

**REPORT
FROM THE
INSPECTORATE**

Richmond Adult and Community College

November 1997

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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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 the 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 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.

College grade profiles 1993-96

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	59%	29%	3%	<1%
Cross-college provision	14%	50%	31%	5%	<1%
Overall	12%	54%	30%	4%	<1%

FEFC INSPECTION REPORT 123/97

RICHMOND ADULT AND COMMUNITY COLLEGE

GREATER LONDON REGION

Inspected September 1996-June 1997

Summary

Richmond Adult and Community College became an incorporated college in August 1996, after three years of uncertainty whilst its application to become incorporated was considered. During its first year of incorporation, the college has had to deal with a number of difficult issues. An extensive range of programmes is offered. Business studies and humanities provision is of exceptionally high quality. The college has beneficial links with external agencies. The governors have valuable expertise and high levels of commitment to the college. The college is ably managed and effectively led. Students receive good guidance which enables them to make an informed choice of studies. Students value the support they receive from staff. Most teaching is effective and some is outstanding. In general, students achieve high standards and examination results are good. Quality assurance arrangements are effective. There is a relevant and carefully planned staff-development programme. The college should improve: the quality of some teaching; pass rates in some subjects; arrangements for providing learning support, tutorial support and careers guidance; arrangements for administrative support; the stock of equipment; students' access to information technology resources and book loan facilities. The college should also: further develop its management information systems; review its pricing policy on learning support in order to help students on low incomes; and ensure that course reviews are consistently thorough.

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

Curriculum area	Grade	Curriculum area	Grade
Business studies	1	Foreign languages	2
Visual and performing arts	2	Humanities, including access to higher education	1
		English as a foreign language	2
		Basic education	2

INTRODUCTION

1 Richmond Adult and Community College was inspected between September 1996 and June 1997. Eleven inspectors spent 50 days in the college. The team inspected 123 lessons and examined students' work and college documentation. Meetings were held with governors, staff, students and representatives from Roehampton Institute, Birkbeck College of the University of London, West Thames College, the Surrey Institute, the Workers' Educational Association, City and Guilds of London Institute (C&G), Surrey Open College Federation, West London Careers, the Metropolitan Police, the Orange Tree Theatre, the West London Training and Enterprise Council (TEC), the local education authority (LEA), employers and community groups.

THE COLLEGE AND ITS AIMS

2 Richmond Adult and Community College was established by the LEA in 1950 to provide educational opportunities for adults. Each year, about 2,000 students enrolled at the college, mostly on 'leisure' courses. In 1985, the college's remit was extended to provide community education. The college expanded its provision and developed a growing number of accredited courses. Currently, over 3,000 members of community groups use the college facilities each year. The college mission is to 'provide adults with a rich variety of high-quality learning opportunities to meet social, personal, vocational, professional or other needs and ambitions and, by means of partnerships, to foster the activities of a wide range of community groups'.

3 Following the *Further and Higher Education Act 1992*, the college's accredited provision identified in schedule 2 of the Act was funded by the Further Education Funding Council (FEFC) through sponsorship arrangements. The LEA continued to fund most of the rest of the college's provision. In 1993, the college applied to become an incorporated college in the further education sector. After a three-year period of uncertainty, its application was approved. Since incorporation in August 1996, the college has had to make significant changes in order to meet incorporation requirements. The college considers itself in a period of transition. The LEA continues to fund the majority of the college's non-accredited provision. In 1996-97, there were 20,568 enrolments at the college of which half were on accredited courses. Student enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3.

4 In 1996-97, the college provided 1,800 courses, nearly all of which were part time, involving attendance at the college for two or three hours a week. Courses range from introductory to advanced levels and are in the fields of business studies, exercise, food and health, art and design, tutor training, English as a foreign language (EFL), foreign languages, humanities and basic education. Courses include those in general

certificate of secondary education (GCSE) subjects, general certificate of education advanced level (GCE A level) subjects and those leading to C&G, BTEC, Surrey Open College Federation and various professional bodies' qualifications. The access to higher education programme and the art and design foundation programme prepare students who do not have the standard entry qualifications for study in higher education.

5 The principal, vice-principal, assistant principal and head of finance and resources comprise the college's senior management team. The curriculum is provided through five departments, a unit which supports learning for students with learning difficulties and/or disabilities, a business unit and two open learning centres. There are 81 full-time staff, of whom 39 are teachers, and some 450 part-time teachers. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

6 In 1996-97, 76 per cent of students were from the borough of Richmond upon Thames and the rest were from the wider London area. The college is in the West London TEC area which has a population of 894,000, and this is expected to increase a further 1 per cent each year over the next few years. Approximately 25 per cent of residents in west London, and 5 per cent in the Richmond upon Thames borough, are from minority ethnic groups. Some 45 per cent of borough residents are from managerial and professional backgrounds; and this is almost twice the proportion for London as a whole. The unemployment rate in the borough remains low at 5 per cent, although it has doubled since 1990. In recent years, several major local employers have reduced their workforces, relocated or closed down. The college operates from four main buildings, centrally located in Twickenham and Richmond, and an additional 26 sites across the borough. Other local providers of further and adult education include the Workers' Educational Association, the University of London and Richmond upon Thames College.

RESPONSIVENESS AND RANGE OF PROVISION

7 The college offers an extensive range of courses. The range of courses offered in languages, including many minority languages, is particularly impressive. A broad choice of courses is offered to students with learning difficulties and/or disabilities including those with severe learning difficulties and older people with hearing loss. In business studies, the range of courses is restricted. The planning of a few courses does not take into account the needs of students who are in receipt of benefits. These courses are timetabled for more hours than it is permissible for students in receipt of benefits to attend college. In all the main curriculum areas, it is possible for students to progress from introductory courses to more advanced courses in the same subject. Many courses include a variety of enrichment activities, such as visits to galleries and theatres, exhibitions, sports tournaments and study tours in Britain and abroad.

8 Staff are responsive to identified market opportunities and the curriculum is regularly reviewed and developed. Each year, the college offers a new course in a minority language and some additional vocational courses. For example, this year the college has introduced a course in journalism leading to a national vocational qualification (NVQ) at level 4. Some courses, particularly those in the smaller centres, are developed directly in response to local needs. Staff are responsive to requests from companies for education and training. A growing range of courses to meet specific training needs is provided for the local business community by the college business unit. Initiatives have included NVQ assessor awards for the Metropolitan Police and courses on the duties of directors for London United Busways. Students and employers speak well of the relevance and quality of courses.

9 The college successfully achieves its mission by maintaining programmes which combine non-accredited and accredited courses. Substantial progress has been made in developing unitised programmes which are accredited by the open college network, and in the development of an interdisciplinary modular access to higher education programme. More than 160 courses are accredited by Surrey Open College Federation and the college has been identified by Surrey Open College Federation as a model centre for open college network accreditation. There is a choice of 35 modules on the access programme which can be studied either for eight or 16 hours each week. Twenty-six GCE A level and 19 GCSE subjects are offered. Some of these, such as classical civilisation and philosophy, are not usually available in local schools or colleges. The extensive summer school programme provides short specialist courses, as well as 'taster' introductory level courses. The college's monitoring for 1995-96 shows that 13 per cent of the accredited courses offered were closed because they did not enrol enough students. The criteria and procedures for closing these courses are generally understood by teaching staff; efforts are made to minimise the disappointment of the students involved.

10 The college is committed to extending open learning facilities which enable students to study on their own, at times that suit them. This provision is expanding, open learning units have been established at two of the main sites. However, in 1995-96, the number of students enrolled on open learning programmes was less than the college had planned. The college recognises that it needs to develop further its open learning programmes to meet students' needs and that its fees policy must take into account students' financial circumstances.

11 Marketing strategies are effective. In 1994, a marketing manager was appointed and a marketing board guides and supports her work. Membership of the board comprises a wide range of college staff. Valuable analyses are carried out of information obtained from the college's own research initiatives, surveys and other agencies. Key outcomes from these analyses have been effectively disseminated to staff through presentations

and executive summaries. Research projects provide a range of useful marketing information. For example, one project investigated student groups under represented at the college. They found that middle-aged men rarely enrolled on courses. Further research was carried out to investigate men's perception of the college and their educational interests. Findings are taken into account in curriculum developments and in deciding ways in which information about the college should be presented to the public. The demarcation of responsibilities between departments and central marketing initiatives is not fully understood by staff.

12 The promotion of courses is effective and is mainly carried through a prospectus, leaflets, press advertising and promotional activities such as those held during adult learners week. Recent new initiatives have included advertisements on local buses and cable television. Departments are largely responsible for the promotion of individual courses and many teachers arrange the advertising of their own courses. The targeting of particular client groups, such as prospective students with few or no qualifications for the access to higher education, is not well developed. Compared with the local population, a relatively high proportion of students are from minority ethnic backgrounds. Internal monitoring shows that students from minority ethnic communities enrol mainly on a small number of particular courses. The college is considering ways of promoting the participation of minority ethnic students across a wider range of provision.

13 A strength of the college is its wide range of productive links with other agencies. Students benefit from the college's formal affiliation arrangements with some 50 local societies and groups. For example, a film society invites language students to attend foreign films and students in fencing classes can take part in competitions through the local fencing club. Joint initiatives with employers generate income and extend the college's provision. For example, the college has developed courses in basic skills for auxiliary staff at the local Royal Star and Garter Hospital. The college's links with social services, the health authority and voluntary organisations are well established and through them, the college can extend the support it gives to students with learning difficulties and/or disabilities. Good relationships with a number of higher education institutions have led to provision such as the long-standing Birkbeck College courses, and to opportunities for students to progress to courses in journalism at the Surrey Institute and advanced courses in life sciences at Roehampton Institute. Following incorporation, the relationship between the college and West London TEC is developing satisfactorily.

14 The college is committed to equal opportunities. A revised policy statement is being produced. Equal opportunities is promoted in different aspects of the college's work. For example, the induction for photography students emphasised the importance of mutual respect and the college's willingness to adapt equipment to meet the needs of students with sight

impairment. The college's recently-published disability statement is detailed, covers all college activities and lists the forms of support, equipment and access arrangements that are available to students. However, equal opportunities practice is not formally monitored within quality assurance arrangements.

GOVERNANCE AND MANAGEMENT

15 During its first year as an incorporated institution, the college has had to deal with a number of difficult issues. These include resolving matters of property ownership, agreeing the financial position of the college on its leaving LEA control, negotiating new contracts for staff and budgeting in a context of uncertainty about its income from different sources.

16 Governors are highly committed to the mission and aims of the college. The governing body provides college managers with strong support. Currently, the governing body has 17 members. There are 11 independent members, two student members, two staff members and two co-opted members. At the time of inspection, there were three vacancies. The principal is not a member of the governing body but she attends all meetings. The governing body and the TEC have recently agreed a mutually acceptable nominee. Governors have a wide range of relevant experience in fields such as the law, finance, property, and local government which they use well for the college's benefit. Newly-appointed governors receive a useful induction and all governors have received training related to their responsibilities as governors of an incorporated institution. Some governors are linked to college centres and attend centre meetings on a regular basis. The governors have approved a code of conduct and all members have signed the register of interests except one, who intends to sign it but has not done so yet for practical reasons.

17 The governing body has an appropriate range of committees and these cover: assets; audit; college centres; employment policy; finance; liaison; and remuneration, respectively. Meetings of the governing body and its committees are held regularly and are well attended. Since incorporation, governors have necessarily spent much of their time on matters related to the college's new status as an incorporated institution. Governors receive financial information on the college's budget termly, and detailed information on enrolments twice a year. They receive an annual report on students' achievements. The principal also presents a brief report each term. Governors recognise that they must specify how often they require information in order to monitor the college's performance, and that they should clarify the type and amount of information they need. The chairman appraises the principal annually and sets performance targets.

18 The college is preparing its first strategic plan for the FEFC as an incorporated institution. The current strategic plan for 1995-98 was reviewed and updated in 1996-97. The strategic objectives for the college

were not indicated clearly in this plan. More detailed objectives were set for each teaching department and business area and, in some cases, performance indicators were clearly identified. Not all staff are aware of these performance indicators. A training seminar for the governing body was held in the autumn of 1996 on the college's strategic plan. Heads of department and business managers have been requested to review progress in implementing the current plan and to contribute to the development of the strategic plan for 1997-2000.

19 The college benefits from strong leadership. Senior managers ensure that the curriculum enables the college to meet its strategic aims. The management structure is well understood by staff. The senior management team meets frequently to develop policy and strategy. Senior managers also meet regularly with heads of teaching departments and with other managers, such as the personnel manager, when necessary. The academic board has three subcommittees: quality assurance; support services; and information technology strategy. They are all convened regularly. The college has a range of appropriate policies. Health and safety is monitored by a committee which meets twice a term. The college has a 'risk assessment week' each year and it has recently undertaken a health and safety audit. Findings were presented to the audit committee of the governing body and action was taken to make improvements.

20 Provision is generally well managed. Heads of department work with course team leaders to manage courses. The role of course team leaders is at an early stage of development. Currently, course team leaders have varying workloads and some are unable to fulfil their roles adequately, in particular those with larger teams. The college has recognised this issue and intends to create new posts to provide more management support within the teaching departments. There are effective management arrangements for some cross-college curriculum initiatives such as the access to higher education programme which is run by more than one department.

21 Full-time and many part-time staff are well informed about college developments. Each teaching department or unit meets at least once a term. Regular college, departmental and course team newsletters also keep staff informed. Most staff are members of at least one of the many college committees and working groups which enables them to participate in decision making and keep up to date with college developments. Arrangements for ensuring that part-time teaching staff are also kept well informed are not fully effective, although the college is making considerable efforts to improve them. Course team leaders hold meetings termly with their part-time teachers. The attendance of part-time teachers at meetings is monitored and absences are followed up. Recent meetings of some course teams have focused on administrative rather than curricular matters.

22 The college recognises that its current arrangements for producing management information require improvement. Students' records and personnel and finance records are computerised but the student records system is networked on only two of the college's sites. Senior managers have access to the system but course team leaders have not yet received training on how to use it. They make little use of management information in managing their areas of work. Although information held on the students' record system is detailed, it is not always possible to produce reports in the form which is required. For example, it is not possible to produce a report which allows comparison of students' progress from one year to the next. Destinations of full-time students are systematically recorded. Where appropriate, the destinations of part-time students are also recorded. Retention rates on courses are monitored but these are not collated and analysed for the college as a whole.

23 There is limited delegation of budgets for materials and small items of equipment to teaching departments. Budgets are determined largely on a historical basis and the budgeting procedure is clearly understood by managers. Some departments devolve budgets to course team leaders but practice varies across the departments. Budget holders receive financial reports to enable them to monitor expenditure. Departments make bids for capital items of equipment. College managers are acutely aware of the need for the efficient management of resources. There has been some work on determining the costs of courses. It is the college's policy to set course fees at a level which yields a good return of income. The college pays careful attention to course fees set by competitors in order to ensure that its own are competitive. In 1996-97, 38 per cent of the college's income came from fees. Enrolment targets are set and progress towards reaching these is monitored rigorously. The college has met its enrolment targets and consistently exceeds its target for FEFC-funded units. Minimum class sizes are set and if enrolments do not reach these, the classes are closed. New or specialist courses which are identified as important by the college, receive a 'red star' and do not have to recruit to the minimum class size in order to run. The college's funding agreement with the FEFC for 1996-97 indicates an average level of funding of £9.40 for its schedule 2 provision. The median for general further education and tertiary colleges is £17.97 per unit. The college's estimated income and expenditure for the 12 months to July 1997 are shown in figures 5 and 6.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

24 Generally, students are able to make informed choices about their studies. The college's prospectus is detailed and contains clear and helpful information. Students speak highly of the advice and support they receive from college staff. The college is developing more formalised support systems for students and it is building upon its well-established practice of supporting students informally.

25 Enrolment arrangements are flexible and operate throughout the year. There are specific days for enrolment which occur before the start of each term. Enrolment procedures are clearly explained in the prospectus. Enrolment days are well organised and effective. Teaching staff offer useful advice about courses. Prospective students are shown information on courses, presented in a common format, which covers the course level and content, accreditation and course-related expenses. However, a copy of this information is not usually given to them. Staff have received some training to help them identify students who may need additional support because, for example they have learning difficulties and/or disabilities. Prospective students for many courses, such as the access to higher education and the basic education courses, are interviewed before they enrol on them.

26 Prospective students can contact the college by telephone, by post or in person, to enrol or to request information and guidance provided by the learning information service for adults. The learning information service for adults service is well used and it is appreciated by students. Over 12,000 enquiries were dealt with between September 1996 and January 1997. Occasionally, students experience difficulties in contacting the learning information service for adults by telephone. In some instances, interviews at which prospective students receive advice are interrupted by incoming telephone enquiries. In a few cases, the learning information service for adults is unable to offer students interviews in a setting where they may talk in confidence. Weekly advice sessions and 'advice days' are well publicised. Students can also attend a class before deciding to enrol on a course.

27 The college recognises that some prospective students are deterred by the college's tuition, registration and other course-related fees such as those for essential materials. Concessionary tuition fees are available for those in receipt of benefits. For some students in receipt of benefits and for those enrolled on courses for students with learning difficulties, the college has made arrangements to reduce registration fees and other course-related costs such as examination fees. The college responds to students who make specific requests for financial assistance, for example, by allowing them to pay fees in instalments. The college also uses its access funds and donations from the students' association and local charities, to provide help for students. In 1996-97, the college drew on a sum of £33,000 to subsidise fees and other course costs for over 800 students. The college has planned to reduce some fees for 1997-98. Regulations relating to the refunding of course fees, the acquisition of course credits, and transfer to another course are clearly stated in the prospectus.

28 Induction for students is effective. Teachers receive useful guidance on induction and a checklist helps to ensure that all students, including those who enrol late, are given the same information. During their induction, students receive detailed information about their course. They

are introduced to the college's facilities and are provided with opportunities to get to know each other. Teachers deal sensitively with matters such as the support which students with disabilities require, and the need for all in the college to respect one another's views. Students on full-time courses receive useful course handbooks but most students on part-time courses are not given any printed details about their course. A few teachers do not plan induction sessions to take into account students' different abilities.

29 Arrangements for tutorial support vary between courses. Tutorials on the access to higher education courses are of high quality. Group or individual tutorial sessions are held each week and enable students to review their progress, develop their study skills and receive advice on careers and progression to higher education. Students on a few other courses benefit from similar but slightly less structured tutorial sessions. There is no systematic tutorial support for students on most part-time courses, including GCSE and GCE A level courses. However, students are generally well supported by their teachers on an informal basis. Most teachers are readily available to students outside sessions and they provide them with useful assistance with their studies and with personal support. Some teachers are particularly skilled at identifying the potential of students and encouraging students to progress to higher levels of study. Teachers follow up students' absences and encourage them to return to study.

30 Students with learning difficulties and/or disabilities on separate specialist courses are given useful guidance. The prospectus for these courses is clearly presented and easy to read. Through its liaison with outside agencies such as day centres, the college ensures that students receive well-planned support from initial enrolment through to the completion of their courses. Advice, guidance and learning support are provided in students' homes or day centres, if required. Students are encouraged to progress to more advanced courses or employment opportunities, although specialist careers guidance is not available to them.

31 The provision of learning support for students on other courses is underdeveloped. Arrangements for identifying students' additional learning support needs are not systematic. For example, there are no formal arrangements for identifying students who need additional tuition in literacy or numeracy, or who, as speakers of other languages, require extra help with English. 'Drop-in' sessions in numeracy and literacy are available and students may be referred to these by teachers or they may refer themselves. Most students are charged fees for additional learning support although students who progress from literacy and numeracy courses to other courses at the college can attend support sessions free of charge for up to one year. Students whose first language is not English may enrol on English for speakers of other languages (ESOL) courses but there are no arrangements to provide individual students with additional

support. Students appreciate the exercise programmes offered for people with specific health problems such as strokes and asthma. In 1996-97, six students with disabilities received additional learning support to help them to study on other courses.

32 Advice and guidance on careers and higher education are mostly provided by course teachers. Staff from the learning information service for adults also help students with their applications for higher education courses. Students on vocational courses are entitled to a careers advice interview provided by an external service. The provision of careers advice is insufficient to meet the demand; some students who request an interview do not receive one quickly. No specialist careers advice is available during enrolment days. Students who do not qualify for a free careers interview can request advice and psychometric testing from the Richmond Adult Careers Service, for which they are charged the market rate. Few students take up this service.

33 The creches at each of the two main sites are appreciated by students who are parents. Some 250 children use the creche each term and sufficient places are available to meet students' needs. Costs to students are low, partly as a result of funds raised by staff and students.

34 There are good opportunities for students to present their views on the college and its provision. All students are automatically members of the students' association, which has an elected executive. Two members of the students' association are college governors. The association organises fund-raising and social activities. Despite widespread publicity, some students are not aware of the association. Meetings of some college committees and course teams are well attended by student representatives. Students feel that they are listened to and that their views count.

TEACHING AND THE PROMOTION OF LEARNING

35 Of the 123 lessons inspected, 77 per cent had strengths which outweighed weaknesses. In 6 per cent of lessons, the weaknesses outweighed the strengths. These percentages compare favourably with the averages of 63 per cent and 8 per cent, respectively, for all colleges inspected in 1995-96, given in the *Chief Inspector's Annual Report 1995-96*. In the lessons inspected, the average attendance level was 79 per cent. This is slightly above the average of 76 per cent recorded in the chief inspector's report. The average number of students in each lesson was nine. The following table summarises the grades given to the lessons observed.

Teaching sessions: inspection grades by programme of study

Programmes	Grade 1	2	3	4	5	Totals
Access to higher education	8	3	0	0	0	11
GCE A level	4	3	4	0	0	11
Basic education	7	12	7	1	0	27
Other vocational	24	23	9	5	0	61
Other	1	10	1	1	0	13
Total	44	51	21	7	0	123

36 Most teaching is of good quality and some is outstanding. Teachers quickly establish positive relationships with students which encourage them to gain in confidence and succeed. Many teachers use their expertise and enthusiasm well in teaching. Schemes of work are underdeveloped in many subjects. A minority of the teaching is not well planned and a few teachers lack teaching and classroom management skills.

37 Courses in business studies are carefully planned and have clear learning objectives. Lessons are well structured and take into account the different needs of students in the group. Most teaching is of outstanding quality. Teachers use a variety of appropriate methods which challenge the students to think and give of their best and make effective use of relevant learning materials. They regularly check that the students understand what is being taught. Teachers use their professional expertise well and draw on the students' experiences skilfully in order to help them understand points in lessons. For example, in one lesson, the teacher explained how she put management accounting concepts into practice and how she used tools in her floristry business. In a lesson on marketing, public relations and advertising, the teacher drew effectively on students' different employment experiences to illustrate points. In practical lessons, students were given ample opportunity to develop, practise and assess their skills. In a few instances, for example, on the course leading to the access diploma in business administration, teachers did not help the students sufficiently, in the early stages of the course, to develop numeracy skills and study skills.

38 In visual and performing arts, most teaching is well planned. A few courses, such as the creative studies courses and the access diploma course in art and design, have schemes of work which are thoroughly documented. Most teaching is of good quality. In the most effective lessons, teachers successfully used a variety of appropriate teaching and learning methods in both theoretical and practical work in order to help individuals and groups of students to learn effectively. For example, in a drama session, the teacher gave an authoritative presentation on preparing for auditions. Students analysed this in order to develop criteria for assessing auditions.

Each student presented an audition piece and the rest of the students in the group, guided by the teacher, evaluated each performance using the agreed criteria. Students valued each other's sensitive and constructive criticisms. In the least effective lessons, the work was poorly planned and practical demonstrations were ineffective. A few teachers do not make the learning objectives of assignments clear to students and some do not give critical feedback to students to enable them to improve their work.

39 In EFL, the quality of teaching varies. Some courses are well planned and provide a range of appropriate activities to enable students to develop skills in reading, writing, speaking and listening in English. In the most effective lessons, teachers prepared detailed lesson plans and used a range of teaching and learning methods, including question and answer sessions, exercises by individual, pairs and groups of students. Through these methods, the teachers gave students opportunities to develop technical accuracy and fluency in English. However, the planning of a significant proportion of courses and lessons is weak. The less effective lessons lacked structure and teachers and students were unclear about the purpose of the activities. Some teachers did not manage exercises in groups effectively and did not have strategies for responding to the different levels of students' abilities and language skills and their different cultural backgrounds. There were few opportunities for teachers to give feedback to students on their progress.

40 In foreign languages, the majority of teaching is of high quality. Most courses and lessons are carefully planned and have clear learning objectives which are shared with students. Most teachers are skilled in using the language being taught in almost all their teaching, including their explanations of complex conceptual and grammar points. Many are native speakers of the languages they teach and bring valuable cultural dimensions to their teaching. Most lessons included a good balance between activities involving the teacher and activities in which the students practised their language skills in pairs and groups on their own. In one lesson, the teacher described the contrasting lifestyles in east and west Germany before unification. The teacher's description generated lively group discussions about the possible advantages and disadvantages of different political and economic regimes and led to an exchange of views about different lifestyles now in Germany. Students spoke in German throughout the session, spurred on by their fascination with the topic and each other's ideas. Some teachers use authentic audio-tapes and high-quality printed learning materials to support students' learning. Several schemes of work are poor; some are merely lists of page references linked to text books. Some teachers do not focus sufficiently on helping students to develop study skills. In a few ineffective lessons, conducted mainly in English, teachers gave the students little opportunity to practise the language being taught and the pace of work was so slow that the students lost interest.

41 In humanities, teaching is of a consistently high standard and most of it is outstanding. Some schemes of work are thorough and effective. Lessons are well planned and learning objectives are shared with students. Teachers use varied teaching methods which both challenge and support the students in their learning. Most teachers take into account students' different needs and abilities. Teachers make effective use of teaching aids and provide students with high-quality printed learning materials. On some courses, for example, the access to higher education programme, study skills are effectively taught as an integral part of the main subjects. Teaching on many courses is enriched by visits to theatres, museums and specialist lectures. Most teachers mark students' work thoroughly and give students detailed and constructive feedback which helps them to improve their performance. Teachers keep meticulous records of their teaching and of the progress made by each student. A few lessons had as many weaknesses as strengths. The features of these weaker lessons were poor planning, overlong presentations by teachers and a lack of variety in the teaching methods used. Assessment procedures are still being developed for the recently introduced open college network accredited courses.

42 In literacy, numeracy and ESOL, most lessons are well planned and clearly aim to help the students to develop skills in reading, writing, listening and speaking. The majority of the teaching effectively provides opportunities for students to work at their own pace on their own individual learning programme and also take part in discussions and exercises in groups. In one lesson, small groups of students discussed ways of devising crossword clues. The process of creating a crossword enabled students to extend their vocabulary, practise oral skills and prepare for an accredited spelling test. In general, teaching methods take into account students' individual needs and teachers provide useful support for each student. There is some particularly effective oral work on ESOL courses which helps students to improve their intonation and pronunciation. Teachers discuss and record students' progress with them. Some lesson plans lack detail and clarity and a few teachers do not share learning objectives with students. In some lessons, students have few opportunities to develop listening skills. A small number of teachers do not manage discussions in groups effectively and allow these to be dominated by one or two students.

43 On courses for students with learning difficulties and/or disabilities, most teaching is of good quality. Teaching is particularly effective for students with sensory impairments. Most courses are well planned and students are provided with work of an appropriate level which challenges them to perform well. Teachers give clear explanations of learning activities and their purpose. They use a variety of appropriate teaching methods which engage students' interest and take into account their different abilities. Most one-to-one work is effective. Students learning Braille benefit from high-quality support from trained volunteers. A few

lessons were of poor quality; they lacked variety and did not take into account students' different abilities. Occasionally, teaching materials were inappropriate for the age of students and the level of their skills. In general, there is insufficient systematic assessment of the progress of individual students. For example, students seldom record their own learning achievements and the teachers' records of students' progress vary in thoroughness.

STUDENTS' ACHIEVEMENTS

44 Students are highly motivated and enthusiastic about their studies. Most students who choose to enter for examinations achieve good results. The college has a strong tradition of celebrating students' achievements through exhibitions, public performances, publishing students' work and college award ceremonies. Students are proud of their achievements and appreciate the recognition they receive from the college. For example, in 1996, 15 students and volunteers at the college were presented with special achievement awards at the college's 'adult learners week' ceremony. Some students with learning difficulties were proud of the new skills they had developed during a residential sailing course sponsored by British Airways. The completion rate on many courses is high. A significant proportion of students, estimated by the college as 56 per cent in 1995-96, went on to more advanced education or employment. Most students progress to higher education from the access to higher education programme, the arts foundation programme and from some part-time GCE A level courses.

45 In a few GCE A level subjects, the pass rates for students aged 19 or over are below the average for further education colleges. Some students who enter for examinations choose, for a variety of reasons, not to sit them. The college is investigating ways of encouraging students to take the examinations for which they are entered. The retention rate is low on a few courses, most notably on languages and interior design courses, which had retention rates of about 70 per cent in 1995-96.

46 Business studies students achieve well. They develop high levels of subject-related skills and knowledge as well as other appropriate study skills, such as essay writing and independent research. Students are accomplished in their use of numeracy and computing skills and display good analytical skills in written work and classroom discussions. Pass rates for those who sit examinations are high, at around 90 per cent. The pass rate on business computing courses at level 1 is almost 100 per cent every year. In 1995-96, two students were awarded a gold medal in different London Chamber of Commerce and Industry examinations for achieving the highest marks awarded. On a few courses, examination pass rates are lower. For example, in 1995-96, only two out of five students who entered for the Pitmans desktop level 2 examination passed it. Retention rates are consistently high at over 90 per cent on most courses. A high proportion of students progresses to more advanced courses or

employment. For example, in 1995-96, almost all students on the diploma in business administration course who had applied for places in higher education obtained them, and over 50 per cent of students on the 'women back to business course' moved on to full-time employment.

47 In visual and performing arts, most students' work is of a high standard. In art and design, students produce well-executed drawings, paintings and three-dimensional pieces and sensitively-observed and competently-printed photographic images. Students' textiles work is characterised by careful design and a strong use of colour and texture and is of particularly high quality. In drama, students develop good performing skills. The written work of a few students is not well structured and some students do not present their practical work well. Students' work is generally of a lower standard in work related to graphic design. The retention rate on most courses is well over 80 per cent but is lower on a few courses. For example, in 1995-96, the retention rates on GCE A level photography and film studies were low at 67 per cent. Most examination results are above the national average for students aged 19 or over in further education colleges. For example, in 1994-95 and in 1995-96, 100 per cent of students who completed the C&G certificate in photography gained the qualification. In 1994-95 and 1995-96 over 90 per cent of students who completed the BTEC art and design foundation diploma course achieved the award. Results on GCE A level and GCSE courses are variable and a few are below the national average. For example, in 1995-96, only 31 per cent and 13 per cent of students gained a grade C or above in GCSE drama and GCSE music, respectively.

48 In EFL, students generally achieve good standards in reading, writing and listening, but their skills in speaking English were less well developed. Students' study skills are underdeveloped and few students acquire skills in computing. Achievements in external examinations for the three years prior to the inspection were good. Generally, the pass rates for those sitting University of Cambridge Local Examinations Syndicate examinations are higher than national averages. The overall retention rate for 1995-96 was 86 per cent. A significant proportion of classes had a retention rate of over 90 per cent.

49 Students of foreign languages develop fluency and accuracy in languages. Retention rates vary on foreign language courses but they are consistently good on the minority language courses such as Welsh and Polish. Students who sit examinations usually perform above the national average for students aged 19 or over in further education colleges. For example, in 1995-96, 100 per cent of students gained grade C or above in French and German in GCSE and 75 per cent gained grade C or above in German at GCE A level. Examination results on a few courses are poor. For example, in 1995-96, no students gained a grade C or above in Spanish GCE A level and only 11 per cent of students who completed the RSA Examinations Board (RSA) certificate in business language competence course achieved the full qualification. Some students progress to more

advanced courses. A survey of selected classes in 1996-97, showed that 65 per cent of students intended to progress to a course at the next level in the same foreign language.

50 In humanities, students develop high levels of subject knowledge and understanding. Those on the access to higher education programme, and some on GCE A level courses, develop effective study skills. Students' contributions to class discussions are perceptive and their written work is of a high standard. Retention rates vary but most are good; in 1995-96 they ranged from 68 per cent on GCE A level courses to 89 per cent on the 'fresh start' access to further education programme. Examination results on most of the tutor training courses, the access to higher education courses and some GCSE courses are outstanding and many pass rates are between 95 and 100 per cent. The results on the social science access to higher education courses are exceptionally good; they have improved from 94 per cent in 1994-95 to just under 100 per cent in 1995-96. Most GCE A level results are significantly above the national average for students aged 19 or over in further education colleges. For example, in 1995-96, 100 per cent of students on the GCE A level classical civilisation course passed and 67 per cent gained a grade C or above. Large proportions of students from some courses progress to higher education. For example, in 1995-96, 92 per cent of students on the cultural studies access course and 82 per cent of students from the RSA teaching English as a second language course, went on to study for a degree. In the same year, all students on the beginners course in English and 90 per cent of students on the 'fresh start' course progressed to other further education courses.

51 On literacy, numeracy and ESOL courses, students work purposefully and achieve well. Occasionally, students' progress is restricted by volunteers who, misguidedly, give the students too much help with the result that they do not work out problems for themselves. In 1995-96, the retention rate calculated by the college was 65 per cent. This figure, however, may not accurately take into account patterns of study in the 'roll-on and roll-off' provision which students may join and leave at any time during the year. Twenty per cent of students on the basic skills course did not complete this for reasons which were personal or were related to their employment. The number of students gaining accreditation for their basic skills has increased steadily over the last three years, from 78 in 1993-94, to 177 in 1995-96. In 1995-96, 39 per cent of students gained accreditation. A high proportion of candidates obtained the qualification for which they were aiming. For example, in each year from 1993 to 1996, 100 per cent of students gained the C&G wordpower, and about 80 per cent of candidates passed Pitmans English examinations. In 1995-96, of those students on a sample of courses in literacy and numeracy whose destinations were known, 43 per cent progressed to other further education courses, 43 per cent to employment and 14 per cent to higher education. In 1995-96, of those students on a sample of courses in ESOL whose

destinations were known, 32 per cent progressed to further education and 68 per cent went into employment.

52 Students with learning difficulties enjoy their studies and most achieve well. In a cookery class, students developed various cookery skills and other skills related to the use of money, shopping and nutrition. Students with learning difficulties develop few of the skills required for working successfully in groups. The retention rate for students with learning difficulties is high and in 1995-96 it was 96 per cent. On courses for students with disabilities, in 1995-96, the retention rate averaged 84 per cent. A high proportion of candidates gain a qualification. For example, in 1995-96, of students entered for C&G examinations in wordpower, preliminary cookery, and skillpower, 100 per cent, 83 per cent and 88 per cent, respectively, gained certificates. Students with learning difficulties on non-accredited courses have their achievements recognised in a college record of achievement and by exhibiting and performing their own work. For example, in a spring arts festival students read their own poetry and performed a play. Students with disabilities generally achieve well; in 1995-96 an average of 78 per cent of those entered for various qualifications, including lip-reading and Braille, were successful. In the same year, 62 per cent of students progressed to other courses or entered employment.

53 Examination results in curriculum areas which were not inspected, for example, first aid and health, have been consistently outstanding. In 1995-96, the pass rate on seven courses was 100 per cent; on five courses it was between 90 and 99 per cent, and on one course it was 89 per cent.

QUALITY ASSURANCE

54 The college's mission expresses a commitment to offering high-quality learning opportunities. Staff support this commitment and consistently seek to improve the quality of provision. The vice-principal is responsible for quality assurance. The academic board agrees policy relating to the curriculum and quality and regularly reviews the quality of provision. The quality assurance subcommittee, whose members represent teaching and non-teaching departments and students, implements and reviews the college's overall quality assurance procedures. The college has found that the process of preparing for the Investor in People award has helped to strengthen its quality assurance arrangements; the college achieved the award in August 1997. Quality assurance procedures are regularly reviewed and developed.

55 The college has a wide range of effective quality assurance procedures. Students' achievements and retention rates are critically reviewed by course team leaders, heads of department and the academic board. Targets have been set for achievement rates for the college as a whole, but specific targets are not set for all courses. Students' attendance is closely monitored and course team leaders and heads of department

take appropriate action if rates fall below the agreed minimum of 60 per cent. Action is taken in response to reports from moderators, verifiers, examiners and inspectors. The curriculum co-ordinator oversees the implementation of curriculum initiatives such as the introduction of courses accredited by Surrey Open College Federation. The college's market research programme has identified a number of areas where quality can be improved and appropriate action is being taken. Issues related to the quality of provision are regularly addressed in staff team meetings. There is not yet a formal review procedure, or agreed standards, for cross-college services such as technical support and personnel.

56 Effective classroom observation is carried out by course team leaders and heads of department; some 30 per cent of classes were observed last year. Through having their work in the classroom observed, staff are enabled to identify and address problems with their teaching and learning methods, and to share good practice. For example, one observer found that a new teacher used his subject expertise well in the lesson but his strategies for assessing students' progress were inadequate. As a result of receiving feedback and advice, the teacher introduced new methods of assessment and record keeping. These were found to be effective in subsequent classroom observations. Students' views on a range of issues are surveyed throughout the year and are considered carefully by relevant groups of staff who identify action to be taken in response to them. At the beginning of their courses, students are asked to comment on the effectiveness of the enrolment process and on the quality of the advice and guidance they receive; later in the year they comment on the quality of courses and of services such as the library. Changes are made as a result of the students' comments. For example, following criticisms from students, the opening times of cafeterias were extended and the range of meals improved.

57 Arrangements for reviewing courses are generally effective. Teachers are required to complete a detailed course record book for each class. In this, they have to record students' views on quality, the action taken to address any concerns, students' reasons for leaving if they do not complete the course, the topics covered in lessons and the marks awarded to students. Issues about quality which arise are discussed by course teams and key points are reported to the head of department and the quality assurance committee. Appropriate action is taken to make improvements. Some teachers do not complete course record books, however, and other teachers do not maintain them with sufficient thoroughness; for example, students' views are not always analysed.

58 There are effective annual evaluations of all full-time courses, the access to higher education programme, substantial part-time courses, and a sample of other part-time courses. Reviews lead to improvements. Useful course evaluation forms contain sections for a commentary on action taken since the last evaluation, a summary of students' views, a record of

students' achievements, completion rates and students' destinations. Points upon which action is required are recorded by the team and the head of department checks that the necessary action has been carried out. Course reviews are considered in detail by course teams, heads of department and the quality assurance committee. Action is taken at appropriate levels in the college to address issues arising from the reviews. Occasionally, reviews are descriptive rather than evaluative. The procedures for reviewing courses do not require the systematic use of statistical data and performance indicators.

59 The college considers that staff development is instrumental in improving the quality of its provision. Staff development has brought about important improvements in the quality of provision in some areas. For example, as a result of staff development, the teaching of foreign languages is carried out effectively through the language being studied. The comprehensive and relevant staff-development programme relates to the college's strategic objectives. The programme is well planned and well managed. The training needs of staff are effectively identified through quality assurance procedures. Relevant tutor training programmes, including those for the teaching of languages and basic skills, are offered to college staff and to staff in other institutions. Much of the training is provided by the college but staff can apply through their managers for external courses. Evaluative reports are completed by those who take part in training events and these are taken into account in the planning of future staff-development programmes. In 1996-97, the staff training budget was £73,210, including wages and salaries, which represents 2 per cent of the staffing budget.

60 A useful appraisal system for full-time staff and those who are employed for more than 10 hours each week, has operated for two years. Staff agree work objectives with their manager at an appraisal interview and they identify their training needs in relation to these. Those who are employed for fewer than 10 hours each week are sent a questionnaire seeking information about their training needs. Some part-time staff do not return the questionnaires. Induction for new members of staff is effective. It takes into account individuals' different needs and includes a briefing from the relevant manager; new staff also identify their training needs at a meeting with their manager. Those who do not have a teaching qualification are encouraged to undertake a programme of tutor training. Induction packs and a comprehensive guide for part-time teachers include information about the college's quality assurance procedures.

61 In 1995, the college produced a charter, even though it was not required to do so as a college which was not then incorporated. The charter is attractively produced and easy to read. A college charter group, which included a student representative and staff from across the college, prepared a first draft, taking into account the views of the principal, the academic board, the governors, community groups and employers.

The charter summarises the services students, employers and community groups can expect from the college, describes the complaints procedure and sets out what the college requires of its students. Although students are informed about the charter during induction, and it is displayed on notice boards throughout the college, some students remain unaware of it.

62 The college prepared a self-assessment report for the inspection which was considered by the academic board before it was finalised. The report is clearly presented and based on most of the headings set out in Council Circular 93/28, *Assessing Achievement*. Each section sets out objectives and targets, summarises progress in meeting these and lists evidence upon which judgements are based. The document provides a useful overview of the college's objectives. A conclusions and issues section identifies the college's main strengths and weaknesses but strengths and weaknesses of individual aspects of the college's work are not always clearly specified with the relevant sections of the report. Inspectors identified both strengths and weaknesses which the college had not included.

RESOURCES

Staffing

63 Staff are well qualified and are suitably experienced for the work they do. Teachers make good use of their specialist knowledge and skills in the classroom. Eighty-four per cent of full-time teachers have a degree or equivalent qualification and the rest have other relevant qualifications or expertise. All have a teacher training qualification. Many part-time teachers bring valuable expertise from other professional work and 75 per cent have a teacher training qualification. Trained volunteers provide some effective support in basic education provision. Enough staff have assessor and verifier awards for the courses offered.

64 Good-quality services are provided by technical, library, administrative and other support staff. At times, support services are insufficient to meet demand. In a few instances, support staff lack expertise in using a wordprocessor for the preparation of learning materials, or they do not have sufficient time to carry out their duties.

65 Since incorporation, the college has developed a suitable range of personnel policies and procedures, such as those relating to the recruitment and selection of staff. The deployment of staff is closely monitored.

Equipment/learning resources

66 General teaching equipment such as whiteboards and overhead projectors are available in most classrooms. Effective use is made of some equipment, for example, projectors and visual aids in provision for students with learning difficulties and/or disabilities. There is a good range of

resources available for students with disabilities, such as fixed and mobile hearing loop systems and speech synthesizers. Some specialist areas of work are suitably equipped. However, many subject areas have poor equipment. For example, secretarial students do not have access to a training office; in EFL little use is made of audio-visual aids; in art and design there are deficiencies in equipment; and in languages there are few good-quality tape recorders and no satellite reception. On courses for students with learning difficulties and on some basic skills courses, teachers use some learning materials which are inappropriate for the age of the students.

67 The college's planning procedures for purchasing and replacing equipment are not fully effective. Whilst there is a four-year replacement programme for information technology equipment, the college determines its needs for other equipment on an annual basis only.

68 Provision of information technology facilities is inadequate, despite the considerable progress the college has made over the last three years in improving these. There are 81 up-to-date computers, including 22 which have compact disk read-only memory (CD-ROM) database facilities, available for students. Some 40 CD-ROM titles are available. Only one workstation has access to the Internet. Students on a few courses, such as the access programme, are entitled to a certain number of hours of free use of the computers. Generally, arrangements for students to use computers are unsatisfactory. The charges made to students for using the workstations in the open learning centres deter many from using the facilities. Within some curriculum areas, for example, on courses for students with learning difficulties and on basic skills courses, little use is made of information technology.

69 The library has been under-resourced. The total bookstock, including reference books, is 9,000 volumes. The range of books in some areas, for example, in some humanities subjects, is inadequate. The annual budget for the library is not sufficient to update and extend the library stock to meet the needs of students. The college has a policy of not loaning materials to part-time students. The catalogue is not computerised, although the college recognises the need for it to be and has made some plans to develop a computerised system. Opening hours are reasonable and include holidays. There are few study places, although the college plans to provide more shortly.

Accommodation

70 Students speak warmly of the college's welcoming atmosphere. The college strives to make the best use of its four main centres: Clifden, Parkshot, Shaftesbury and the Hampton School of Needlework. The Clifden and Parkshot centres are both former schools which were built before the First World War; the sites they are on contain a number of other buildings, including temporary huts and a few modern buildings, such as the Queen

Charlotte's Hall. The college has made some improvements to its accommodation. For example, new mezzanine floors have been installed at Clifden and a welcoming reception area has been developed at Parkshot. Many public areas such as corridors have imaginative displays of students' work. At Clifden, students have created attractive small gardens which are well used as social areas. The Clifden and Parkshot sites have cafeterias which provide a good range of refreshments and are appreciated by students. The college has gymnasiums and sports halls, and its studio theatres are used for teaching and for public performances and exhibitions. The quality of accommodation in the college's centres ranges from satisfactory to good. The centres are conveniently located across the borough and are easily accessible to local people.

71 The quality of teaching rooms is variable. Some classrooms, for example computer rooms, are bright and attractive; some are drab and lack displays. In art and design, there is some good accommodation such as well lit and furnished studios for textiles, but other accommodation is poor and rooms are not kept tidy. Art studios at the Shaftesbury centre lack privacy and classes are interrupted by people walking through them to other rooms. Some rooms used for teaching languages have high ceilings and students find it difficult to hear speech and audiotapes. Some classes at Clifden for students with learning difficulties are disturbed by noises from the adjacent car maintenance workshop. Offices for some full-time staff are small. Part-time staff have no workrooms.

72 Room use is generally high and it is closely monitored by the premises committee. Room lettings generate income of around £73,000 each year. Through its letting of rooms the college provides a service to the local community. The college recognises the need to replace some outdated facilities on its major sites. Prior to incorporation, the college commissioned a useful survey of the condition of its accommodation. It is drawing up an accommodation strategy and a rolling programme of maintenance. The college is involved in some disputes about ownership of some land and buildings. Generally, buildings are adequately maintained but some are in poor decorative order. The standard of cleaning is adequate. The college has taken appropriate steps to reduce its heating costs, but some boilers are old and inefficient. Some rooms are poorly heated in winter. The college has improved the accessibility of its accommodation for students with restricted mobility. For example, ramps have been installed and wheelchair access is possible to most parts of buildings.

CONCLUSIONS AND ISSUES

73 The main strengths of the college are:

- the extensive range of programmes offered
- its outstanding provision in business studies and humanities
- its beneficial links with external agencies
- the expertise of the governors and their strong commitment to the college
- the effective leadership provided by senior staff
- the arrangements to help students make an informed choice about their studies
- the valuable informal support given to students
- the effective channels through which students' views may be represented
- the effectiveness of most of the teaching, some of which is of outstanding quality
- the high standards achieved by most students
- students' good pass rates in most examinations
- the quality assurance procedures which lead to improvements in provision
- the well-planned and relevant staff-development programme
- its well-qualified staff.

74 To make further progress the college should:

- improve planning and schemes of work for some courses
- raise the standard of some teaching
- improve pass rates in examinations in a few subjects
- improve the effectiveness and use of its management information systems
- develop its arrangements for providing learning support
- ensure tutorial support is systematically available for all students
- review its pricing policy for study and learning support to ensure that persons on low incomes are not deterred from joining courses
- further develop careers guidance services
- ensure course reviews are consistently thorough
- make more effective arrangements for administrative support
- improve its stock of equipment
- increase students' access to information technology facilities and book loan services
- improve the quality of some accommodation.

FIGURES

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- 1 Percentage enrolments by age (as at May 1997)

 - 2 Percentage enrolments by level of study (as at May 1997)

 - 3 Enrolments by mode of attendance and curriculum area
(as at May 1997)

 - 4 Staff profile – staff expressed as full-time equivalents
(as at May 1997)

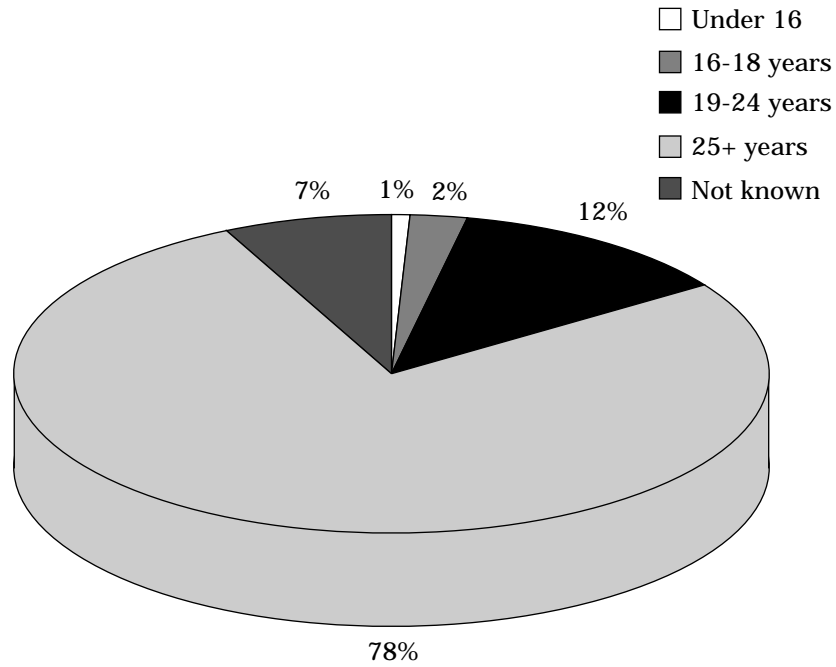
 - 5 Estimated income (for 12 months to July 1997)

 - 6 Estimated expenditure (for 12 months to July 1997)

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

Figure 1

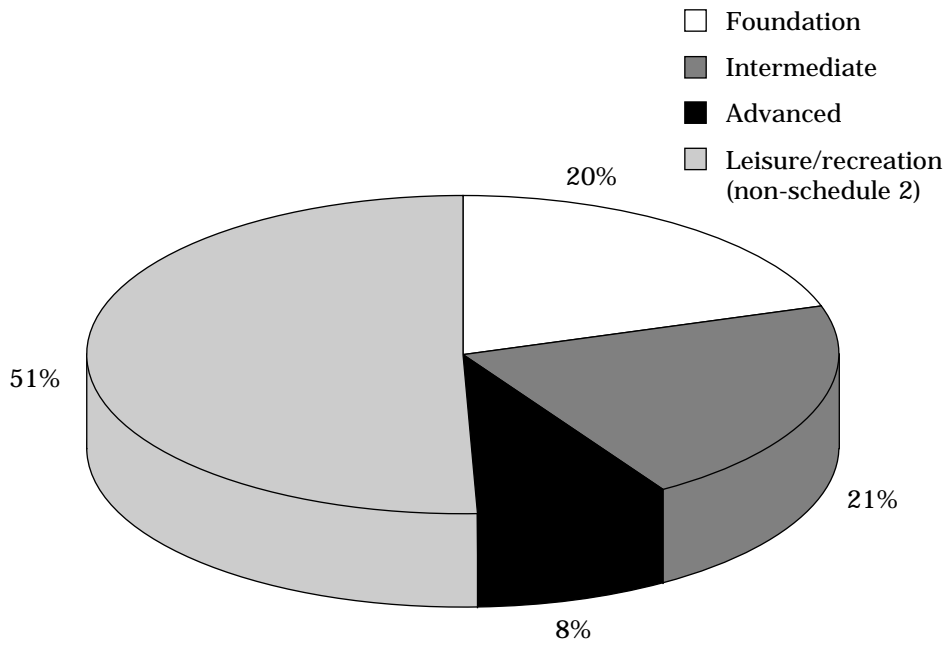
**Richmond Adult and Community College: percentage enrolments by age
(as at May 1997)**



Enrolments: 20,568

Figure 2

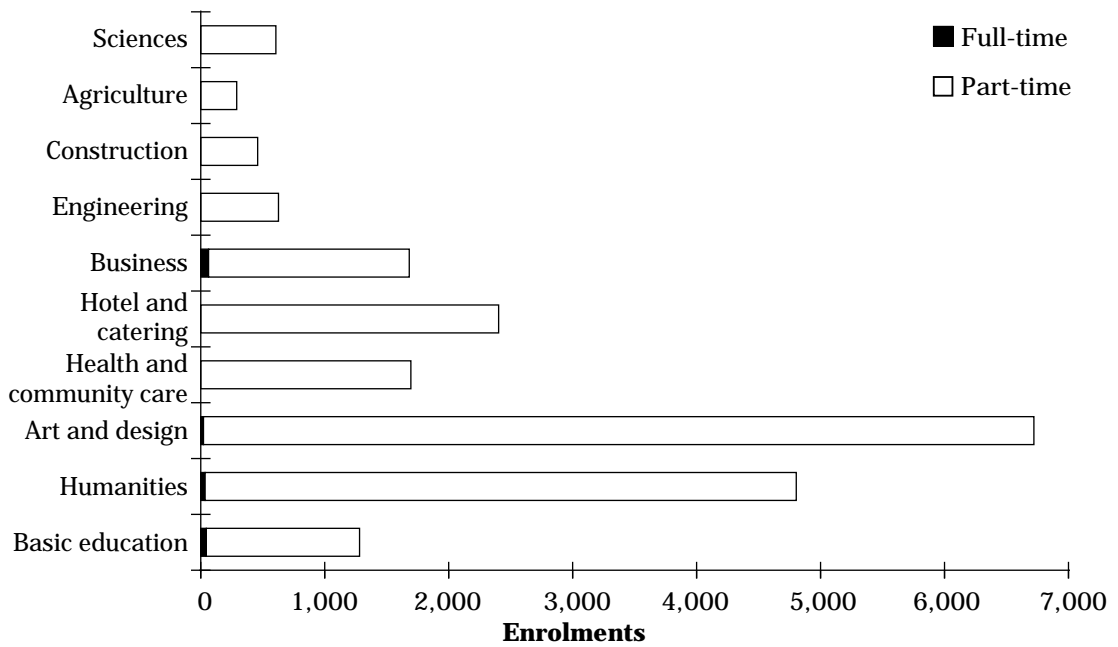
**Richmond Adult and Community College: percentage enrolments by level of study
(as at May 1997)**



Enrolments: 20,568

Figure 3

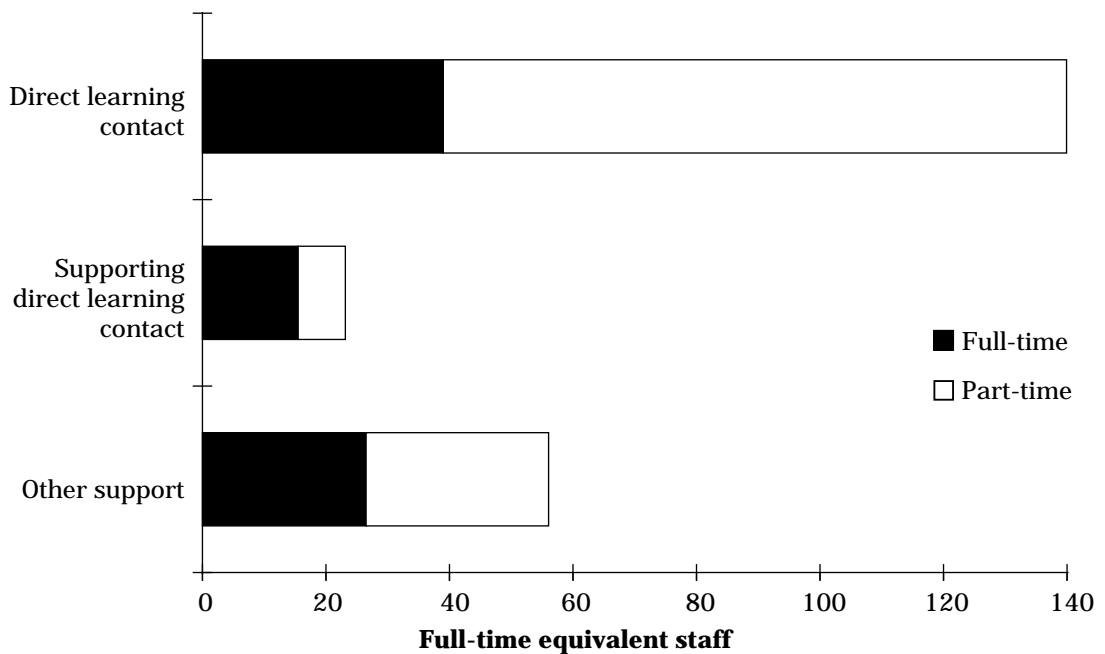
Richmond Adult and Community College: enrolments by mode of attendance and curriculum area (as at May 1997)



Enrolments: 20,568

Figure 4

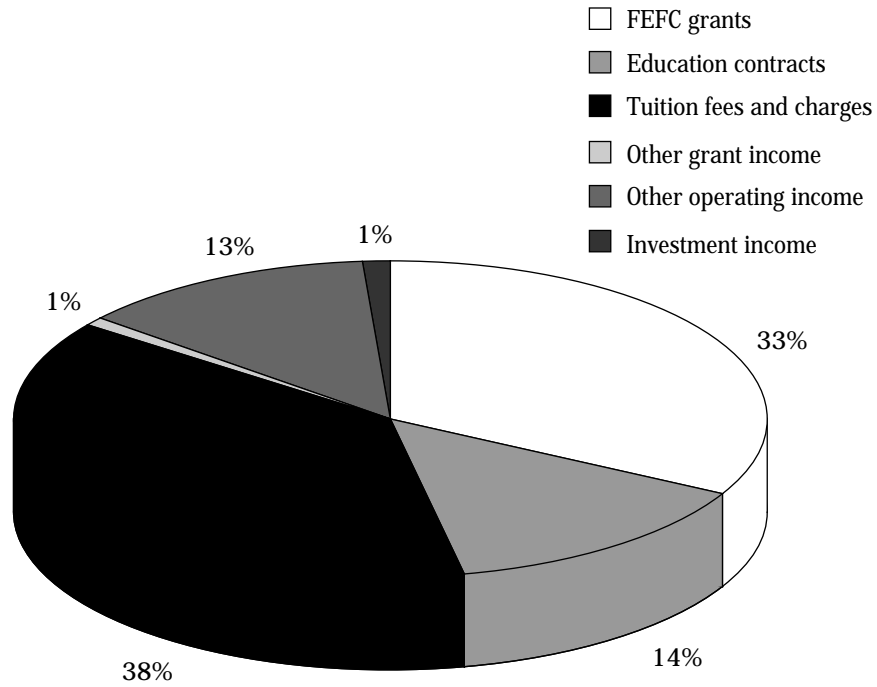
Richmond Adult and Community College: staff profile – staff expressed as full-time equivalents (as at May 1997)



Full-time equivalent staff: 219

Figure 5

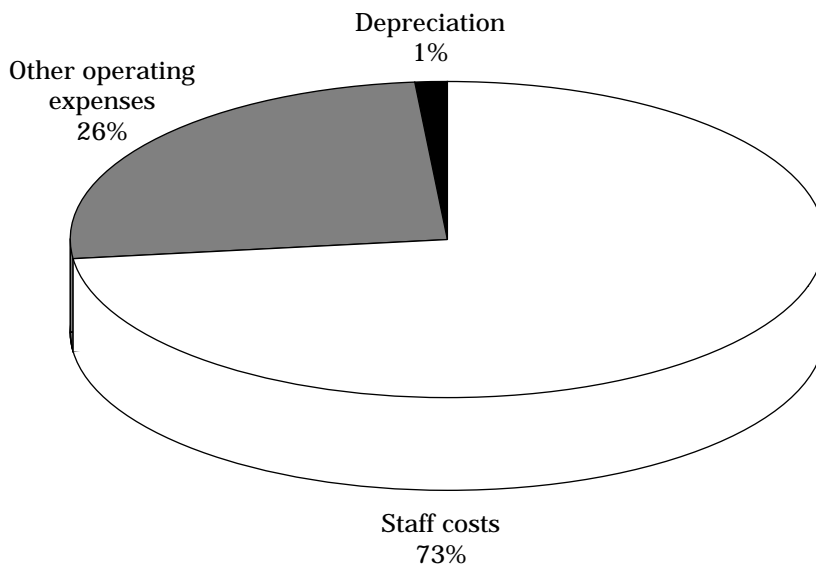
**Richmond Adult and Community College: estimated income
(for 12 months to July 1997)**



Estimated income: £5,071,110

Figure 6

**Richmond Adult and Community College: estimated expenditure
(for 12 months to July 1997)**



Estimated expenditure: £4,931,000

