

**REPORT  
FROM THE  
INSPECTORATE**

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# **Colchester Institute**

**May 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 43/95

## COLCHESTER INSTITUTE

### EASTERN REGION

Inspected August 1994 - January 1995

#### Summary

Colchester Institute is a well-managed institution which provides a wide range of courses offering many opportunities for students to progress from further to higher education. It has effective links with local schools, adult community colleges and local universities. Governors work closely with senior management and academic leadership is strong. There is a good central system for student guidance and admissions. Standards of teaching are generally high and students' achievements are good in some areas. There is a critical approach to the monitoring and evaluation of courses. Deployment of resources is effective and is supported by good management information. Library facilities are of a high standard but there is limited development of resource workshops to support independent learning. Support for students with identified additional learning needs is variable and the range of foundation level provision is restricted. The co-ordination of the curriculum across the schools is limited, and this is particularly evident in the case of GCE and GCSE programmes. The institute's accommodation is located on two main sites, 17 miles apart, and is of mixed quality.

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

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

Curriculum area	Grade	Curriculum area	Grade
Sciences, mathematics and computing	3	Health and social care	2
		Hairdressing and beauty therapy	2
Construction	2	Art and design, media and performing arts	2
Engineering	2	Humanities	3
Business and office technology	2	Students with learning difficulties and/or disabilities	3
Hotel, catering, leisure and tourism	2		

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## **INTRODUCTION**

1 Colchester Institute in Essex was inspected between August 1994 and January 1995. The institute's arrangements for admissions, guidance and induction were inspected at the beginning of the autumn term. The specialist programmes were inspected during four weeks in November and December 1994 and the cross-college aspects were inspected from 16 to 20 January 1995. A total of 83 inspector days was used for the specialist inspections during which inspectors visited 321 teaching sessions and examined a wide range of student work. A team of eight inspectors spent a further 40 days inspecting aspects of cross-college provision. A full-time officer from the Higher Education Funding Council for England joined the team of inspectors for the general inspection. Meetings were held with students, governors, senior managers, course team leaders and teaching and support staff. Meetings were also held with representatives from external groups including Essex Training and Enterprise Council (TEC), employers, Anglia Polytechnic University, partner schools and local adult community colleges. The inspectors also had access to an extensive range of documentation on the institute and its courses.

## **THE INSTITUTE AND ITS AIMS**

2 The institute was formed in 1976 as a result of the merger of North East Essex Technical College and School of Art in Colchester and St Osyth's Teacher Training College at Clacton-on-Sea. Technical education in North Essex can be traced back to the Albert School of Art and Science founded in Colchester in 1885. The institute occupies two main sites. The Colchester site is 32 acres in area and provides the base for over 80 per cent of the students. The second site is at Clacton-on-Sea some 17 miles away. The Essex School of Occupational Therapy at Witham merged with the institute in September 1994.

3 The institute describes itself as an 'all-through college of further and higher education'. At the time of the inspection, there were 8,663 enrolments at the institute, excluding students on full-cost courses. Over 1,250 of these were on higher education courses. Thirty-five per cent of students were in the 16-18 age range and 65 per cent were over 19. In many subject areas, there are opportunities for students to enrol on further education courses and continue through to higher national diploma or degree qualifications. Enrolments by age and level of study are shown in figures 1 and 2 and enrolments by mode of attendance and curriculum area in figure 3.

4 The majority of students pursuing further education courses come from the Borough of Colchester and the Rural District of Tendring, but significant numbers are also drawn from mid Essex and the neighbouring county of Suffolk. There are over 900 full-time students pursuing higher education courses in music, art and design, hotel and catering, business, leisure management, humanities and environmental monitoring. The institute recruits these students on a national basis. At the time of

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inspection, there were 341 full-time equivalent teaching staff and 243 full-time equivalent support staff. A staff profile with staff expressed as full-time equivalents is given in figure 4.

5 Degree and higher national diploma courses have been available at the institute for many years. The degree programmes in music date from 1960 when they were available as external degrees of the University of London. The majority of the institute's full-time higher level courses are now validated through Anglia Polytechnic University. The institute is one of four regional colleges of the university, the others being City College Norwich, Norwich School of Art and Design and Writtle College. The purpose of the regional colleges is to increase the availability of higher education in East Anglia. Its link with the Anglia Polytechnic University means that the institute is also subject to external quality assessments from the Higher Education Funding Council for England and the Higher Education Quality Council. The quality of music at both the Anglia Polytechnic University and the institute was judged to be excellent by the Higher Education Funding Council for England who evaluated this provision in 1994. Over two-thirds of the students on the degree programmes in music which were assessed by the Higher Education Funding Council for England studied at the institute.

6 Essex has the largest school population of any county in England and Wales. There are 103 secondary schools. The Borough of Colchester has 11 secondary schools, two of which are 11-18 grammar schools. The Tendring district has six secondary schools, five of which are 11-18 schools. The proportion of 16 year olds in Essex staying on in full-time education has increased from 54 per cent in 1990 to more than 73 per cent. This compares with 74 per cent in Cambridgeshire and 79 per cent in Kent. The institute's local catchment areas of Colchester and Tendring had rates of 72 per cent and 69 per cent respectively in 1993. The closest Further Education Funding Council (FEFC) sector college is the sixth form college located nearby. Other further education colleges in the area are Suffolk College located 24 miles to the east in Ipswich and Braintree College some 17 miles to the west.

7 Colchester has a long tradition as a manufacturing centre but it is now dominated by the service industries which employ over three-quarters of the workforce. Tendring is a predominantly rural area with a great reliance on agriculture, tourism and transport-related industries, based on the port of Harwich. The Harwich and Clacton travel-to-work areas were designated by the government as intermediate assisted areas in 1993. A substantial proportion of the resident population of Colchester and surrounding areas commute to work in Greater London. During the recent economic recession the area served by the institute has experienced a rise in unemployment in common with the rest of the south of England. In October 1994, the unemployment rate in Colchester was 7.7 per cent; in the Tendring district it was 13.3 per cent.

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8 The 1991 census recorded the population of Essex as 1,528,577. It is predicted it will grow by 125,000 over the 25 year period to 2015 with a 40 per cent increase in the population under the age of 20. The percentage of those under 20 years old in Colchester is fairly typical of Essex, but in the district of Tendring the proportion is smaller and there is a much higher proportion of residents in the retired age group. Minority ethnic groups in Essex account for 2 per cent of the county's population, the largest group being of Indian origin.

9 The institute achieved more than a 4 per cent growth in student enrolments for further education in 1993-94. This excludes the growth in higher education student enrolments. It is expected that this growth will continue at a slower pace until the end of the century.

10 The institute makes a commitment in its mission statement to provide high-quality opportunities for learning by:

- promoting a broad range of general and vocational qualifications
- adopting a community focus within north Essex
- enabling personal development and achievement of both staff and students
- encouraging access for all
- contributing to the economic development of the region
- operating cost effectively.

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

11 Colchester Institute provides an extensive range of 75 full-time and over 200 part-time day and evening programmes. There is a breadth of vocational provision which includes National Vocational Qualifications (NVQs) from levels 1 to 5, and 16 General National Vocational Qualification (GNVQ) programmes. The curriculum areas are: art and design, music, health and social care, humanities, hotel and catering, computing, science and mathematics, engineering and automobile engineering, construction, business, leisure studies and hairdressing and beauty therapy. A wide portfolio of programmes is offered in the majority of these vocational areas although the number of leisure and tourism courses is limited and there is no retail or distribution provision. The institute also offers a good range of specialist occupational therapy programmes through the Essex School of Occupational Therapy. Some vocational programmes which are located at the Clacton site suffer from recruitment problems as travel time and cost is an issue for some students. The institute provides some free inter-site transport and subsidised travel for 16-19 year olds who do not qualify for free travel from the local education authority (LEA).

12 The institute offers 29 General Certificate of Education advanced level (GCE A level) subjects, 11 GCE advanced supplementary (AS) subjects and 29 General Certificate of Secondary Education (GCSE) subjects, some

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of which are only offered on a part-time basis. Enrolments to GCE A level and GCSE programmes have declined in recent years. There is a wide range of language provision including GCE A levels in several modern languages, courses for English as a foreign language, and programmes for teachers of English as a foreign language.

13 There are good tailor-made programmes for students with learning difficulties and/or disabilities. These include a bridging course, job training and work with adults with severe and complex learning difficulties, including those who recently left long-stay hospitals. Approximately 80 students with additional learning needs are studying on mainstream courses.

14 Six per cent of the further education provision is at foundation level, the remainder being split equally between intermediate and advanced levels. The range of foundation level provision is limited. The availability of courses at different levels enables the institute to provide good progression routes for students from intermediate level through to higher education. There are full-time and/or part-time higher education courses in art and design, business, humanities, leisure studies, catering management, environmental monitoring, music, construction and engineering. Many of the institute's courses receive full credit under the Anglia Polytechnic University credit accumulation and transfer scheme. This allows students to continue their studies at the university without loss of time. Higher national diploma engineering students at the institute, for example, can achieve sufficient credits to complete an engineering degree in one further year of study at the university.

15 Adult students are well served by the institute's range of programmes. Many are enrolled on a full-time access programme which is specially designed for adults wishing to progress to further or higher education. Students joining this course start their programme with a 10-week planning period to consider career and study options. This can be taken at different study centres in Tendring and Colchester through the institute's links with the adult community colleges. By long-standing arrangements the institute does not offer non-vocational adult education. However, it does sponsor FEFC-funded provision in the two adult community colleges and it co-operates with them in the production of publicity material and the use of accommodation for institute courses. Currently there is also joint work on an audit of provision to avoid unnecessary duplication and to develop structured progression routes. Further support for adults is provided by a 24-place nursery at the Colchester site.

16 There is a range of effective links with local schools. The institute has given approval for some of its programmes to be offered in schools through franchise agreements. The advanced GNVQ in business studies and the intermediate GNVQ in health and care are available at Harwich School, for example, and selected intermediate GNVQ units at Philip Morant School in Colchester. In addition school pupils are able to infill on the



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institute's courses. Two institute careers advisers visit local schools and there are a number of occasions during the year when school pupils can visit the institute to sample classes and talk to students. In some curriculum areas co-operation with schools is less well developed and the institute has few curricular links with the local sixth form college.

17 Industry links are developed through employer advisory panels and contacts gained through student work placements. The school of health and social studies has formed a consortium with local residential homes to enable their staff to achieve NVQs in care. In addition it has secured a large contract with a local national health service trust to provide NVQs to health service staff. Each curriculum area has an advisory panel, some of which are more active than others. The construction panel, for example, has a subcommittee to consider the design of courses and assignments.

18 Colchester Institute is seen as a responsive and effective provider by Essex TEC. The institute's professional training centre has developed customised short courses for the TEC and local employers on such themes as health and safety at work and the use of quality standards, many of which are provided on employers' premises. The TEC also funds youth-training programmes and a work preparation programme for students with learning difficulties.

19 The importance of marketing has recently been given more recognition by the appointment, at senior level, of a marketing and business development manager. The recently-developed marketing plan identifies key objectives and an action plan. There has been relatively little research into the needs of the local labour market in order to inform future course development. The institute is attempting to improve its image in the community by securing publicity through local radio, television and the press, including weekly columns in two local papers. There is an attractive full-time prospectus but some other publicity material is of less satisfactory quality.

20 The institute maintains a high profile locally through several large scale events. A classic car show attracts over 500 exhibitors and several thousand visitors each year. Some 2,000 people attend the annual week-long 'Opportunities in Technology' exhibition. The school of art holds regular exhibitions both at the institute and at the Minorities Gallery in Colchester. The school of music holds a full programme of concerts. Strong community links are reinforced by the institute's involvement with the Colchester and District Visual Arts Trust and the Colchester Economic Group.

21 The institute is moving towards more flexible programmes based on modular delivery. Some progress has been made towards this with GNVQ programmes which are taught over two semesters. On some part-time NVQ hotel and catering programmes individual programmes and start dates are negotiated with students. The majority of current provision is course based and taught over the academic year and this limits the number

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of entry points for students. The institute recognises the need to develop a more flexible approach to teaching and learning to enable students to progress at their own pace with support from open-learning facilities.

22 Equal opportunities has a low profile within the institute. The equal opportunities policy contains no standards to guide practice, nor is there any systematic monitoring of its effectiveness. The 'Outreach' project is a positive initiative which seeks to increase access to socially disadvantaged groups or groups whose members do not normally come to study in further education. These include the unemployed, people with disabilities, minority ethnic groups, the Army and residents in isolated villages in the Tendring peninsula. Guidance is offered to the long-term unemployed through a centre in the town called 'Signposts', which opened in September 1994.

### **GOVERNANCE AND MANAGEMENT**

23 The corporate development of the institute is effectively supported by a committed governing body. Overall the members have substantial expertise in aspects of business and planning relevant to the institute and several hold senior positions at board level in local companies. The governors are familiar with current issues affecting further education and are aware of their responsibility for close monitoring of the institute's plans to ensure it adheres to its overall mission and meets the perceived needs of the community. The governing body acknowledges that it does not yet have sufficiently comprehensive information to enable it to evaluate the success of the institute in meeting its strategic aims.

24 There are 17 members of the governing body including the director, two members of the institute staff and one student. There is at present only one female member. At the time of the inspection, the governing body had one vacancy. The governing body conducts its work largely through its three main committees of audit, finance and general purposes, and personnel. Business is conducted efficiently, briefing papers are succinct and relevant, and members interventions at meetings are well considered. The governing body was involved in formulating the strategic plan which provides a clear framework within which the institute sets its targets. Financial information is reported effectively to ensure members have a statement of the budgetary position in order to inform their discussions on financial matters. Governors and senior managers have a clear understanding of each others' roles and work together effectively to steer the institute towards the achievement of its mission and strategic targets. There is some involvement of governors in the work of the institute through the advisory panels. However, governors have had limited opportunity to appreciate the changes that have occurred within the institute in the management and delivery of its curriculum. The staff of the institute have a limited perception of the issues facing the corporation and the framework within which they work.

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25 The management structure of the institute was reorganised before incorporation in recognition of the need for increased accountability and the ability to foster rapid change. The institute is organised into 11 schools responsible for the management of resources and for subject development to support the delivery of courses. The director of the institute is supported by a senior management team of seven. There are two deputy directors, one with responsibility for resources and the other for planning, and three assistant directors with responsibility for administration, academic standards and student services, respectively. The two deputy directors and two of the assistant directors also have responsibility for the 11 schools based on four curriculum area groups. The two remaining members of the senior management team are the institute's finance controller and a recently-established business development and marketing manager. There are two managers at head of school level with cross-institute responsibilities for curriculum and staff development, and for special projects. The institute has recently accepted the need to strengthen the leadership of further education curriculum development and co-ordination and has allocated this specific responsibility to the assistant director responsible for academic standards.

26 The senior management team has recognised the importance of good internal communication in achieving its aims and the committee structure provides a valuable vehicle for informing staff about the institute's policy and the decisions of senior managers. The academic board has 28 members including the senior managers and heads of schools, one student and representatives of staff and the Anglia Polytechnic University. The board and its associated committees provide useful advice and support to the institute's managers in making decisions. The four curriculum area boards, however, do not have a clear function and their role, remit and membership are not well defined. The reporting lines are not clear and few items discussed at the area boards are referred to committees of the academic board. Limited success has been achieved by these boards in co-ordinating cross-school working. The general education board, for example, has not addressed or resolved issues related to the management of the GCE and GCSE programmes. The current committee system gives limited opportunity for staff below head of school level to inform the senior management team of the strength of staff opinion within schools.

27 The roles and responsibilities of senior managers are clearly defined and the management structure is well understood by institute staff. The senior managers function effectively as a team to provide decisive academic leadership and management and this is welcomed by the staff. The team is responsible for formulating policy and ensuring that the strategic plan is implemented. Heads of school are accountable for the development of the work within their school. They agree with their line manager the targets for the school, which match closely the overall aims and objectives of the institute. There are regular meetings between heads of school, senior managers and the director. A close dialogue is also maintained between heads of schools and their line managers so that the senior management

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team is kept informed of changes that may affect the achievement of the institute's objectives. The staff council, which includes representatives of all the institute's committees, provides an opportunity for issues of concern to all staff to be brought to the attention of senior management.

28 Within schools, responsibility for the day-to-day running of courses is delegated to programme managers and course teams. There is a consistent approach to course administration through the use of course files, and comprehensive records are kept of team meetings. In most schools there are well-articulated development plans. In the case of the school of business and management, these are based upon a detailed analysis of the local market and a self-critical appraisal of the school's success in meeting its targets. However, there is some variation in the effectiveness of school management. In the schools of science and mathematics and of humanities, management structures are underdeveloped and some roles and responsibilities are ill defined. For some areas of work within schools, as in hairdressing, development plans are not far advanced. Some middle managers have too wide a portfolio of responsibilities; for example, in the co-ordination of additional support for students with learning difficulties and/or disabilities. There is also insufficient co-ordination across schools of the GCE A level and GCSE programmes.

29 There is a well-developed framework to support strategic planning and effective use of computer-based modelling to enable the resource implications of plans to be forecast. The planning process takes as its basis the current year enrolments, an analysis of the expected enrolments and the institute's overall targets. All senior managers are fully involved and teaching staff have an opportunity to contribute to the formation of plans through attendance at institute committees and at school meetings. There is an annual operating statement which is reviewed by the senior management team every two months. Departmental operational plans are produced and approved by the senior management team. Targets are set for each school by the senior management team in consultation with heads. These include individual targets for enrolment, curriculum and staff development, which complement and support the achievement of school and institute plans. All heads and senior staff are expected to address the issue of improved efficiency.

30 There is effective management of information both corporately and within schools in support of decision making. The institute has made good progress in developing a comprehensive, computerised management information system. Effective systems are employed to support students' applications, enrolment and timetabling. There are well-developed procedures for routine reporting of current and historical trends on applications, enrolment, retention, progression and destinations. In addition ad-hoc reports are readily available on request. The institute intends to develop further computer applications to support the

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maintenance of individual student records, reports on examination entries and examination results.

31 Summaries of the institute's income and expenditure are shown in figures 5 and 6. In 1994-95, the average level of funding for the institute is £19.02 per unit. The median for general further education and tertiary colleges nationally is £18.17.

32 The allocation of financial, staff and accommodation resources is carefully planned to match the priorities identified in the strategic plan. Heads of school have autonomy to deploy teaching staff and other resources within delegated budgets, and systems are in place to monitor and report expenditure. The main budgetary allocations for part-time staff and equipment are made to heads according to the planned number of students, based on an open bidding process. Bids are prioritised by the senior management team and allocations made in accordance with overall institute objectives. There are comprehensive monthly management reports on income, expenditure, balance sheet, debtors and cash flow.

33 The planning and review of curriculum provision makes effective use of a wide range of performance indicators including enrolments, class size, student completion and retention rates, lecturer hours and student hours. Trends are routinely noted in the institute's annual reports. The institute has set itself the target of a 5 per cent efficiency improvement year on year. Financial reporting to schools does not yet include course costings to assist decision making within schools. A limited number of value-for-money studies have been undertaken as part of an internal audit programme.

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

34 There is a comprehensive range of student services at the Colchester site. A guidance centre, including careers and financial advice, is sited near the main entrance and provides impartial advice to potential and enrolled students of all ages in a pleasant, welcoming environment. A separate welfare and counselling section offers an effective support service to all students. Proposals are being considered to combine both services to provide a more cohesive student support facility.

35 A welfare service is provided at the Clacton site. Guidance is available two days each week. An efficient service is provided for students requiring residential accommodation either in the institute's halls of residence or in facilities vetted by the institute.

36 There are well-produced and informative course leaflets for prospective students. The full-time prospectus and a students' achievements booklet is distributed to local schools for all pupils in their final year of compulsory schooling (year 11). There is an extensive programme of events to advise prospective students of the courses available. Open days with taster sessions, visits to schools, careers evenings and community roadshows are a regular feature. The Essex

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careers service and institute guidance staff work together to provide impartial advice.

37 A centralised admissions system effectively tracks students' progress from initial application through to enrolment. Where applicants are uncertain about their choice of subject or programme, individual interviews are arranged with guidance staff. Applicants to specified courses are referred directly to the course or admissions tutor in the identified school for interview. The style of interviewing varies across schools but it is generally effective. A good support and advice service is provided by guidance and academic staff to process late applications throughout the summer.

38 Induction arrangements for full-time students are generally effective but the quality of the induction of part-time students is more variable. Most students are provided with course handbooks which outline the aims and content of their programme. There is no standard institute format for these, and the quality of information provided varies. All students are provided with a well-produced student manual which gives useful general information on the services available. It is possible for students to transfer between programmes during the induction period and impartial advice on appropriate options is available.

39 Initial assessment to identify students' learning support needs in numeracy, communication and information technology is available for some full-time students. The Adult Literacy and Basic Skills Unit test was introduced for full-time students on GNVQs, and some NVQs, in 1994. This provided information on support needs additional to those which students had identified on their application forms. There has been limited success in providing appropriate follow-up support for these students. A mathematics learning centre has been established but is not yet fully operational. There is no similar support for communications or information technology.

40 Procedures for the accreditation of students' prior learning are at an early stage of development. Initial support is provided by central guidance staff before students are referred to specialist subject staff. On office technology and construction courses, students are able to present evidence of prior achievements for assessment but this has not enabled them to complete their programme in a shorter time. Accreditation of prior learning has been successfully implemented on some hotel and catering programmes. An institute-wide system linking initial assessment to final accreditation of competence is not yet operational.

41 Systems for identifying the needs of students with learning difficulties and/or disabilities are generally good. Records of achievement are used to plan programmes for younger students. Support for students with hearing impairments is good, and there are strong links to specialist support from the LEA for students who are deaf and those with specific learning difficulties. The institute lacks an open-access support workshop to help with study skills and basic skills.

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42 There are good relationships between staff and students. All students have an identified personal or course tutor but tutorial support varies and is sometimes inadequate, especially for general education students. There is limited tutorial support on part-time courses where the roles of personal tutor and course tutor are often combined. There are some examples of timetabled individual and group tutorials but some tutorials have no clear objectives and there is no programme of activities. Some students see their personal tutor once a term while others are in regular contact because their personal tutor also teaches them. There are examples of tutors dedicating their own time to support students and facilitate their successful progress.

43 Students' progress is reported by various means. There are routine termly reports to all employers and to parents of students under 18 years of age. A small number of employers are dissatisfied with the quality and infrequency of reports and there is variation in the practice of informing tutors of students' absences. Systematic procedures have recently been established to contact all students who do not complete their course. Reasons for student withdrawals are carefully analysed and reported at school and institute level.

44 A professional careers service is provided in the guidance centre. Comprehensive information is available on higher education opportunities and more limited information on other career routes. In some vocational areas, such as health and social care, practitioners inform students about current working practice.

45 The student union has a sabbatical post and produces a student handbook and regular newsletters. A student services user group co-ordinates issues of concern from students and reports to a subcommittee of the academic board. This forms a useful and effective channel of communication between students and managers.

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

46 The standard of teaching is generally high. Of the 321 sessions inspected, 64 per cent had strengths which outweighed the weaknesses. Seven per cent of classes had weaknesses which outweighed the strengths. The following table shows the grades awarded as a result of the inspection.

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

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE AS/A level		12	18	15	4	0	49
GCSE		1	8	8	1	0	18
GNVQ		18	21	20	4	0	63
NVQ		12	35	15	4	0	66
SLDD		1	5	9	1	0	16
Higher education		7	8	5	1	0	21
Other vocational		17	31	18	5	0	71
Other		2	8	5	2	0	17
<b>Total</b>		<b>70</b>	<b>134</b>	<b>95</b>	<b>22</b>	<b>0</b>	<b>321</b>

47 Teaching in business, management and office technology is well planned and effectively delivered by enthusiastic staff. Appropriate teaching styles are used and supported by well-produced materials. Many courses are designed for adult students and extensive use is made of their work experience to stimulate learning. Adults are also successfully integrated with younger students in full-time classes. Students' assignment tasks are well designed and there is skilful use of self and peer assessment. There is a carefully-managed work experience programme for all full-time students. The introduction of a GNVQ college-wide timetable allows full-time students to combine their GNVQ studies with GCE A levels and GCSE qualifications. The underdeveloped, resource-based learning facilities limit students' opportunities to work independently away from the classroom.

48 In leisure and tourism, lessons are well planned. The teaching of practical sessions is particularly good and students contribute well to activities. Students are encouraged to develop technical and practical skills. The programmes are vocationally relevant and there is good liaison with the sports industry on GCE A level sports studies. There is limited development of the curriculum for GNVQ. Information technology skills are relatively neglected in this curriculum area.

49 Practical sessions in hotel and catering are well taught. Students are able to develop competence by working in kitchen and restaurant areas. There are good examples of effective team work, with students from different programmes working together in practical areas. Teaching programmes are supplemented by planned work experience for all full-time students. Many students gain an appreciation of European hospitality and catering operations through exchange programmes with hotel schools at Lille and Chantilly. Students have insufficient time for improving their core skills.



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50 The teaching of mathematics and science is of an appropriate standard but lacks variety. In a number of classes there is an excessive use of note taking and some students lose interest. Course work is regularly set and carefully marked. There are few opportunities for students to work on their own using prepared study materials. Most teaching on computing courses is carefully planned and schemes of work are related to course objectives. There is effective use of resources which encourage students to work independently and of project work based on case studies. Employers are involved in the grading of assignments undertaken by computing students on work experience. There is insufficient difference between the level of teaching on intermediate and advanced GNVQs in information technology, and assignment tasks and assessment criteria are not always effectively communicated to students.

51 Classes in construction and engineering are well planned and work is pitched at an appropriate level for different student groups. Specialist accommodation is used effectively to achieve course aims and in practical classes students' interest is sustained by clearly-defined tasks. The progress of construction students is closely monitored through the use of portfolios, containing samples of students' work. There is insufficient attention to information technology in the delivery of the curriculum. The strong links with industry benefit students; for example, the school of automobile and general engineering organises a classic car show which is attended by approximately 9,000 members of the public. A proportion of the proceeds of the event contributes to a European study tour for students studying vehicle restoration.

52 The teaching in health and social care is generally carefully planned and students experience a good range of methods of working. Assignments are of an appropriate standard and contain vocationally relevant material. Core skills in numeracy and information technology are suitably integrated in set tasks. Students receive detailed feedback on written work which is marked against clear assessment criteria. In a minority of sessions, the pace of the work is too slow and learning objectives are not shared with students.

53 On hair and beauty therapy courses, effective scheme of work ensure that theoretical and practical elements are well integrated. The teaching methods take account of the different levels of student ability. Mature students speak enthusiastically about the support they receive. Students develop practical skills and gain valuable experience in salons which are used by the public. Teachers have sound knowledge of their subject and relations with students are good. Assessments are appropriate but the acquisition of information technology skills is not sufficiently encouraged or promoted.

54 Most of the teaching of GCE A level and GCSE humanities courses is effective, thorough and well planned. Occasionally there is too much emphasis on note taking and insufficient opportunity for students to

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comment and question. Students rarely work in small groups, and little attention is given to the development of core skills. Assignment work is generally marked in detail and students receive extensive advice. Students taking modern European languages have inadequate workshop facilities and resources to support them working independently.

55 Art and design, performing arts and media lessons are effectively delivered by well-motivated and energetic teachers. Student projects and classwork maintain a balance between theoretical and practical studies. Design briefs and assignments are imaginative and stimulating. Students are lively, hard working and contribute freely and effectively to sessions. In art and design there are good opportunities for students to work on their own. Students working at different levels are effectively combined and well supported by staff. In performing arts, students gain knowledge of the industry from visiting speakers and through participation in workshops and master classes.

56 On programmes for students with learning difficulties and/or disabilities, supportive and caring relationships are established. There is a good level of assistance, and learning generally takes place in a purposeful environment. The emphasis is on the all-round development of the individual. Students are encouraged to take some responsibility for organising their own learning. Many of the sessions are appropriately challenging and provide a range of learning opportunities. However, some teaching fails either to involve all students or to extend the more able. Few students with learning difficulties and/or disabilities currently join vocational courses. Teachers on mainstream programmes do not adjust the curriculum to take account of assessed learning difficulties. However, support is good for students with hearing impairments which may be severe. The institute has been slow to develop a framework of learning support for students who require additional help in developing basic skills. There is a lack of open-access facilities for students needing assistance with study skills and basic skills.

#### **STUDENTS' ACHIEVEMENTS**

57 In general, students enjoy their programmes of study and speak positively of their learning experience. They value the opportunity for progression within the institute. Adults on business and management courses build on previously-acquired knowledge and skills related to their employment. Students on access courses are complimentary towards the staff who prepare them for further and higher education and employment. In 1994, the results for full-time access students were commendable, with 65 per cent of students progressing to higher education and 15 per cent to further education.

58 High standards of work were observed on many programmes. NVQ business and administration and brickwork students produced excellent personal portfolios, many of which were wordprocessed. The quality and

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quantity of work displayed in art and design demonstrated that students are being stretched and are achieving high standards. In health and social care the standard of assignment work is appropriate to programme levels. On other courses, standards are generally satisfactory. Theatre studies students show good levels of perception and analysis. In music classes, there is accomplished aural and harmony work by students and clear evidence of a good level of musicianship. Some GNVQ portfolios are not sufficiently monitored for quality, accuracy and completeness, and the role of portfolios in accrediting achievement is not always fully understood by students.

59 On many programmes, students are able to acquire and develop practical skills. In construction and engineering, they are able to practise their skills in simulated workplace learning environments providing good opportunities for assessment. Hair and beauty therapy, and catering students benefit from being able to develop and apply their technical and social skills in facilities which are used by the public. The training office for office technology operates flexibly to enable students to develop their skills and gain accreditation.

60 There is variable practice in the development and integration of core skills in the curriculum. On NVQ management programmes, students develop good investigative skills to support project work. GNVQ course teams have had limited success in integrating the teaching and assessment of core skills within vocational areas and some GNVQ programmes do not provide sufficient support for the progressive development of such skills. There are no formal arrangements for the planned, systematic development of core skills on NVQ programmes. Study skills are not routinely included in all programmes and there are insufficient learning workshops to allow students to work independently. The limited open-access computing facilities further hinders the development of skills. The institute has no policy on students' records of achievement and practice is inconsistent across curriculum areas.

61 Students are encouraged to participate in additional activities to enhance their studies and gain credit. Students on music and theatre studies courses regularly perform in concerts, plays and operatic productions held at the institute and in the community. Concerts and open-access theatre workshops in performing arts enrich students' experience. Leisure and tourism students make good use of residential programmes to develop team building skills. A large number of students increase their foreign language skills by participating in an institute-wide 'language for all' programme. The institute encourages a European dimension by promoting study tours to Italy, Germany and France for art and design, engineering and catering studies students. There is a good range of work experience on most full-time vocational programmes, including placements abroad. Adult students on part-time business courses visit the Netherlands and Italy as an assessed part of their course.

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62 A good range of assessment methods are used and they are generally well planned. Appropriate industry-related assignments are often used on vocational programmes with employers sometimes involved in the assessment. Students are well informed of assessment schedules and procedures but there is no standard practice to monitor their resulting workload. Student work is marked promptly but practice is mixed regarding the amount and quality of constructive feedback.

63 There is limited accreditation for students with learning difficulties and/or disabilities on discrete courses and many are unaware of the certification available. On the bridge course students were actively encouraged to evaluate their own performance through self-assessment. This was not always the case on the other two courses offered where students' folders were often poor and incomplete.

64 The results achieved by 16-18 year old students on vocational courses are generally good. In 1994 approximately 80 per cent of students in their final year of study on vocational courses included in the Department for Education's performance tables were successful in achieving their awards. This performance places the institute in the middle third of institutions within the further education sector on this measure. Pass rates vary across schools and also within schools. A high proportion of final-year students entered for Business and Technology Education Council (BTEC) national diploma courses were successful. Examples include business and finance pass rates of 96 per cent, hotel and catering (85 per cent), health studies (83 per cent), art and design and graphic design (80 per cent). In construction, automobile and general engineering results were generally good with a notably successful pass rate of 100 per cent on some building studies and craft courses. Success rates on NVQ courses were generally good. Most students choose to continue on NVQ courses to achieve their award as they are unit based and not time limited. In office technology, approximately 75 per cent of students received NVQ certification and in hairdressing 91 per cent. Among those students registered in November for GNVQ intermediate and on equivalent programmes there were some poor results. Examples include art and design pass rates of 32 per cent, information technology applications (29 per cent) and health and social care (31 per cent). Approximately one-third of unsuccessful students on GNVQ programmes return to the institute to continue their studies.

65 There were 210 students aged 16-18, and 258 aged 19 or over taking GCSEs in 1993-94. Overall the results were poor for students aged 16-18 with 39 per cent of entries gaining grades A-C. There were good results in drama and French where 83 per cent of students gained grade A-C and also in geography where 73 per cent of students obtained these grades. Pass rates for students aged 19 and over were much higher, with 76 per cent gaining grades A-C.

66 In 1994, there were 233 students aged 16-18 and 375 aged 19 and over taking GCE A levels. Students aged 16-18 taking two or more GCE

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AS/A levels scored an average 9.1 points (where A=10, E=2 ) compared with a national average of 15.3. The average score per entry was 3.7. This performance places the institute in the middle third of colleges in the further education sector based on the tables published by the Department for Education. Eighty per cent of students achieved grades A-E with 48 per cent of these students awarded grades A-C. Good results at grades A-C were achieved in media, theatre and film studies.

67 The institute has a high completion rate for full-time students at 88 per cent, but the rate is variable across different schools. The completion rate is particularly good in engineering, health and social studies, access and professional business and management courses. Some courses have a low level of retention. On the BTEC national diploma in computing it was 57 per cent. Retention rates for intermediate GNVQs are generally below the institute's average. In art and design, it was 57 per cent and in business 66 per cent. There is a low retention rate on the one-year full-time GCE A level course (69 per cent) compared with the two-year course (84 per cent). There is also low retention on full-time GCSE courses (42 per cent).

68 Detailed records on progression routes to education and employment destinations are maintained for all full-time students. In 1994, 33 per cent of students progressed to higher education, 25 per cent remained in further education and 38 per cent gained employment. Of students taking GCE A levels, BTEC national diplomas or level 3 advanced qualifications, 52 per cent progressed to higher education as did 65 per cent of students who completed the access course. Just over half the students on BTEC first diplomas, intermediate GNVQ and level 2 qualifications progressed to further education. There is notable success in art and design with 91 per cent of foundation students and 80 per cent of national diploma art and design and graphic design students progressing to higher education.

#### **QUALITY ASSURANCE**

69 The mission statement commits the institute to provide high-quality opportunities for learning. In support of this, comprehensive procedures for the internal validation and review of courses have been developed. These are managed by an assistant director who reports to the academic standards and curriculum development committee, one of four subcommittees of the academic board. This committee receives summary reports on quality issues resulting from internal reviews and from external assessments provided by the FEFC, the Higher Education Funding Council for England and the Higher Education Quality Council.

70 New courses are subject to a comprehensive process of internal validation which involves course teams preparing detailed written submissions outlining the aims, structure, content and assessment of proposed courses. These are discussed with validation panels whose members include staff from the institute and external representatives with relevant subject expertise. The approval procedure allows the institute to

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assess the quality of new course proposals before they are submitted to external validating bodies such as BTEC or local universities. The system of internal validation is well established on higher education courses where there is a long tradition of critical review through internal validation. The validation tradition is less well established for further education courses. The institute recognises the need to produce fuller guidance on validation requirements to ensure greater consistency of practice.

71 Similar procedures are employed for the approval of vocational programmes that are franchised to secondary schools in the local area. Validation panels visit schools wishing to franchise courses to examine the resources available and to meet specialist staff. If the institute's validation panel agrees to grant approval a memorandum of co-operation is drawn up which provides a detailed written record of the responsibilities of the school and of the institute for monitoring the quality of delivery.

72 Annual monitoring reports, written by programme leaders and agreed by programme teams, were produced for all courses during 1993-94. The content and format of these was based on a new quality handbook which includes a well-designed proforma for recording data on student retention, completion and examination results. Using this record, it is possible to track the progress of student groups from the start to the finish of their courses. The reporting structure also requires course leaders, heads of school and senior managers to identify action in response to issues arising from the monitoring process. For higher education courses, the head of school and a member of the senior management team meet the programme leader and agree action in response to issues identified in the evaluation report. This process does not take place for further education courses where only brief written comment is required.

73 The extent of self-critical evaluation evident in course reports is variable. The procedures are applied with great rigour to many higher education programmes and to most BTEC qualifications. There is less evidence of effective monitoring and subsequent quality improvement on modular programmes and part-time professional courses. The application of review procedures is also limited on the GCE and GCSE programmes where reports on specialist subjects are often cursory, and there is limited feedback from students. There is little sharing of good practice between course teams across the vocational and general programmes.

74 The procedures for programme monitoring and review are supplemented by an annual review of examination results. Both poor and outstanding sets of results are selected for review by the director for further investigation. Results are then re-evaluated by the course team and head of school to clarify issues and to take corrective action.

75 The system of quality assurance does not yet extend to a formal review of student services and the library, although some valuable monitoring of these services has been piloted. The guidance centre, for example, has developed a code of practice incorporating quality standards

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which formed the basis of a review by an independent consultant. The evidence gained from such monitoring is not integrated into the institute-wide quality system.

76 Contributions to quality assessment include feedback from students and employers. Students complete standard questionnaires on teaching and learning which are analysed by programme leaders and discussed with student representatives at course committee meetings. Employers comment on the suitability of course content through advisory panels. Their involvement in reviewing the extent to which courses meet their needs is variable across the different schools of the institute.

77 There is good practice at course team level in monitoring the standards of assessment on NVQ and GNVQ programmes. In automobile engineering, construction, and office technology programme leaders have developed detailed procedures for internal verification. Samples of student work are double marked to ensure fairness and consistency of standards. Although there is good practice in these areas, the institute has not yet established a common system of internal verification to ensure a consistent approach to assessment across the entire range of vocational courses. The institute is aware of this issue and has set up a working party, chaired by the assistant director for academic standards, to develop an agreed approach to assessment. Staff training for assessor and internal verifier awards is progressing rapidly. Seventy per cent of full-time staff have commenced training for awards of the Training and Development Lead Body and 25 per cent have gained assessor or verifier qualifications.

78 As part of its preparation for inspection the institute undertook a detailed evaluation of its provision employing the seven headings as set out in the inspection framework, Council Circular 93/28, *Assessing Achievement*. Each of the 11 schools of the institute provided a self-assessment report outlining the perceived strengths and weaknesses of their specialist provision before the specialist inspection commenced. The reports were written by quality assessment teams made up of teaching staff and led by the head of school. Each team included a quality assessor, from outside the school, whose role was to ensure that a critical review had been undertaken against each of the criteria. A self-assessment report for the institute as a whole was written by members of the senior management team prior to the general inspection week. This was presented to the inspection team by the college nominee. The institute is planning to incorporate the findings from inspection into a further set of self-assessment reports.

79 The majority of the school self-assessment reports provided a self-critical foundation for the specialist inspections. The report from the school of automobile and general engineering, for example, recognised that information technology skills could be better developed on some courses and that there is a need to continue the development of resource-based learning to support the delivery of NVQs. The institute-wide report

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was also evaluative in its approach and many of the issues identified concur with the findings of the inspection, for example, the need to review the committee structures.

80 There is a well-documented appraisal system for full-time teaching staff which is linked to staff development. Appraisal includes classroom observation and evidence drawn from student questionnaires about the quality of teaching. The appraisal scheme for institute managers, such as heads of school, incorporates staff evaluation of managerial performance. The appraisal of support staff commenced in January 1995.

81 The professional development of staff is co-ordinated through the institute's staff-development committee which includes representatives from teaching and support staff. The institute's commitment to staff development is reflected in the expenditure of 1.5 per cent of the gross annual staff budget on this item of which 17.5 per cent is devoted to support staff. Many staff are enthusiastic about the activities provided through the staff-development programme. The institute has recognised the value of working towards the Investors in People standard but has not yet taken the first formal step which is to make a public commitment. Mechanisms for reviewing the success of staff-development activities against the priorities expressed in the strategic plan are at an early stage of development. There are examples of good practice in the updating of teachers' occupational skills but these are often the outcome of individual initiative rather than a consequence of the systematic analysis of needs.

82 The institute has made a positive response to meet the requirements of the Charter for Further Education. A student charter has been developed by a group of staff and students and the commitments which it embodies are publicised through the institute's prospectus and an attractive student manual. Local employers have also responded to a survey of how effectively the institute meets the standards outlined in its charter. Many members of staff have limited awareness of the significance of the charter for students.

## **RESOURCES**

### **Staffing**

83 Teaching staff are effectively deployed across the institute. Personnel policies and procedures are well documented. A comprehensive staff handbook is in the final stages of development and all institute staff have detailed job descriptions. There is an imbalance of male to female staff in some areas, and there is only one woman in the senior management team. Approximately 20 per cent of teaching is carried out by part-time staff. This includes some full-time staff on additional contracts where part-time staff with appropriate experience cannot be recruited.

84 Lecturing staff are committed in their approach and most have many years teaching experience. They are well qualified for their present work



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and for future developments. The majority of staff have a first degree or higher professional qualification and a number have higher degrees. There is a need for some industrial updating where staff lack recent commercial experience.

85 Technician, administrative and clerical staff are well qualified. They form an integral part of the operation of the institute and enjoy co-operative working relations with teaching staff. In practical workshops, specialist technicians combine with lecturers to support students. There is a move towards developing new roles for support staff in the supervision of resource-based learning areas. Following a restructuring of support services, technicians are centrally deployed, producing a more effective service.

### **Equipment/learning resources**

86 In most areas, there is sufficient equipment and resource material to support teaching. There are well-equipped media resource centres on both sites containing television studios and editing rooms with good audio-visual facilities. Hairdressing and beauty therapy and construction areas are particularly well-resourced with industry-standard materials and equipment. Hotel and catering has a wide range of resources on both sites but equipment in one kitchen at Clacton is becoming outdated. Some science equipment is in need of replacement. There are limited institute-wide facilities for students to work independently using resources organised for this purpose.

87 The library is architecturally and educationally at the centre of the Colchester site. There has been substantial investment in library resources and all subject areas are well served. The library stocks 17 items per student, which increases to 23 if the specialist music items are included. This compares very favourably with the median for college libraries of 10 items per student. There are 200 study spaces which is more than double the median for colleges in the sector, two small group rooms and a music listening room. There is also a good purpose-built library at Clacton and a small specialist library at Witham. The libraries share a computer cataloguing system and items can be borrowed from any site. There is an extensive range of periodicals, tapes and videos and, at the time of inspection, there were 17 compact disk read-only memory (CD-ROM) databases. Libraries on both sites are efficiently organised and curriculum area librarians liaise effectively with course teams.

88 There is a well-developed information technology policy. The computing facilities are good with a student to computer ratio of about 10.6:1. The new open-plan computer suite for business administration provides an excellent resource with over 80 machines. Information technology facilities are located throughout the institute but computers are not always effectively distributed. The majority of computers are of current commercial standard using good-quality software. In some curriculum areas the use of computers has not been fully developed.

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## **Accommodation**

89 The Colchester site is near the centre of town and the other site is on the sea front in Clacton. The institute also leases a small block at Witham. The Clacton site is less intensively used than Colchester. There is residential accommodation for 200 students at Clacton and for a smaller number at Colchester.

90 On the Colchester site there are 10 blocks of various ages, the oldest dating from 1950. The buildings include a modern central library and teaching block built in 1990. There are 20 huts on site of varying standards. The larger huts provide some useful teaching accommodation but the smaller ones are less than satisfactory. The institute is developing a strategy to improve its accommodation and it recognises the urgent need to replace this unsuitable accommodation. There have been a number of imaginative projects to enhance the use of available space; for example, almost the whole of the top floor of one block has been cleared of internal walls to create a multi-media art studio. The entrance to the technology block has been remodelled and a mathematics learning centre has also been created. There are limited social and sports facilities at Colchester.

91 The Clacton site consists of converted hotels which have been considerably extended to provide teaching and lecture rooms. There are specialist restaurant and kitchen facilities for hotel and catering students, a library and residential accommodation. The site is divided by public roads. The combined residential and teaching use of some buildings makes security difficult. Some areas of the site have not been well maintained, although work is being carried out to improve the facilities and make them more welcoming.

92 Accommodation at Colchester is well maintained and generally well decorated but there is a lack of effective display or exhibition space in some areas. Room usage across all sites is carefully monitored and steps are taken to ensure efficient use of specialist and non-specialist areas. Most of the institute's buildings have adequate access for wheelchair users.

## **CONCLUSIONS AND ISSUES**

93 Colchester Institute provides a broad range of further and higher education courses in support of its mission. Its strengths are:

- the good opportunities for students to progress within the institute from further education to higher education
- the good links with local schools and universities, the Essex TEC and adult community colleges
- the wide range of exhibitions, concerts and other events for the local community
- committed governors who work effectively with senior management to achieve strategic goals

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- an effective senior management team providing strong academic leadership
  - effective planning and deployment of resources supported by comprehensive computer-based management information
  - good, impartial guidance for students and an efficient admission system
  - high standards of teaching and learning in most areas
  - high levels of achievement in some vocational areas
  - a comprehensive and critical approach to self evaluation
  - an effective system for the monitoring and evaluation of courses
  - the use of classroom observation and student comment in the appraisal of teaching staff
  - the high standard of library provision
  - generally good specialist equipment, including information technology facilities, and excellent resources for music.

94 If the institute is to raise its standards further it should address the following issues:

- the lack of a unified curriculum framework for the development of core skills
- the lack of systematic monitoring and evaluation for the equal opportunities policy
- the limited provision of foundation level programmes
- the absence of an effective framework for learning support
- the underdeveloped management structures in some schools and the ineffective co-ordination of cross-school curriculum provision
- the variability of examination results and retention rates across the institute
- the extension of the quality assurance system to cover all areas of the institute
- the inadequate workshop facilities to support students' independent learning
- some poor-quality temporary accommodation at Colchester.

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## FIGURES

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- 1 Percentage enrolments by age (as at November 1994)

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  - 2 Percentage enrolments by level of study (as at November 1994)

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  - 3 Enrolments by mode of attendance and curriculum area (as at November 1994)

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  - 4 Staff profile – staff expressed as full-time equivalents (as at November 1994)

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  - 5 Income (for 16 months to July 1994)

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  - 6 Expenditure (for 16 months to July 1994)

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

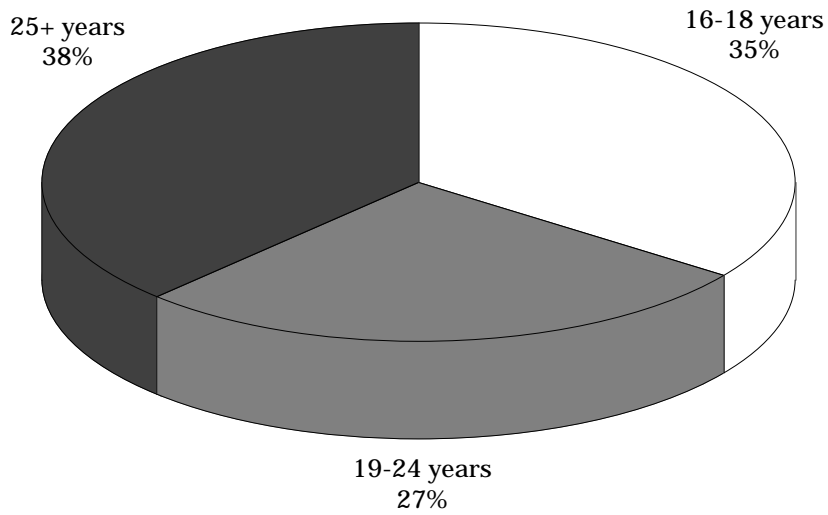
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**Figure 1**

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**Colchester Institute: percentage enrolments by age (as at November 1994)**

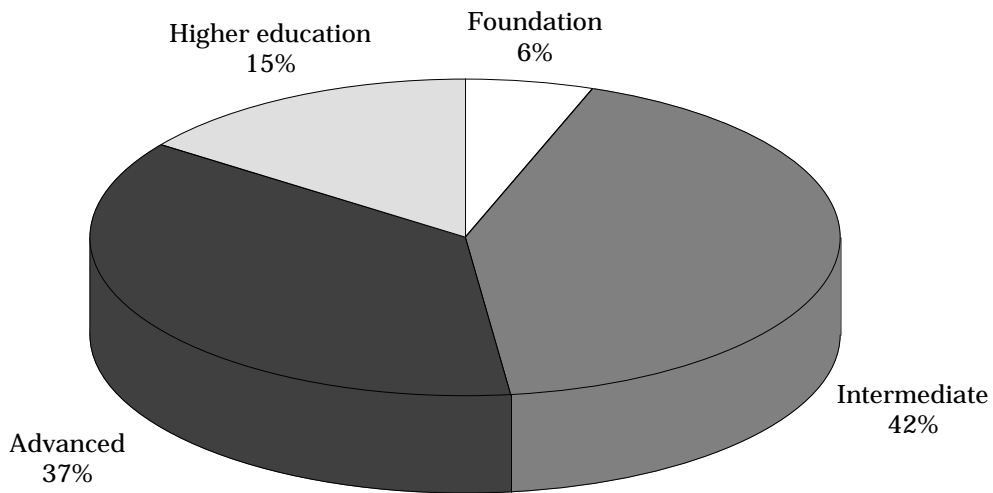


Enrolments: 8,663

**Figure 2**

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**Colchester Institute: percentage enrolments by level of study (as at November 1994)**

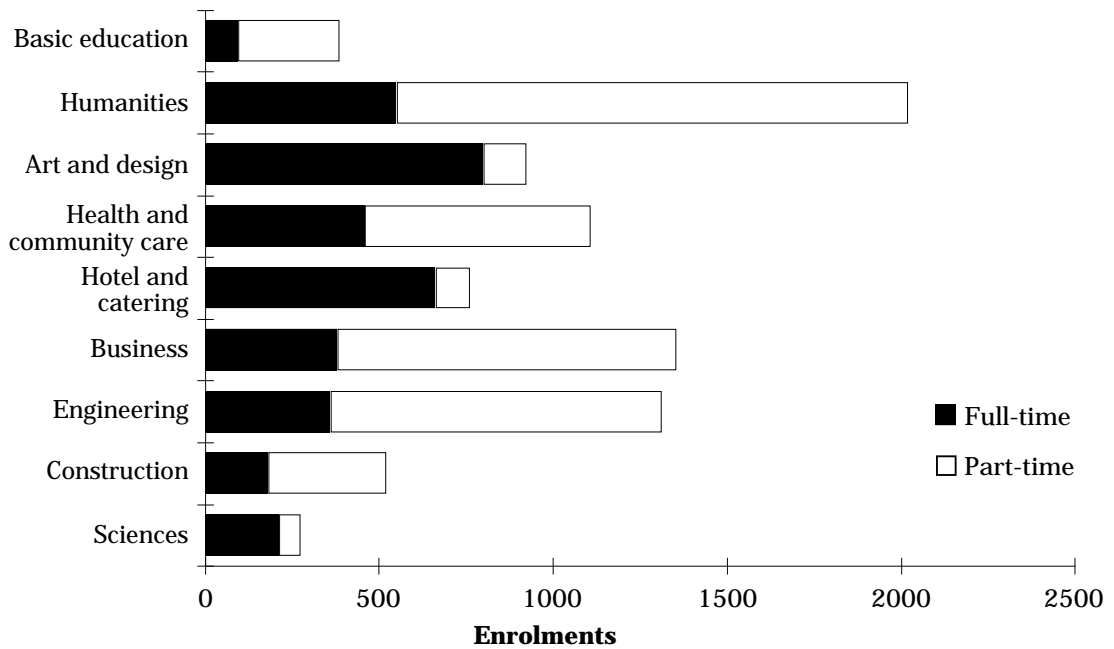


Enrolments: 8,663

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**Figure 3**

**Colchester Institute: enrolments by mode of attendance and curriculum area (as at November 1994)**

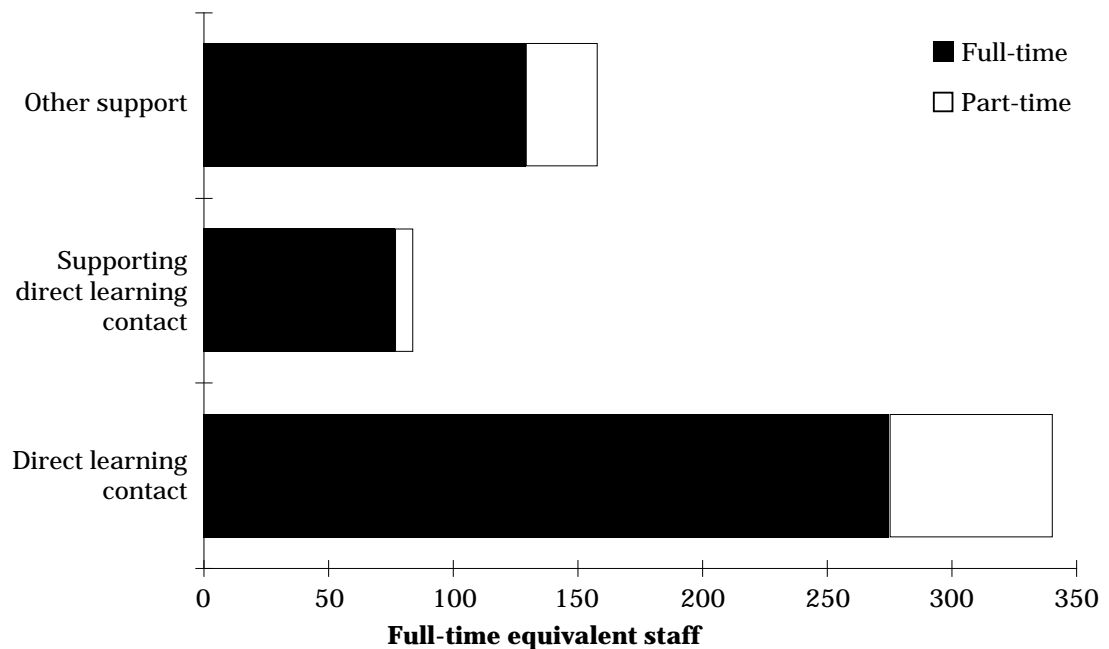


Enrolments: 8,663

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**Figure 4**

**Colchester Institute: staff profile – staff expressed as full-time equivalents (as at November 1994)**



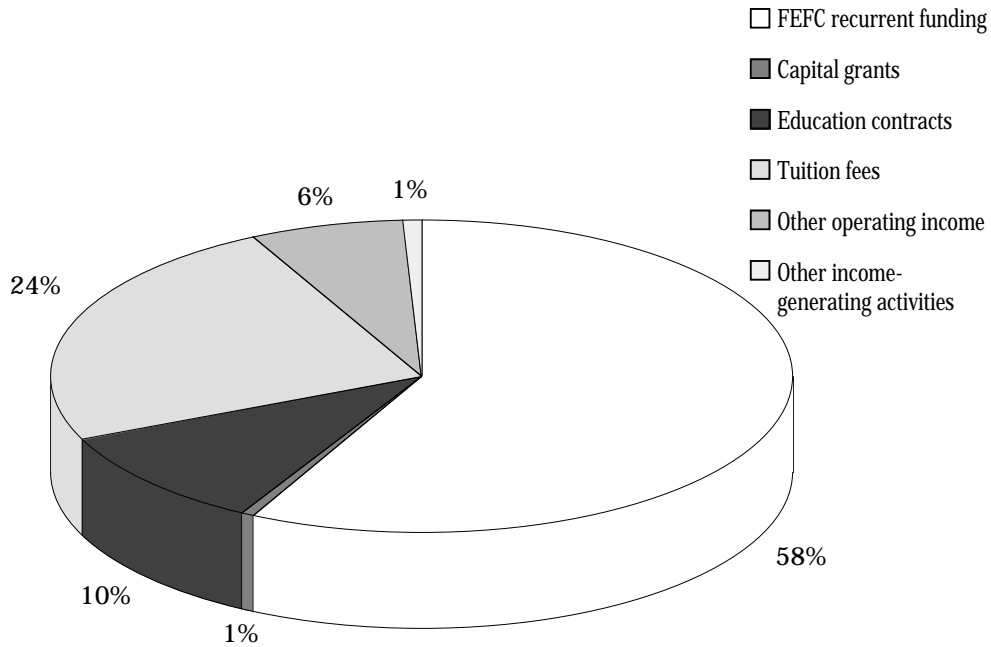
Full-time equivalent staff: 584

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**Figure 5**

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**Colchester Institute: income (for 16 months to July 1994)**



Income: £21,289,000

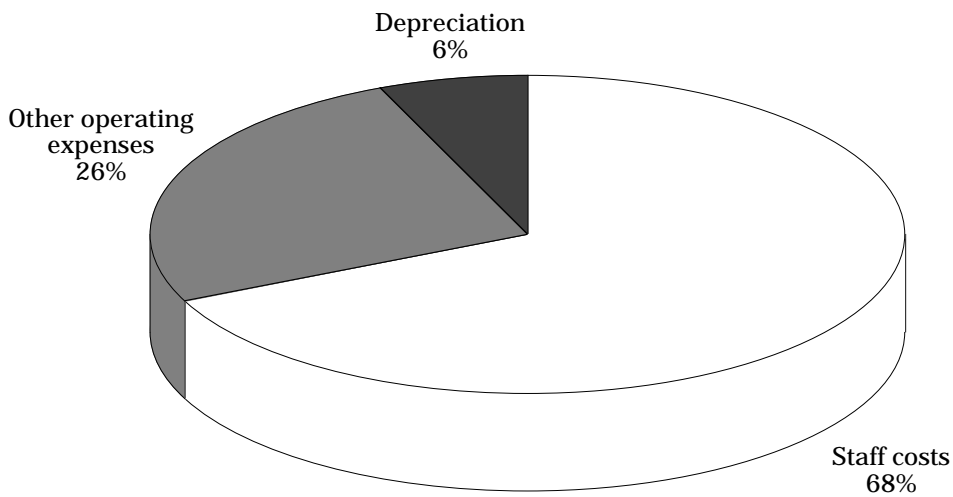
*Note: this chart excludes £15,000 other grant income.*

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**Figure 6**

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**Colchester Institute: expenditure (for 16 months to July 1994)**



Expenditure: £21,815,000

*Note: the historical cost surplus for the period was £789,000.*

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