

**REPORT  
FROM THE  
INSPECTORATE**

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# **Southgate College**

**August 1995**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

*The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to FEFC's quality assessment committee.*

*College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.*

### **GRADE DESCRIPTORS**

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

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

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# FEFC INSPECTION REPORT 94/95

## SOUTHGATE COLLEGE

### GREATER LONDON REGION

Inspected September 1994 - March 1995

#### Summary

Southgate College is a very well-managed institution which offers a wide range of full-time and part-time further education courses to a variety of clients in north London, including school leavers, employees and adults returning to education. Its courses are proving particularly attractive to students over 19 years of age. The college has forged good relationships with employers and has strong links with some external agencies. Recruitment and marketing procedures are satisfactory although the involvement of faculties in these activities could be strengthened. Enrolment procedures are meticulously planned and effectively implemented. The induction programme is of high quality. On most courses, the quality of the teaching is good. In construction it is very good. Pass rates are generally satisfactory on vocational courses but low on some general education programmes. Completion rates are poor on a significant number of courses. Whilst some tutorial work is excellent, the effectiveness of tutorials varies widely across courses. The broad range of counselling and medical services is in heavy demand. Quality assurance arrangements are well established and effective although the annual course review process has a number of weaknesses which are being addressed. Staff development has a high profile within the college and there has been an imaginative training programme for middle managers. Teaching staff are appropriately qualified and experienced. Specialist equipment and accommodation is of a good standard and general teaching accommodation is satisfactory. There are insufficient computers available on open access and there are not enough study spaces in the library.

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

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

| <b>Curriculum area</b> | <b>Grade</b> | <b>Curriculum area</b> | <b>Grade</b> |
|------------------------|--------------|------------------------|--------------|
| Computing              | 2            | Hotel and catering     | 3            |
| Other sciences         | 3            | Leisure and tourism    | 2            |
| Construction           | 2            | Art and design         | 2            |
| Engineering            | 3            | Humanities             | 3            |
| Business studies       | 2            | Basic education        | 2            |

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## **INTRODUCTION**

1 Southgate College was inspected during the period September 1994 to March 1995. Recruitment and induction procedures were inspected in September 1994; curriculum areas and aspects of cross-college provision during February and March 1995. Twenty-one full-time and part-time inspectors spent a total of 67 days in the college. They inspected courses in science, computing, mathematics, construction, business studies, engineering, catering, leisure and tourism, art, design, media, fashion, English including English for speakers of other languages, psychology, sociology, and modern languages and courses for students with learning difficulties. Inspectors visited 195 classes involving about 2,000 students and inspected a broad range of students' written work. They met governors, students, teachers, heads of school, deans of faculty, senior managers, employers, representatives of the local community and a representative of the North London Training and Enterprise Council (TEC). The inspectors also had access to extensive documentation relating to the college and its courses.

## **THE COLLEGE AND ITS AIMS**

2 Southgate College is situated a short distance from the centre of Southgate in the London borough of Enfield, close to its border with Barnet. It was formed in 1963 and now occupies two sites which face each other across Southgate High Street. The college is well served by public transport. Southgate station, on the Piccadilly underground line, is only 200 metres from the college. At the time of the inspection, there were some 8,000 students enrolled at the college of whom 71 per cent were over 19 years of age. Enrolments by age and level of study are shown in figures 1 and 2. Enrolments by mode of attendance and curriculum area are given in figure 3. Enrolments occur throughout the year. The college achieved its planned 8 per cent increase in enrolments in 1993-94. By March 1995 the projected growth in enrolments for 1994-95 was 6.5 per cent, compared with a target of 8 per cent. The college has 344 full-time equivalent staff, of whom 202 are teachers, and the remainder support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

3 The college lies within the area covered by the North London TEC which includes the London boroughs of Haringey, Enfield and Barnet. There are five other further education colleges, a sixth form college and many schools with sixth forms, all within easy travelling distance. Consequently, competition for students is fierce. Market research carried out by the college indicates that a substantial proportion of students come from areas of inner London served by the Piccadilly line and it is on these areas that future marketing efforts will be focused. Although a modest increase in the local population of 16-19 year olds is predicted by the year 2001, the college estimates that most of its growth will come from students over 19 years of age.

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4 In the area surrounding the college, just over half of the working population is employed within the service sector with a further 20 per cent in distribution and catering. The manufacturing sector accounts for 10 per cent of workers. Approximately 20 per cent of the working population is employed in clerical and secretarial jobs. Unemployment in the area around the college stands at 7.6 per cent compared with approximately 10 per cent for Greater London as a whole. However, the rate in Haringey is much higher, approximately 20 per cent.

5 Minority ethnic groups form 14 per cent of the population of Enfield and 29 per cent of the population of Haringey, where 22 per cent of the college's students live. The figure for London as a whole is 20.2 per cent. Just over 50 per cent of the students at the college are from minority ethnic backgrounds.

6 Seventeen schools, organised within four faculties, provide a broad range of vocational programmes, General Certificate of Education advanced level (GCE A level) and General Certificate of Secondary Education (GCSE) courses and courses in English for speakers of other languages. The curriculum areas covered by the schools are: engineering; art, design, media and fashion; catering and hotel administration; business studies, management and professional studies; health and social care; information technology; leisure, tourism and recreation management; construction; electrical, mechanical and motor vehicle engineering; humanities; social sciences; modern languages; community education; mathematics; and science. The student support unit provides courses for students with learning difficulties. In addition to its extensive further education provision, the college offers a small number of higher education courses.

7 The college states that its mission is to maintain its position as a centre of excellence in providing education and training opportunities for people of all ages and abilities, together with supportive guidance and counselling. In addition, the college aims to play a full part in the life of the community.

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

8 The college's courses offer a good range of education and training opportunities for a wide variety of students, including school leavers, those in employment and adults returning to education. Over the past two years, the number of full-time students has risen by 41 per cent while the number of students enrolled on part-time programmes has fallen by 16 per cent. During the same period, there has been a substantial increase in the number of adult students on full-time courses. In most respects the college has responded well to changing demands.

9 Vocational courses are offered in a diverse range of subjects. There are some higher education courses, mainly Business and Technology Education Council (BTEC) higher national certificates, in business,

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computing, engineering and fashion. The college has a developing range of courses leading to General National Vocational Qualifications (GNVQs). Intermediate and advanced level programmes are available in business, leisure and tourism, and art and design. Engineering, and health and social care courses are offered at intermediate level only. In September 1995, the number of GNVQ programmes will be expanded significantly with the addition of: foundation courses in leisure and tourism, business and manufacturing; intermediate courses in construction, science, and hospitality and catering; and advanced level programmes in engineering, health and social care, and hospitality and catering.

10 Courses leading to National Vocational Qualifications (NVQs) are offered in a variety of occupational areas, including administration, accounting, construction, and catering. The majority of these programmes lead to NVQ levels 1 and 2. Preparations are being made to introduce courses leading to NVQs in motor vehicle engineering.

11 The college offers full-time and part-time GCE A levels in 24 subjects. One-year intensive revision courses are available in some subjects mainly for students who have already followed a GCE A level and wish to improve their grade. The number of students taking GCE A levels has fallen substantially in recent years. Some subject areas, for example, mathematics and modern languages, have experienced a particularly sharp decline in demand.

12 The GCSE is offered in 28 subjects and, where appropriate, students are able to combine GCSE subjects with vocational courses. Many students enrol on GCSE courses simply to improve their grades. Although the college faces a continuing demand from parents and students, the poor results achieved in many GCSE subjects call into question the appropriateness of this provision.

13 Over the last two years, the college has demonstrated its commitment to adult students by introducing four access to higher education programmes in humanities, environmental science, business studies and information technology. It also aims to be flexible in timetabling courses to accommodate family and other commitments. Some business studies and information technology courses have been run on Saturday mornings. Students are encouraged to negotiate adjustments to their timetables to suit their individual needs. A major reason for introducing GNVQs at foundation level is to ease the transition for adult students returning to education after a long absence. Other courses which address the needs of adults include a uniformed services recruits programme which aims to equip students to enter the public services, in particular the fire and ambulance services but also the police force and the armed services.

14 The provision of full-time and part-time English courses for speakers of other languages has grown substantially in recent years. These programmes are flexible and effectively address the basic skills

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requirements of students from the wide range of ethnic groups who live in the area surrounding the college. For teaching purposes, students are grouped according to their language proficiency.

15 There are well-developed links with local employers in a number of subject areas, including computing, business studies, construction and engineering. The generally healthy state of relationships between the college and employers has led to a wide variety of work placements for students. The faculty advisory committees provide a more formal link between the college and employers. The effectiveness of these committees in providing advice on course developments varies according to the commitment and involvement of employers. In the case of some committees, the high turnover of employers' representatives has made it difficult for employers to play an effective role.

16 Relationships with the North London TEC are strong at both strategic and operational levels. The TEC's chief executive is a member of the college's governing body and the TEC looks upon the college as an active partner in providing for the training needs of local employers. The TEC has developed what it terms a 'compact of co-operation' with seven colleges in north London, including Southgate College, to raise the level of workers' skills and contribute to the economic regeneration of the area. The TEC has funded development projects aimed at improving the college's marketing, enhancing pre-entry guidance for students, and developing provision for students with learning difficulties and/or disabilities. In co-operation with other north London colleges, the college is bidding for finance from the further education competitiveness fund to develop computerised systems which will allow curricular materials to be shared amongst colleges through the Internet.

17 Despite the competition to recruit 16 year old students the college has forged effective relationships with many of the local schools, notably in art and design, computing and catering. The college also participates with schools in a GCE A level consortium which aims to broaden the choice of subjects available to school pupils and in a project to promote the development of records of achievement. The local authority values this involvement and is looking to the college to provide training for NVQs for laboratory technicians and support staff in schools.

18 There are links with higher education institutions through the college's membership of the Hertfordshire Access Consortium. The college has a franchise from the University of East London to provide the first year of an extended, four-year degree course in engineering. Relations with Middlesex University are strong. The university has recently awarded the college associate college status.

19 The college acknowledges that it should strengthen its contacts with community groups in order to assess education and training needs more accurately. However, there are already some productive relationships including good links with the Enfield Refugee Consortium and the careers



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service outreach worker. A group of electrical installation students recently completed, under supervision, the total rewiring of a meeting hall owned by a voluntary youth group. The college also provides facilities for a senior citizens' forum, an orchestra, choir, opera group and a junior arts club.

20 The institution has been developing its marketing strategy over the last two years. A marketing group, led by the vice-principal responsible for academic studies, which includes representatives from each faculty and from the admissions unit meets regularly to develop and implement the marketing plan. The emphasis to date has been on standardising the college's publicity material and identifying where the college's promotional efforts should be focused. The assessment of local employers' needs is seen as a faculty responsibility to be achieved through the faculty advisory committees. Faculties also have a responsibility for ensuring that publicity materials reach potential students, a responsibility which is carried out with varying degrees of effectiveness. The marketing of some areas of work, such as modern languages, mathematics and GCE A levels is not sufficiently forceful.

21 The college is a member of the North London Colleges European Network which aims to ensure that European issues are introduced into courses. Through its links with Middlesex University, the college plans to become involved in providing courses for overseas students who wish to go on to higher education in this country. The college has a long-standing and productive relationship with the only technical college in The Gambia to whom it provides advice on a wide range of curricular and quality assurance matters.

22 The college offers full-time courses for students with learning difficulties. It also runs part-time catering and construction courses in collaboration with special schools. Although the provision for students with learning difficulties is small, it is expected to expand over the next few years.

23 There is a strong commitment to provide equal opportunities for students and staff. The college's policy is vigorously promoted during the induction process and through material distributed to students, such as the students' diary and the college's charter. Course reviews and student surveys have been used to monitor the policy's effectiveness. Staff-development activities have helped teachers to ensure that learning activities reflect the cultural and ethnic diversity of the student body.

#### **GOVERNANCE AND MANAGEMENT**

24 The governors are knowledgeable and influential members of the local community. They have substantial expertise in aspects of business which are relevant to the effective governance of the college, including accounting, banking, property and personnel. Other members have expertise in major curriculum areas. In preparation for incorporation, individual governors were identified to lead teams of the college's managers in developing policies in key areas: premises, finance, human resources,

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and management. Since incorporation, these lead governors have continued to liaise with managers to the benefit of the institution.

25 There are 15 governors, two of whom are women. The governing body includes the principal, two members elected from the staff, a student, eight business members, one of whom is the chief executive of the TEC, and three co-opted members. Co-option has allowed the governors to maintain the college's contact with the local authority.

26 The vice-principal and director of corporate services acts as the clerk to the governing body, and is assisted by a minutes clerk. Since incorporation the governing body has met three or four times each year. Because of the length of agendas and the amount of time thought necessary to give all items proper consideration, the governors have resolved recently to increase the annual number of meetings to six. College staff have an open invitation to meet the governors informally before each meeting to discuss matters of interest but few have taken advantage of this. The inclusion of a governor on each faculty advisory committee ensures that the governing body is kept informed of relevant issues. Governors' knowledge of the college's courses and the quality of its work is strengthened by their involvement in the quinquennial reviews of courses. The governors are currently considering ways of reviewing their effectiveness.

27 There are three subcommittees of the governing body: the remuneration committee which meets annually; the audit committee which meets four or five times each year as business dictates; and the finance and staffing committee which meets monthly and which handles many of the major issues subsequently referred to the board for decisions. The finance and staffing committee receives a report on the management accounts of the college at each of its meetings.

28 At a recent meeting of the corporation, the roles and responsibilities of governors and managers were debated and clarified. There is an appropriate delegation of powers from the corporation to the principal and his managers. Governors are exacting in their probing of college issues. The principal and senior colleagues present well-prepared reports to governors on the college's performance and are authoritative in answering governors' queries.

29 The mission statement contains clear aims and objectives and these are translated into detailed operational objectives within the strategic plan. The annual operating statement specifies actions to be taken, the managers responsible for each area of work proposed and resource requirements. All areas of the college have contributed to the strategic planning process. Faculties have developed their own plans in line with the college's strategic plan.

30 The college is strongly led and effectively managed. The management structure of the college is clear and well understood. The senior management team comprises the principal, two vice-principals and two

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assistant principals, all of whom have well-defined job descriptions. The team meets weekly to formulate policy and monitor the implementation of the strategic plan. The college management committee, which meets monthly and deals with all operational matters, comprises the senior managers, the five deans of faculty, the college accountant, the registrar, the building services manager and the personnel manager.

31 Approximately four times each year, the college management committee meets to address specific issues of major importance to the college. These have included the funding methodology, staff appraisal, and the Further Education Funding Council (FEFC) inspection. Meetings of the five faculties follow immediately afterwards where the issues raised can be explained and debated in more detail. A member of the senior management team is invited to attend these meetings to expand on particular aspects. Communications between governors, managers and staff are further strengthened by a bulletin issued once every three weeks.

32 The management of the faculties is effective. Deans of faculty act as line managers for all members of their faculty. Faculties are divided into schools each with a head who not only manages course teams but also has a substantial teaching commitment. Deans hold weekly meetings with the heads of schools, usually to discuss operational matters. The management of courses is generally satisfactory. However, roles and responsibilities at this level are not always clearly specified. In some areas, including GCE A level provision, there is a lack of effective team work for developing subjects and sharing good practice.

33 The academic board meets once each term to debate issues and to advise the principal on policy and course provision. The membership of 24 comprises the senior management team, the deans of faculty, the senior tutor librarian, the co-ordinator of student services, the learning support co-ordinator, seven elected faculty representatives and two students. At the time of the inspection, only three of the five faculties had elected representatives on the board. The board has three committees: finance and staffing, marketing and development, and academic support services. There are also working parties dealing with matters such as equal opportunities, European activities and information technology. It is clear that the academic board makes an important contribution to the debate on key issues affecting the college.

34 Summaries of the estimated income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. The college receives about 80 per cent of its income from the FEFC. The total allocation of recurrent funding from the FEFC in 1994-95 amounted to £7,688,024 to fund 412,568 units of activity. The average level of funding is £18.56 per unit a reduction from £19.36 in the previous year. The median for general further education and tertiary colleges in 1994-95 is £18.17. The actual units of activity achieved during 1994-95 are expected to be slightly below the target number.

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35 The distribution of resources to cost centres is based on a bidding process. In the case of curriculum areas, bids for capital items are assembled by the deans and scrutinised by the faculty advisory committees, who may reallocate priorities. There are similar processes for arriving at revenue and part-time teaching budgets. Much negotiating and pruning occurs before the allocations are finalised, in line with the available finances, and submitted to the governing body for approval. Staff below the level of senior and middle managers are not always clear on how these financial allocations are determined.

36 The computerised management information system is a major strength. It provides timely and reliable information to managers. Prior to incorporation, the local authority located the management information service for all three of its colleges at Southgate College because of its acknowledged expertise. The service to the other two colleges has continued since incorporation, although one of them has indicated its intention to withdraw from the arrangement next year. The system focuses on indicators of efficiency and provides information on enrolments, timetables, finance, registers, examinations, room utilisation and resource allocation. All major policy statements and some national databases are available on the system. It is being developed to yield more precise information on the unit costs of individual courses. The system is able to cope with the demands placed upon the college by outside agencies such as the FEFC. The overall aim is to produce a corporate database with terminals throughout the college and a customised service for each faculty. All the faculty offices are on line but this service has yet to be extended to all the schools.

37 The college has appropriate policies on health and safety and student support, and there are working parties to ensure that these are being implemented effectively. Health and safety issues have a high profile in the college particularly in relation to promoting safe working practices in workshops and laboratories.

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

38 The recruitment, guidance and support of students are organised by the college's student support unit. The unit provides a centralised admissions service and a wide range of support services which includes the library and other resource-based learning facilities, cross-college support for students with learning difficulties and/or disabilities, counselling and medical services provided by the student services team, nursery provision, and support for the teachers involved in students' induction. In addition, the unit provides courses for students with learning difficulties.

39 The admissions unit which deals with initial enquiries and applications for courses has clearly-defined guidelines and procedures. Systems are in place to deal with telephone enquiries and personal callers.

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Once an applicant's proposed area of study has been established, an interview with an appropriate member of the teaching staff is arranged. Although the number of administrative staff in the admissions unit is adjusted to meet demand, the unit has experienced difficulties in processing the large number of applications it receives, particularly during the summer term. This has led to delays in interviewing potential students. A computerised record is kept of all enquiries and applications. This is subsequently used to provide information which helps in promoting the college. Admissions staff work closely with the student services team to assess potential students' needs for additional learning support. A counsellor is available at the pre-enrolment stage to discuss financial and welfare matters.

40 During 1992-93, the college launched a project to develop a scheme for accrediting students' prior learning and experience. Procedures to accredit prior learning have been adopted throughout the college and staff have received appropriate training. However, students' awareness of the scheme is limited. Few have tried to take advantage of it and some of these have found it difficult to obtain the necessary evidence from employers.

41 Enrolment procedures are meticulously planned and effectively implemented. Staff are briefed fully on their duties and students are provided with a welcoming introduction to the college. There is an impressive computerised system for recording enrolment data at the point at which fees are assessed and paid. As well as speeding up the enrolment process, this provides up-to-date enrolment statistics which are used by course managers to decide whether courses are full, groups need to be amalgamated, or whether a course has to be withdrawn because it is under recruited

42 Full-time students undertake an extensive induction programme which occupies most of their first week at the college and leads to the preparation of learning contracts. The programme provides an effective introduction to the college and is generally popular with students. A notable feature is the fair organised by the student support unit which identifies and explains the broad range of support services which are available. During the induction week there are various activities which help students to get to know each other and to build their confidence. Students are also introduced to the college's procedures for records of achievement.

43 During the induction period in September 1994, all full-time students were tested for literacy and numeracy. As a result, many were offered timetabled support through English and numeracy workshops organised by the student support unit. Students can also use these workshops on a drop-in basis. Between September 1994 and March 1995, students used the English workshop on approximately 3,300 occasions and the numeracy workshop on 2,400. The support which the college provides for students with dyslexia is outstanding. Workshop support in information technology is also available.

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44 Where necessary, students can transfer easily between programmes of study. In general, students are allowed up to three weeks to decide on their choice of course. However, staff recognise that some students may require a longer period before making a final decision.

45 The student services team provides a broad range of counselling and medical services as well as information and guidance on welfare matters such as housing and finance. It has extensive formal and informal contacts with external agencies and with other support staff and academic staff within the college. Arrangements under which teachers refer students to the student services team work effectively. There are established links between the team and minority ethnic groups in the local community, social services and housing departments, tax offices, the health promotion unit, and local charities and support agencies. A number of cases tackled recently by members of the team have involved giving advice and help to women students forced to curtail their studies because of pressure from relatives or partners.

46 The student services team faces heavy demands for advice and guidance and students face delays in getting appointments. During 1993-94, almost 800 appointments were made by students, 45 per cent of which were concerned with financial difficulties. In addition, the youth worker, based in the students' union common room, handled a large number of informal enquiries. The demand partially reflects the number of full-time adult students which has increased as a result of the college's decision to forgo its fees for full-time students over the age of 19.

47 All full-time students have at least one hour-long tutorial each week. Tutorials are organised for groups of about 20 students. There are also opportunities for tutors to meet individually with students to review progress. The cross-college co-ordinator for tutor support has prepared a tutor support file which contains suggested tutorial programmes, information on the resources available to tutors and guidance on developing students' records of achievement. Nevertheless, the content of tutorials is determined largely by individual tutors and the work varies in its effectiveness. Inspectors observed an excellent tutorial for students on an English course for speakers of other languages. The session had been carefully planned and contained a good blend of groupwork and individual guidance. The tutor carefully monitored and logged the progress which students were making and used this information to plan future tutorial work. Students received useful advice on progression routes. Other tutorials lacked purpose and structure and their value was sometimes questioned by the students. Personal tutors may be full-time or part-time staff and some students reported difficulties in gaining access to part-time staff.

48 The processes involved in building up records of achievement are explained to students during induction. On some courses, tutors stress the value of completing the records of achievement and help students to update their individual action plans on a regular basis. Other tutors are

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unenthusiastic about maintaining the records and on a few courses there is relatively little encouragement for students to develop their own action plans for learning.

49 The college's careers service provides individual advice sessions, practice interviews and workshops which focus on issues relating to employment and opportunities for further study. Demand for careers advice has been heavy and students have experienced long delays in obtaining appointments. The college has responded to this by doubling the time available for careers advice and guidance.

50 There is no centralised system for recording and evaluating students' attendance. Procedures for addressing absenteeism vary widely. There is rigorous monitoring of attendance on courses for students with learning difficulties and the school of computing has introduced a system whereby students whose attendance is unsatisfactory sign a contract which specifies their future commitment to attend lessons. However, in other areas little is done to address absenteeism.

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

51 In 61 per cent of the 195 sessions inspected, the strengths outweighed the weaknesses. Weaknesses outweighed strengths in only 6 per cent of the sessions. The following table summarises the grades awarded as a result of the inspection.

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

| <b>Programmes</b>          | <b>Grade</b> | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b> | <b>5</b> | <b>Totals</b> |
|----------------------------|--------------|-----------|-----------|-----------|----------|----------|---------------|
| GCE AS/A level             |              | 3         | 9         | 25        | 5        | 0        | 42            |
| GCSE                       |              | 1         | 7         | 9         | 0        | 1        | 18            |
| GNVQ                       |              | 4         | 14        | 3         | 0        | 2        | 23            |
| NVQ                        |              | 2         | 7         | 6         | 0        | 0        | 15            |
| Access to higher education |              | 2         | 3         | 2         | 0        | 0        | 7             |
| Basic education            |              | 2         | 10        | 7         | 2        | 0        | 21            |
| Other vocational           |              | 21        | 34        | 13        | 1        | 0        | 69            |
| <b>Total</b>               |              | <b>35</b> | <b>84</b> | <b>65</b> | <b>8</b> | <b>3</b> | <b>195</b>    |

52 All courses are carefully and comprehensively planned. Schemes of work are prepared for all courses and these are usually distributed to the students to guide them in their studies. Some schemes contain a wealth of information useful to students. For example, those prepared for GCE A level biology and the science access programme provide an outline of each subject area to be covered, a schedule of assignments and details of field trips and industrial visits. Schemes of work for construction courses combine a detailed, week-by-week breakdown of topics with a plan of related practical tasks to be undertaken by the students. A few schemes,

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such as those for GCSE sociology and psychology, contain only a brief outline of subjects to be covered. The schemes of work for GCE and GCSE mathematics courses are linked rigidly to particular textbooks and fail to address the disparate learning needs of students.

53 Teaching in construction had many strengths and few weaknesses. Lessons had a clear focus and objectives which were understood by the students. In addition to their impressive technical expertise in aspects of construction, teachers showed sensitivity to the learning needs of individual students. They recognised that some students had acquired substantial knowledge of the building industry prior to joining their course while others had no such experience and successfully accommodated these differences in their teaching. Teachers established a good rapport with the students and were able to demonstrate the value of working methodically and safely.

54 An electrical installation session provided an outstanding example of the way in which skilful teaching can bring out the best in students. By sheer enthusiasm and by using a broad range of activities, the teacher secured the involvement of all the students in a review of wiring regulations, a subject which can, on occasions, be somewhat arid. The fact that students were enabled to relate the material to their own practical experiences contributed significantly to the success of the lesson.

55 Good teaching was a feature of much of the work in computing, business studies, science, engineering, art and design, modern languages, leisure and tourism, and courses in English for speakers of other languages. Lessons were planned effectively using the schemes of work. Most teachers had realistic expectations of the level of work which students were capable of achieving. This usually led to appropriately challenging tasks and a brisk pace of learning. In a few sessions, students spent too long on a single activity; as a consequence, their attention wandered and learning became less effective.

56 In English, catering, mathematics, sociology and psychology strengths were balanced by significant weaknesses. For example, the material covered in some catering lessons was not pitched at the correct level for the students. In mathematics, there was little attempt to use mathematical concepts and techniques to analyse the practical problems and phenomena encountered in daily life. In some sociology and psychology sessions, students spent too much of their time listening to the teacher; there was not enough opportunity for them to generate their own ideas and to explore these with the teacher and with other students.

57 The work undertaken by students with learning difficulties on specially designed full-time and part-time courses had strengths balanced by weaknesses. Although students are being given opportunities to develop employment skills and to lead independent adult lives, in some sessions teachers controlled activities so closely that they had insufficient time to practise these newly-acquired skills.



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58 A major strength of many lessons was the way in which visual teaching aids were used to enhance the presentation of material and to accelerate learning. Some teachers made particularly effective use of high-quality overhead projector transparencies, supported by printed notes which were distributed to students. In a study of *Hard Times* by Charles Dickens, an English teacher provided the students with photocopies of Victorian paintings to illustrate the attitudes to women which were implicit in selected passages of the text. They were also given some printed notes, prepared by the teacher, which provided useful guidance on how passages in the book might be interpreted and some questions which students could use to test their understanding of the text.

59 In many lessons, there was a significant variation in the levels of ability and confidence of the students. Most teachers had devised successful ways of dealing with this. For example, in a role-playing exercise introduced during a leisure and tourism lesson, a student who clearly lacked confidence was allocated an important but not over-intimidating task. After a faltering start, the student responded well to the challenge and was clearly proud of his performance. Teachers of English for speakers of other languages coped particularly well with students who had widely-differing language skills and, in computing, teachers dealt successfully with students who had significantly differing levels of familiarity with items of computing equipment and software applications. However, much of the work in mathematics was not sufficiently differentiated to meet the needs of individual students.

60 Practical work was a feature of many of the courses inspected. Overall, this work was closely integrated with the more theoretical aspects of the courses. Workshop activities in engineering were managed imaginatively and efficiently, and students were encouraged to adopt safe working practices. In science, practical work was carried out competently; printed notes, issued to the students, pointed out the potential hazards involved in working in a laboratory. The quality of work produced by computing students was enhanced by their having access to good-quality equipment and software. Project work in statistics gave students a good appreciation of problems inherent in collecting data.

61 Most assessed work is set at an appropriate level and accurately reflects the aims and objectives of courses. In addition to formally assessed work, many teachers require the students to undertake regular homework assignments. Written work is usually marked quickly and returned to the students. Most of it is graded fairly and to an appropriate standard. The marking of some business studies and catering assignments was over-generous. Most teachers provide students with helpful written comments on their work. English, sociology and psychology students received comprehensive advice on how to improve the quality of their work. Their spelling, punctuation and grammatical errors were corrected as a matter of routine.

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62 Most teachers keep good records of the achievements of students. Those maintained by business administration teachers are particularly detailed. On the majority of courses students regularly review their progress with their teachers.

### **STUDENTS' ACHIEVEMENTS**

63 Most students were responsive and well motivated. Construction students participated eagerly in all aspects of their work. Motivation was also high amongst students in business studies, art and design, computing, and leisure and tourism. In engineering, students tackled activities in the workshop with particular enthusiasm and clearly took great pride in their achievements. On courses in English for speakers of other languages, students were anxious to improve their language skills. On a few courses, the motivation amongst students was less marked. For example, in GCSE and GCE A level English some students lacked confidence and failed to contribute fully to lesson activities.

64 Most students were acquiring a good understanding of their subject and were able to apply what they had learned to solving problems and carrying out practical tasks. Many art and design students produced work of a high standard. They were able to evaluate the quality of their own work and that of their colleagues, and to explain their ideas in a detailed and articulate manner. They also demonstrated a sound appreciation of the cost constraints within which they would be required to operate when working in industry. Catering students were acquiring good practical skills which were greatly appreciated by employers involved in offering work placements. GCE A level sociology students demonstrated good analytical skills and project work in statistics was of a high standard with students showing particular sensitivity to the problems involved in collecting data. Practical work in engineering, construction, and science was carried out with appropriate attention to health and safety.

65 Many students were developing the ability to work effectively in teams. Science students worked successfully in pairs during practical sessions. There was effective group work also in psychology, construction and engineering. In contrast, some students on GCE and GCSE English courses found it difficult to work with a partner. On the BTEC diploma in foundation studies in art and design, the students presented to their colleagues solutions to design problems. They described their ideas, preparatory drawings and finished designs and explained the rationale for the decisions they had made. Leisure and tourism students on GNVQ programmes made use of role-playing exercises to explore ways in which they might handle difficult and argumentative customers.

66 In the lessons inspected, many students were developing appropriate skills in communication and numeracy but the extent to which they could make effective use of information technology varied across subjects.

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Students in a building technology lesson who were working on an integrated project described lucidly, in writing, how a lean-to shelter might be designed and built. Construction students, generally, were able to bring information technology to bear on a wide range of activities including design, planning schedules of work and presenting material. Although students studying creative studies were able to use desktop publishing software, they made little use of this skill in their studio work. Some students were making good progress in acquiring organisational and note-taking skills which allowed them to study effectively.

67 The quality of students' written work was generally of an average to good standard. There were examples of good-quality work in most subject areas and evidence of effort and commitment on the part of the students. Usually, work was presented satisfactorily although in some subjects relatively little of it was wordprocessed.

68 In lessons observed, the average attendance level was only 61 per cent of students on the register, although this may have been affected by the industrial action taken by some teachers during the inspection. Average rates of attendance in individual subjects ranged from 40 per cent in English, psychology and sociology to 82 per cent in catering.

69 In 1993-94, 82 per cent of those enrolled at the start of the year completed their course. Of students who started two-year GCE A level courses in 1992, an average of 54 per cent subsequently completed their programmes in 1994. Completion rates for individual GCE A level subjects range from less than 40 per cent in chemistry, physics, communication studies, French, geography and history to 82 per cent in music and 88 per cent in economics. The average completion rate for BTEC national diploma courses in 1992-94 was 72 per cent, a considerable improvement on the 1991-93 figure of 59 per cent. The average completion rate, in 1993-94, for one-year BTEC first diploma and GNVQ intermediate courses was almost 80 per cent.

70 Pass rates for vocational courses are generally satisfactory. In 1994, 79 per cent of the 139 students aged 16-18 in their final year of study on vocational courses were successful. This places the college in the middle third of colleges in the further education sector on this performance measure, based on the data in the 1994 performance tables published by the Department for Education. This was an improvement over the 1993 figure when 69 per cent of students were successful.

71 In 1994, the average pass rate for BTEC national certificate and diploma courses was 83 per cent for 16-18 year old students and 66 per cent for those aged 19 and over. Good pass rates were achieved in many national diploma courses including computing, leisure and tourism, science, business, fashion and clothing, media studies and graphics. For example, the pass rate amongst 16-18 year old students on the BTEC national diploma in business was 95 per cent and 81 per cent amongst

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students aged 19 and over. In leisure and tourism, the corresponding figures were 92 per cent and 86 per cent. On national certificate courses, good pass rates were achieved on part-time day courses in computing and construction and on evening courses in engineering and business. The average pass rate for BTEC first diploma and certificate courses and GNVQ intermediate programmes was 56 per cent for 16-18 year old students and 57 per cent for students aged 19 and over.

72 On some programmes leading to the qualifications of the City and Guilds of London Institute (C&G), the proportion of students achieving the full award over a one-year period has been low. However, many such students attend college on a part-time basis and choose to study course units over an extended period. Although only 21 per cent of students following a level 1 course in the repair and servicing of road vehicles achieved the full award in 1993-94, the pass rate for course units entered was 77 per cent. Similarly, in a level 2 course in electrical installation, 59 per cent of students obtained the full award over one year but the pass rate was 85 per cent for the units entered.

73 GCE A level results are generally below average for the further education sector. In 1993-94, the 260 students aged 16-18 entered for two or more GCE AS/A levels scored, on average, 8.0 points (where A=10, E=2). The average score per entry was 3.0 points. This places the college in the bottom third of colleges in the further education sector on this performance measure, based on the data in the 1994 performance tables published by the Department for Education. In 1994, the average pass rate in the 25 subjects taken by students aged 16-18 was approximately 60 per cent compared with a provisional average of 72 per cent for general further education and tertiary colleges. The average pass rate for students aged 19 years and over was 54 per cent compared with a national figure of 62 per cent.

74 In 1994, the pass rates for a few GCE A level subjects exceeded the provisional national figures for general further education colleges. The pass rate for biology was 78 per cent compared with a national figure for all age groups of 64 per cent. Thirty-five per cent of students who entered for biology gained grades A-C compared with 32 per cent nationally. The pass rate in business studies was 73 per cent compared with a national figure of 65 per cent and 43 per cent of those entered for the examination obtained grades A-C, 13 per cent higher than the provisional national figure. In contrast, the pass rates for many other GCE A level subjects were below average. For example the pass rates for mathematics, computing, art and design, history, economics, English, French and music all fell well short of the national averages for those subjects, as did the proportion achieving grades A-C.

75 In a number of subjects at GCE A level, results were better for the one-year, full-time revision course than for the two-year full-time programme. For example, the 1994 pass rate on the two-year programme

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was only 47 per cent, substantially lower than the 81 per cent rate achieved by students on the one-year course. Such a discrepancy is attributable partly to the fact that most students progress to the revision programme having already completed and achieved poor results on a two-year course. On average, revision course students improve on their existing results by between one and two grades.

76 The college's GCSE pass rates, at grades A-C, were very low in 1994, particularly for full-time students aged 16-18. The only subjects in which pass rates for this age group exceeded the provisional national averages for general further education colleges were business studies, media studies and accounting. Results were particularly poor in mathematics, where only 10 per cent of the 156 students obtained grades A-C compared with a national figure of 29 per cent. In English, 32 per cent of full-time students aged 16-18 obtained grades A-C, compared with a national figure of 46 per cent. Except for modern languages and art and design, the results achieved by part-time students on GCSE courses in 1994 were also weak.

77 Students with learning difficulties, many of whom have had little previous success in education, were enthusiastic about their work and proud of their achievements. Full-time students were making sound progress towards obtaining C&G wordpower and numberpower qualifications and maintaining effective, informative records of achievement. Part-time students were on target to obtain C&G cookery and basic food hygiene certificates.

78 The college conducts regular surveys into the destinations of its former students. In 1994, some 251 students went on to higher education, including 74 per cent of those who followed the one-year GCE A level course and 50 per cent of those who took the two-year course. BTEC national diploma courses provided a route into higher education for many students. For example, out of 12 students who successfully completed the BTEC national diploma in science, 10 went on to higher education. Out of 22 students who successfully completed the BTEC national diploma in motor vehicle studies, 12 went on to the full-time BTEC higher national certificate in engineering at the college, whilst a further seven took up places at higher education institutions. One-third of students who obtained an NVQ in 1994 obtained jobs while most of the others continued their education on full-time courses.

#### **QUALITY ASSURANCE**

79 The college has a well-developed and generally effective quality assurance system. The overall responsibility for quality assurance lies with the assistant principal for human resources who is supported by a quality assurance group. At the heart of the college's total quality management philosophy is the commitment to continual improvement in all aspects of college life. To promote such improvement the college has established, or is establishing, work teams. For example, in the faculties

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there are teams responsible for the delivery of courses. In service areas, work teams include the library resources team and the media resources team. The extent to which the process of continual quality improvement has permeated the operations of the college varies considerably. It is particularly evident in activities such as course management and staff development and appraisal.

80 All courses are reviewed comprehensively every five years. Senior managers of the college, governors and, where it is thought appropriate, employers, are included on the review boards. The review process is well established and consistently applied and requires course teams to prepare a detailed analysis of a range of issues including curricular developments, resource requirements and examination results. The views of students are systematically collected and form an important measure of the quality of a course. Other key performance indicators include enrolment, retention rates and destinations of students. Following the deliberations of the review board, an action plan is prepared, the achievement of which is monitored after a year has elapsed. The findings of the review board are reported to the faculty advisory committee and to the academic board. Overall, the quinquennial review process has proved to be effective in focusing attention on matters affecting quality. However, on some courses, important issues such as absenteeism, low retention and poor pass rates have not been addressed adequately.

81 There is also an annual review procedure for all courses which is undertaken by the individual faculties. The impact and effectiveness of this procedure differs from course to course. The information which is required of course teams varies amongst faculties and even amongst courses within the same faculty. Students are included in some review teams but not in others. In some cases, the annual course reports are considered by a faculty-wide committee; in others, this task is undertaken at school level. These differences have resulted in a significant variation in the level of rigour applied to the review process. In addition, the annual reviews do not always pick up and investigate issues which are identified in the quinquennial reviews. Most of these weaknesses have already been identified by senior managers and are being addressed by the quality assurance group. The group aims to produce clearer guidelines for the conduct of annual course reviews which are to be applied consistently across the college.

82 The college recognises that the achievement of its strategic planning objectives requires a substantial emphasis on staff development. Consequently, staff development has a high profile in the institution. A staff-development team, led by the assistant principal responsible for human resources, establishes priorities, plans a programme of activities and monitors its effectiveness. Issues to be addressed are identified from the college's operational plan, faculty plans and course reviews as well as through the staff appraisal process. The staff-development budget currently represents about 1 per cent of the college's staffing budget.

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83 Staff development priorities identified for 1994-95 include management training for heads of school and other middle managers, assessor and verifier training for the expanding NVQ and GNVQ provision, and the promotion of more effective teaching throughout the college. A particularly impressive and imaginative activity has been a course for heads of school and other managers based on Council Circular 93/28, *Assessing Achievement*. This course, intended to raise awareness of issues affecting quality, ran for three hours each week and was attended by 36 middle managers. Course participants were required to complete assignments which were assessed by the deans of faculty. The programme has subsequently been accredited by Middlesex University and may be used as a component part of a master's degree in education. There has been slow progress in teachers achieving the national standards of competence for assessment or verification established by the Training and Development Lead Body.

84 There is a detailed framework of activities for inducting new staff and supporting them during their first year. All new staff attend a course which introduces them to important managerial and organisational features of the college. Each of them is assigned a mentor who provides them with guidance and support in adjusting to the demands of a new job. Newly-appointed teachers are observed in action in the classroom and offered advice and support where necessary. Those who have no teaching qualifications are required to enrol on a certificate of education programme in the second year of their appointment. Staff have their teaching load reduced during their period of study.

85 The college collaborates with five other further education colleges in the area and with Middlesex University to provide an enhanced programme of staff-development activities. The aim of this collaboration is to mount events which would be too expensive for any single college to offer or which require colleges to share specialist expertise. Examples of the training events offered recently include customer care procedures for admissions, reception and security staff, and a review of vocational qualifications for science technicians.

86 There is an established scheme for the annual appraisal of teaching staff. This enables teachers to evaluate their strengths and weaknesses in relation to their current role and the college's priorities. The appraisal process includes observations of teaching. Overall, the scheme is working effectively. Staff appreciate the opportunity to identify their development needs and to discuss ways in which these can be met.

87 The college's charter is clear and comprehensive and fulfils the requirements of the national charter for further education. Much of it is based on the college's guarantee of satisfaction which was established well before the emergence of the national charter. Copies of the charter are included in a handy, pocket-sized diary distributed to all students. Full-time students discuss its contents in detail during their induction

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programme. The charter includes the names of college staff who may be contacted in the event of a query or complaint. Service standards have been prepared by work teams as part of the quality assurance procedures, although these are not often quantified. The college has not yet developed formal procedures for reviewing the extent to which the charter's commitments are being met. In general, students express satisfaction with the services offered by the college.

88 In anticipation of the inspection, the college prepared a self-assessment report on its operations under each of the inspection framework headings in Council Circular 93/28, *Assessing Achievement*. The report showed evidence of careful thought and attention to detail. It provided a good overview of major issues under most of the framework headings and was fairly realistic in its assessment of quality. However, the section dealing with teaching and the promotion of learning was weak and contained no analysis of the quality of teaching. The report made useful references to more detailed sources of evidence and, overall, it was helpful in setting the scene for the inspection team.

## **RESOURCES**

### **Staffing**

89 Teachers are appropriately qualified and experienced for the teaching which they undertake. Just over 50 per cent have a degree or equivalent professional qualification and a further 12 per cent have a higher national diploma or certificate. Most others have relevant craft, technical or office skills qualifications. Over 90 per cent of staff have a teaching qualification. Many teachers have appropriate and substantial commercial or industrial experience. In construction, the industrial experience of teachers significantly enhances the relevance of courses and some teachers of computing have recent experience of the computing industry which has been valuable in developing new areas of provision. Some teachers in catering and leisure and tourism would benefit from an opportunity to update their industrial experience.

90 The deployment of teaching staff is monitored and discussed by the college management committee. Actions have been taken to improve the efficiency with which staffing resources are used. For example, some engineering lecturers, whose original specialisms were no longer needed, have acquired new skills and are now teaching mathematics and computing. Average teaching hours for full-time teachers have increased from 16.7 per week in 1989-90 to 18.7 per week in 1993-94.

91 Part-time teachers make an important contribution to the work of all faculties. However, in areas such as adult basic education and on some catering courses there is a very high reliance on part-time staff who are not fully involved in the planning and management of courses. This imposes a heavy administrative burden on the full-time teachers.



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92 Technicians comprise approximately 13 per cent of the college's staff. Some steps have been taken to ensure the effectiveness of their deployment. The open-access computing facility has benefited from a reallocation of technical staff from other parts of the college. However, the deployment of technicians in construction is not as effective as it might be. Three of the library staff have professional librarianship qualifications and two, who act as tutor librarians, have a limited teaching load. The respective roles of college librarian and tutor librarian are not clearly specified.

93 Following incorporation, the college has developed new personnel policies and procedures appropriate to its role as an employer. A number of important functions such as the accountant and personnel manager are filled by professionally qualified and experienced staff.

### **Equipment/learning resources**

94 In most vocational areas the standard of specialist equipment is high. Construction and engineering workshops are well equipped. There is good specialist equipment in art and design and good laboratory provision in science. Two companies have recently supplied brand new cars for use on motor vehicle courses.

95 Dated machines apart, there are 246 computers to support some 3,100 full-time equivalent students, a barely adequate ratio of 1:12.7. Students on most vocational courses have access to appropriate hardware and software during timetabled lessons. However, the computers and software available to students on GCSE and GCE A level courses are often out of date. The number of workstations available to students on an open-access basis is insufficient and, at peak times, the demand greatly exceeds supply. The college is planning to rectify this.

96 Equipment levels and furniture in classrooms are broadly satisfactory. In a few cases, teachers do not have access to appropriate resources. For example, audio tapes and playback facilities were not always available in modern language sessions, some rooms used for teaching mathematics had no overhead projectors and there was a shortage of balances in science.

97 The college's library and resources service occupies a purpose-built two-storey block constructed in 1972. The library is too small for the number of students who wish to use it. There are 112 study places for approximately 3,100 full-time equivalent students. The bookstock totals 25,300 volumes and there are 123 periodicals on subscription. The library and resources service budget for 1994-95 was £35,728, of which £13,018 was allocated for the purchase of books. The provision of books is good in some subjects, such as mathematics and construction, but inadequate in others, such as modern languages. Library staff encourage teachers to review regularly the appropriateness of the bookstock. However, neither faculties nor schools have a systematic method of liaising with the library. In addition to books, there is a range of audio and video tapes, together with playback facilities, and a small number of computers, including two

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with compact disk read-only memory (CD-ROM) database facilities, which students can use for private study purposes.

98 There are three well-stocked workshops for providing learning support in English, numeracy and information technology. The workshops provide a total of 107 study spaces and these can be used by students on a drop-in basis or in connection with a planned programme of learning support.

### **Accommodation**

99 The college is compactly situated on two sites which face each other across a main road. The area covered by the sites is approximately 4.2 hectares. The college has 17 buildings on the two sites most of which were purpose-built in the 1960s and 1970s. On the smaller of the two sites lies Southgate House, an impressive Victorian mansion which contains offices as well as teaching accommodation. There is limited scope for further building on either site but the college is reviewing the possibilities for expansion with the local planning authority and with the owners of adjacent properties.

100 The college's accommodation strategy is linked clearly to the strategic plan and incorporates detailed surveys of the size and condition of all buildings. It analyses the implications of the college's growth target for accommodation and compares the costs of possible building options against the revenues likely to be earned from course developments. It also provides a detailed maintenance programme, setting out a schedule of work over a 10-year period. The strategy has been developed by the accommodation strategy group which includes a professionally qualified member of the governing body. The group provides an effective means of dealing with accommodation and premises issues.

101 Most classrooms are occupied continuously during the daytime. However, rooms are not always used efficiently. In some cases, the rooms occupied had spare capacity; in others, the rooms were too small for the number of students in the class. The college has made imaginative modifications to some of its existing rooms to provide more flexible teaching accommodation and acknowledges that it must continue to improve its use of accommodation.

102 Teaching rooms are broadly suitable for the courses offered. There is much good specialist accommodation, for example, in engineering, construction, art and design and science. The sites and buildings are generally well maintained and in satisfactory decorative order. However, there is a notable lack of display and visual stimulus in corridors and communal areas.

103 There is access to the ground floors of most buildings for people who use wheelchairs and a lift is available to the first four floors of the main teaching block. Other teaching rooms are inaccessible, although the location of lessons are altered to ensure that students using wheelchairs can take the course of their choice.

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104 There is an adequate range of canteen facilities and common room space for staff and students. The college has a nursery with 22 places. Ten places are reserved for the children of staff and students of the college; the others are used by children of employees of a local bank which subsidises the nursery.

### **CONCLUSIONS AND ISSUES**

105 Southgate College is making good progress towards achieving its mission. The strengths of the college are:

- a good range of vocational courses in a diverse range of subjects
- some well-developed links with employers and a strong relationship with North London TEC
- effective governance arrangements and productive relationships between governors and college managers
- very effective college management
- a management information system which is well matched to the college's needs
- meticulously planned, effectively implemented enrolment procedures
- an effective induction programme for full-time students
- teaching which is good in most subjects and very good in construction
- effective use of visual teaching aids
- good pass rates on some vocational courses
- sound development of core skills on many vocational courses
- well-established, effective quinquennial course reviews
- an imaginative staff-development programme for middle managers
- appropriately-qualified and experienced teachers
- good specialist accommodation and equipment
- well-stocked learning support workshops.

106 The college should:

- improve the effectiveness of some of its faculty advisory committees
- emphasise more forcibly the role of the faculties in marketing courses
- extend counselling and careers advice facilities to meet the heavy demand
- improve the effectiveness of some tutorials
- take measures to deal with poor attendance
- improve completion rates, particularly on GCE A level courses

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- improve pass rates on GCE A level and GCSE courses
  - strengthen the annual course review process
  - reduce the reliance on part-time staff in some curricular areas
  - address the issue of spare capacity in some classrooms
  - increase the number of computers available to students on open access
  - extend the library.

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## FIGURES

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

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

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

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

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  - 5 Estimated income (for 12 months to July 1995)

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  - 6 Estimated expenditure (for 12 months to July 1995)

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

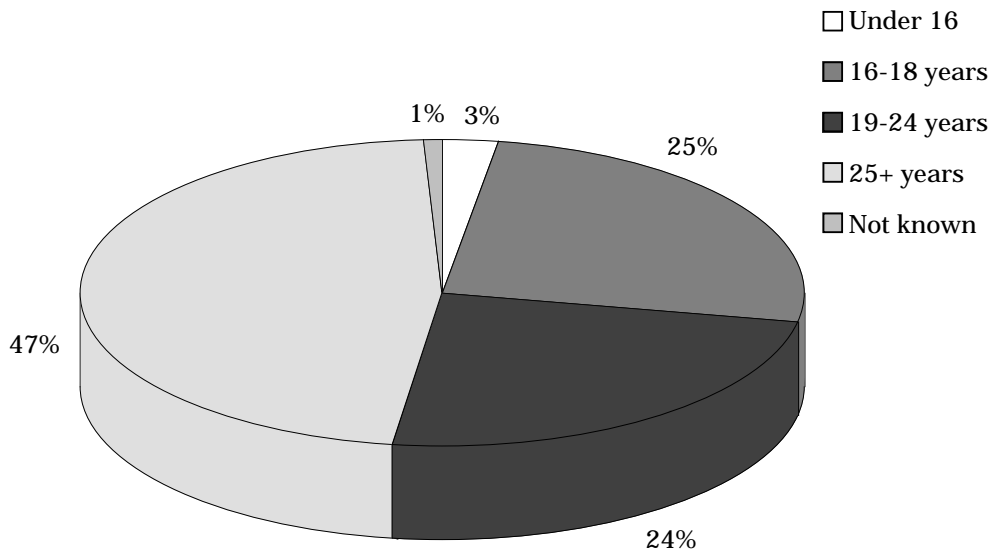
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**Figure 1**

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**Southgate College: percentage enrolments by age (as at March 1995)**

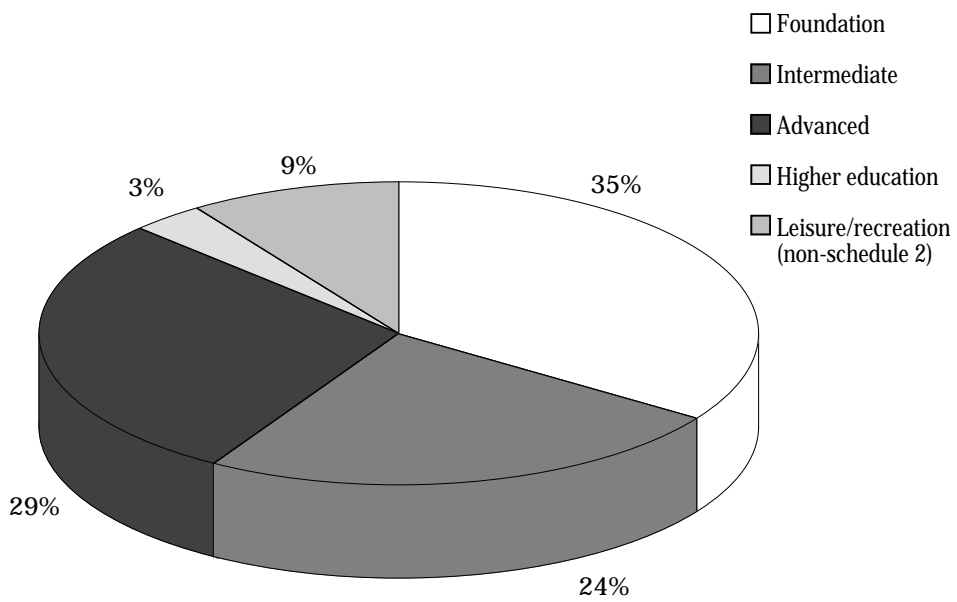


Enrolments: 8,010

**Figure 2**

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**Southgate College: percentage enrolments by level of study (as at March 1995)**



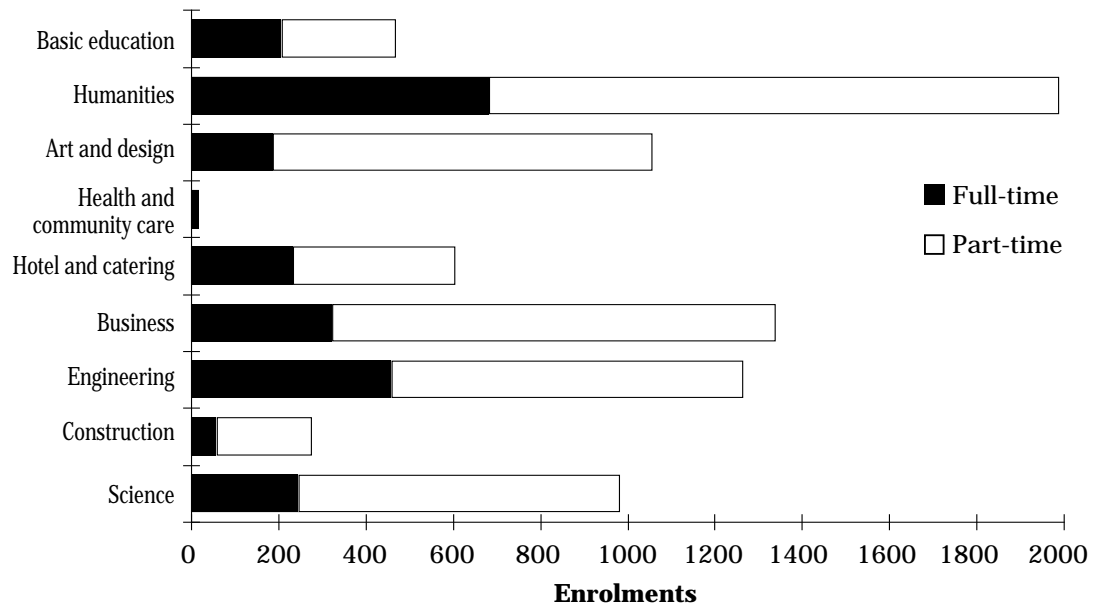
Enrolments: 8,010

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**Figure 3**

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



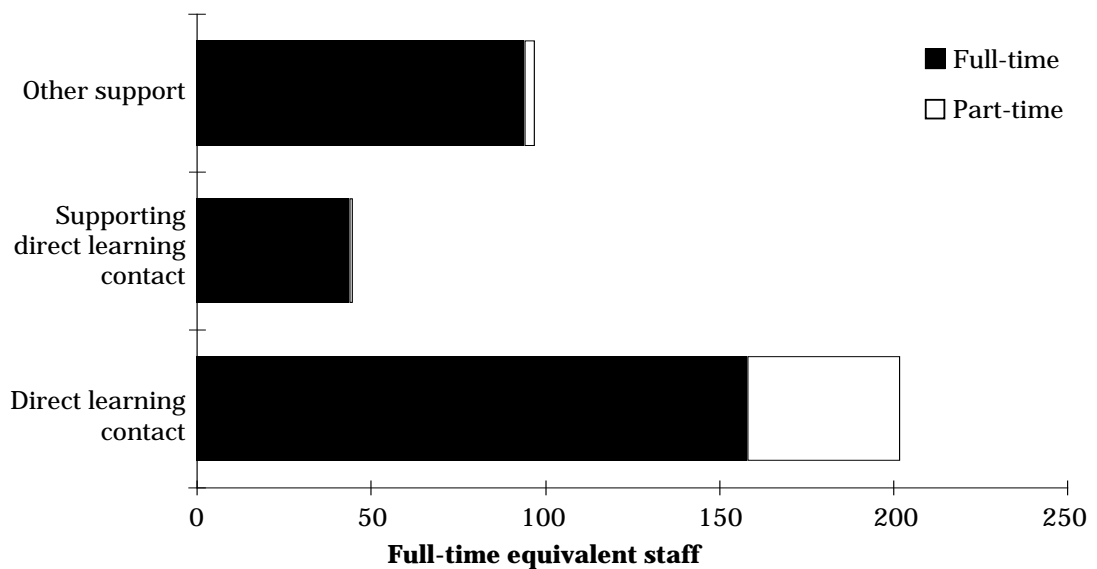
Enrolments: 8,010

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**Figure 4**

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**Southgate College: staff profile - staff expressed as full-time equivalents (as at March 1995)**



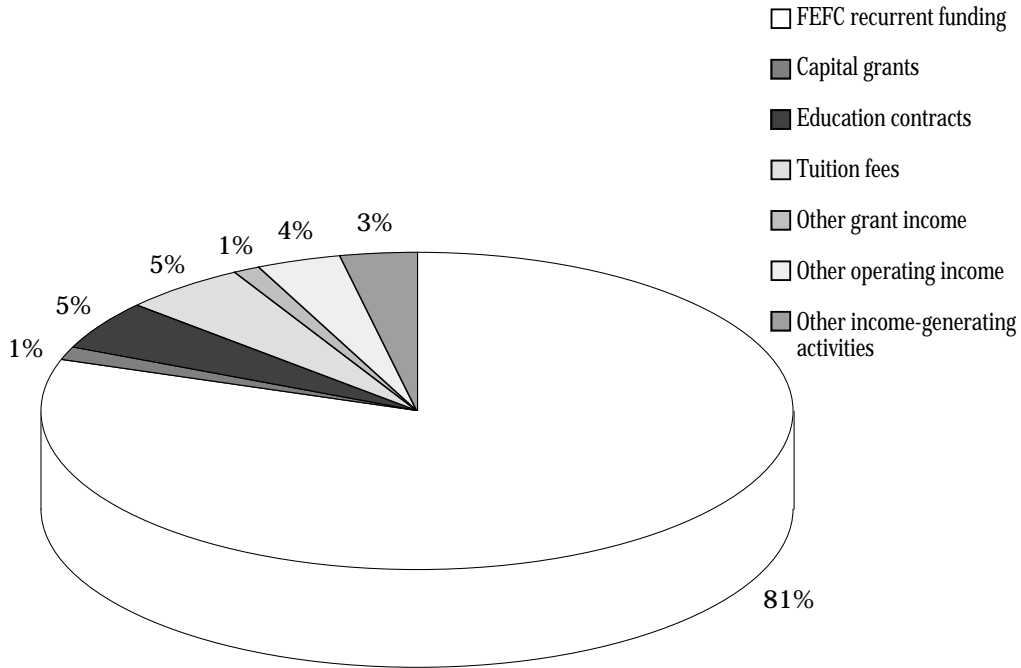
Full-time equivalent staff: 344

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**Figure 5**

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**Southgate College: estimated income (for 12 months to July 1995)**

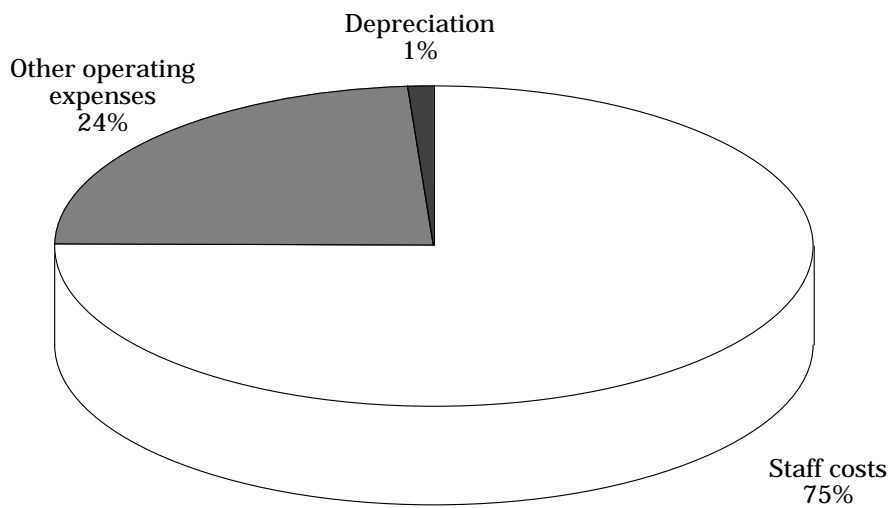


Estimated income: £9,450,000

**Figure 6**

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**Southgate College: estimated expenditure (for 12 months to July 1995)**



Estimated expenditure: £9,492,000



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