meetings. Twice-yearly workshops for governors have enabled members to spend time considering educational developments. In its self-assessment report, the college recognises the need for governors' communication with staff to be improved. The self-assessment report also points out that the numbers of governors from minority ethnic groups do not reflect the profile of the college's student population.

71 The corporation plays an appropriate role in determining the educational character of the college. Governors make an effective contribution to the strategic planning process and have a clear understanding of their role. The corporation regularly monitors the college's performance against its enrolment targets. Students' completion rates and examination results are considered by the schools liaison committee, which reports to the full corporation. The discussion of examination results has been mainly focused on GCE A level courses. Governors do not have a sufficiently comprehensive view of students' achievements at the college, and the reasons for any changes. Governors have assessed their own performance. The chairman appraises the work of the principal against agreed performance objectives relating to the college's strategic plan.

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72 The governance committee actively considers governance issues and begins the process of considering and interviewing new governors. However, the appointment process for some governors was not in accordance with the instrument of government. The clerk to the corporation has been changed during the last 12 months. The new clerk was not appointed by the corporation, contrary to the instrument of government. The new clerk has not yet received the training needed to carry out all her duties effectively. The corporation has established a register of interests which includes declarations by governors and senior college managers.

73 The business of the corporation and its committees is often based upon oral reports or reports tabled at meetings. These do not provide a good basis for decision-making and impair the ability of governors to give proper consideration to the issues raised in the reports. There is a low level of attendance at corporation meetings by some governors. Each of the nine committees has terms of reference which identify clearly its responsibilities and relationship to the corporation. The audit committee has not been fulfilling some of its responsibilities in terms of advising the corporation on the effectiveness of the college's systems. The college's financial health is monitored effectively by governors, who receive regular financial reports from management. This strength is noted in the self-assessment report. Governors do not receive termly reports which would enable them to monitor progress towards the annual objectives in the strategic plan.

74 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is weak. The corporation does not always conduct its business in accordance with the instrument and articles of government, a weakness not acknowledged in the college's self-assessment report. It does substantially fulfil its responsibilities under the financial memorandum with the FEFC.

## Management

### Grade 1

**75 The college's self-assessment of management is thorough, honest and accurate. Inspectors agreed with the strengths and weaknesses identified by the college, although the self-assessment report did not comment on the variable quality of the faculty operational plans.**

#### Key strengths

- strong leadership and effective management
- collaborative strategic planning process
- good communications with staff and students
- good-quality management information which is used effectively
- consistent achievement of enrolment and financial targets
- effective financial management
- effective promotion of equal opportunities

#### Weaknesses

- some weak faculty operational plans
- insufficient use of targets in some programme areas

76 The management of the college is outstanding. The senior management team provides strong leadership. The management structure has been reorganised since the last inspection and inspectors agreed with the college's view that the reorganisation has led to improvements. The restructuring was effectively handled. Some changes were made after consultation with staff. Heads of faculties are teachers as well as managers, and this improves their working relationships with the programme managers and their understanding of students' needs. All staff have job descriptions and understand their roles and responsibilities.

# Cross-college Provision

77 While maintaining its commitment to the borough and to academic excellence, the college has effectively widened participation, for example amongst students who have not done well in their school studies, and amongst students from other London boroughs. The strengths of its external links are identified by the college in its self-assessment report. It continues to work closely with local secondary schools and is developing links with primary schools. There are effective links with the West London TEC and with a range of other organisations, such as the LEA and two local universities. The college has successfully broadened its range of work to include substantial outward collaborative provision. It has maintained its tradition of providing good support for students, and has developed this support to meet the needs of its new clients. It has a good record of achieving its growth targets. Students' achievements at GCE A level, the college's largest cohort of examination entries, are consistently outstanding.

78 There is a collaborative process for the development of the strategic plan. The new faculties each have individual action plans. The quality of some of these plans is well below that of the best, a weakness which is not mentioned in the college's self-assessment report. There are also action plans for the teams delivering cross-college services such as finance, management information and personnel and training. Retention and achievement rates are monitored for the college as a whole, and targets are set for individual courses.

79 Communications between managers and staff are good. General information, and the decisions made by managers, are communicated effectively to staff. The regular newsletter is valued by staff, particularly support staff. Inspectors agreed with the college's view that not all staff are equally familiar with the college's objectives. Managers communicate effectively with students through meetings with officers of the students' union and with the students' council.

80 Panels meet regularly to review and co-ordinate curriculum developments, and matters relating to students and to learning resources across the college. They report to the college's self-assessment review board, which is a committee of the academic board. The role of the academic board is under review.

81 Management information is of good quality and provides useful information for target-setting and planning. There are regular reports which enable managers to monitor attendance. The college has recognised the need to improve staff access to computerised information. The system is being further developed to make more effective use of the available data.

82 Equality of opportunity is effectively promoted within the college, a strength recognised in the self-assessment report. There is an effective implementation plan which includes all staff and students. Progress against the plan has been reviewed by the academic board. Implementation of the policy within the curriculum is checked at faculty level and has led to staff development activities. Implementation in college services is checked by the appropriate teams.

83 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The budget planning process is well defined and clearly understood by staff. Budget holders receive accurate, timely financial reports and appropriate advice when they need it. Managers monitor the college's finances effectively. Management accounts include an income and expenditure report, cashflow statement for the current year and a supporting commentary on the accounts. However, the director of finance does not produce a termly balance sheet and long-term cashflow forecast to assist with assessing the college's future financial position. The college's financial regulations are adequate, but a number of significant items are not included. The college's internal and external auditors have not

# Cross-college Provision

identified any significant weaknesses in the college's systems of financial control.

## Conclusions

84 The inspection team found that the college's self-assessment report provided a useful basis for planning the inspection. Many of the findings of the report are in agreement with those of the inspection team. Inspectors agreed with most of the curriculum grades awarded by the college in the areas inspected. Where they disagreed, the area inspected had been graded by the college as part of a larger area and so the comparison was not exact. They agreed with three of the five grades awarded for cross-college provision. In those areas where there was disagreement, the inspectors awarded one higher and one lower grade than the college.

85 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

# College Statistics

## Student numbers by age (June 1998)

<i>Age</i>	<i>%</i>
Under 16	1
16-18 years	37
19-24 years	14
25+ years	48
Not known	0
Total	100

*Source: college data*

## Student numbers by level of study (June 1998)

<i>Level of study</i>	<i>%</i>
Foundation	30
Intermediate	19
Advanced	39
Higher education	2
Leisure/recreation (non-schedule 2)	10
Total	100

*Source: college data*

## Student numbers by mode of attendance and curriculum area (June 1998)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	709	1,467	21
Agriculture	12	11	0
Construction	136	72	2
Engineering	367	846	12
Business	482	1,417	18
Hotel and catering	170	202	4
Health and community care	200	651	8
Art and design	553	108	6
Humanities	1,329	1,333	26
Basic education	62	223	3
Total	4,020	6,330	100

*Source: college data*

## Staff expressed as full-time equivalents (June 1998)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	244	33	18	295
Supporting direct learning contact	25	4	2	31
Other support	139	3	1	143
Total	408	40	21	469

*Source: college data, rounded to nearest full-time equivalent*

# College Statistics

## Three-year Trends

### Financial data

	1994-95	1995-96	1996-97
Income	£14,891,000	£15,577,000	£16,486,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£20.63	£19.80	£20.37
Payroll as a proportion of income	79%	78%	70%
Achievement of funding target	105%	105%	118%
Diversity of income	21%	17%	18%
Operating surplus	-£43,000	£84,000	£40,000

Sources: Income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

ALF – Performance Indicators 1995-96 (1994-95 and 1995-96), Funding Allocations 1996-97 (1996-97)

Payroll – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96), college (1996-97)

Diversity of income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Operating surplus – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

### Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	994	983	1,018
	Average point score per entry	5.3	5.2	5.2
	Position in tables	top 10%	top 10%	top 10%
Advanced vocational	Number in final year	219	278	275
	Percentage achieving qualification	82%	74%	86%
	Position in tables	middle third	middle third	top third
Intermediate vocational	Number in final year	*	298	237
	Percentage achieving qualification	*	61%	66%
	Position in tables	*	middle third	middle third

Source: DfEE

Note: the majority of the college's students are 19 years of age or older

The achievements of these students are not covered in published DfEE performance tables

\*1994-95 intermediate vocational results not available

# College Statistics

## Three-year Trends *continued*

### Students' achievements

		1994-95	1995-96	1996-97
Advanced academic	Pass (%)	82	79	81
	Retention (%)	90	92	92
Intermediate academic	Pass (%)	52	52	50
	Retention (%)	70	71	77
Advanced vocational	Pass (%)	83	73	79
	Retention (%)	96	95	92
Intermediate vocational	Pass (%)	67	55	53
	Retention (%)	75	73	59

*Source: college data*

**FEFC Inspection Report 79/98**

**Published by the  
Further Education Funding Council  
September 1998**