Uxbridge College

April 1995

THE
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COUNCIL

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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 37/95

UXBRIDGE COLLEGE
GREATER LONDON REGION
Inspected October – November 1994

Summary

Uxbridge College is effectively governed and managed. It offers an extensive range of academic and vocational courses for school leavers and adults. The college also provides good opportunities for students with learning difficulties and/or disabilities. Seventy per cent of all students attending the college are studying on work-related courses. Links with industry and commerce are particularly effective and the college is responsive to the needs of local schools, students and community groups. Standards of teaching are generally good; in health and social care they are outstanding. Poor retention rates are a significant problem for many courses. Students' achievements in vocational examinations are satisfactory and there are notable successes in art and design, health and social care, catering and leisure and tourism. However, GCE A level and GCSE examination results are below average for the sector. Recruitment, guidance and support services are satisfactory. Quality assurance procedures used in the review and evaluation of courses are effective but need to be extended to cover cross-college services. The college has a good programme of staff appraisal that is related to staff development and reflects curriculum developments.

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

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

Curriculum area	Grade	Curriculum area	Grade
Computing and mathemetics	2	Health and social care	1
Other sciences	3	Hairdressing and beauty	2
Engineering	3	Art and design	2
Business studies	3	English and humanities	2
		Languages	3
Hotel and catering	2	Basic education	2

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INTRODUCTION

1 Uxbridge College was inspected during the autumn term of the teaching year 1994-95. The college's advice and guidance, enrolment and induction procedures were inspected at the beginning of the autumn term in August and September 1994. During the weeks beginning 31 October and 28 November 1994, seven full-time and four part-time inspectors spent a total of 33 days on specialist subject inspections; five full-time inspectors and one part-time inspector spent a further 30 days inspecting aspects of cross-college provision. Inspectors visited 186 classes and inspected an extensive range of students' work. Meetings were held with students, governors, local employers, representatives of the West London Training and Enterprise Council (TEC), representatives from local schools, senior managers, managers of cross-college services, programme leaders, and teaching and support staff. The inspection team also examined documentation relating to the college and its courses.

THE COLLEGE AND ITS AIMS

2 The college was established as Uxbridge Technical College in 1965. The largest campus and main administrative centre is at Park Road Uxbridge. The Hayes centre, formerly the Townfield Secondary school, became part of the college in 1987. The college was renamed Uxbridge College in 1988. In 1988, 1989 and 1991 the college suffered major fires at the Uxbridge site. These temporarily reduced the number of students attending but the college quickly recovered and has grown consistently since 1992. The college has met its target growth of 8.3 per cent in line with its strategic plan and is planning an overall growth of 9.5 per cent in 1995-96.

3 Minority ethnic groups form approximately 12 per cent of the population of the borough of Hillingdon, compared with 20.2 per cent for London as a whole. Fifty per cent of the college's full-time student enrolments are from minority ethnic backgrounds, including those seeking refugee status from a number of countries.

4 At the time of the inspection, there were 5,181 students on roll, of whom 1,946 were full time. Fifty-seven per cent of the students were aged 19 or over. Percentage enrolments by age and level of study are shown in figures 1 and 2. Enrolments by mode of attendance and curriculum area are shown in figure 3. The college has 310 full-time equivalent staff. A profile of the staff expressed as full-time equivalents is shown in figure 4. The college's provision is managed through 10 programme areas organised in three faculties.

5 Uxbridge College attracts its students from a catchment area covering the London Boroughs of Hillingdon, Ealing, Hounslow, Harrow and the county areas of South Hertfordshire, South Buckinghamshire and East Berkshire. Within this area, competition for students is intense. There are 12 colleges within the further education sector, all within easy travelling

distance and there is sixth form provision in 14 of the local comprehensive schools.

6   The college is situated close to Heathrow Airport, which until recently, has been a major source of employment for local residents. During the recession, local manufacturing industry has declined and the Heathrow complex has not been able to provide sufficient employment to fill the gap. However, the unemployment rate of 6.9 per cent, is lower than that for the whole of West London (8.7 per cent) and for Greater London (10.8 per cent).

7   The college has developed a mission that identifies four key objectives. These are:

•   to meet the needs of customers by providing a wide range of educational and training opportunities

•   to employ and retain high-calibre, well-motivated and satisfied staff

•   to manage the college in a effective and efficient way

•   to strive for continuous quality improvement.

RESPONSIVENESS AND RANGE OF PROVISION

8   The college provides a comprehensive range of vocational courses across the Further Education Funding Council's (FEFC's) programme areas. In many cases, courses extend from foundation to advanced level providing good opportunities for students to progress in their studies. Vocational further education courses include art and design, business studies, catering, computing, engineering, hairdressing and beauty, health and social care, and leisure and tourism. Two full-time, one-year higher education foundation courses, which lead students on to degree courses, are offered in physics and information technology. These stem from the college's association with the University of Westminster and Brunel University. The college plans a steady expansion of higher education provision. Access courses which prepare students for entry to higher education are offered in art and design, business, teacher training, nursing and health studies, social science and humanities. Recruitment is strong: 197 students have enrolled on access courses for 1994-95. The courses are modular and run between two and four days a week over one year, with the social science and humanities courses being offered in the evenings as well as the day. Five of the six access courses are validated by the Thames Regional Access Consortium and one, art and design, is currently in its pilot year.

9   Good progress is being made in developing General National Vocational Qualifications (GNVQs), which are being phased in over a period of time. In 1993-94, the college offered intermediate GNVQs in four areas: business, art and design, leisure and tourism, and health and social care. The new courses replaced the Business and Technology Education Council (BTEC) first award programmes in these areas. The range has been increased from September 1994 to include courses at foundation level in

business, health and social care, leisure and tourism and information technology, as well as an intermediate GNVQ in science. Advanced GNVQs are available in health and social care, art and design, leisure and tourism, and science. A decision was made to offer advanced GNVQ business only at the Hayes site in 1993-94. However, as a result of increasing popularity this course will also be offered at the Uxbridge site in 1995.

10   National Vocational Qualifications (NVQs) are offered in business, information technology, hairdressing, beauty, care and engineering.

11   The college has full-time and part-time General Certificate of Education advanced level (GCE A level) courses in 28 subjects. Most GCE A level and General Certificate of Secondary Education (GCSE) subjects are available for part-time evening study and the college offers a special programme of intensive day-time courses for adults in GCSE mathematics and English, GCE A level sociology, psychology, English literature, French and biology and GCE advanced supplementary (AS), psychology, although not all these subjects recruited well this year. Opportunities are advertised on a programme fact sheet. A separate brochure covering all adult courses is currently being prepared. GCSE is offered in 26 subjects and students are able to work for these subjects whilst at the same time studying on related vocational courses.

12   Most vocational courses are offered on both a full-time and a part-time basis. In computing, business, and leisure and tourism, opportunities exist for students to take higher national certificates. The college has good links with the adult education service of the London Borough of Hillingdon, which offers a good range of recreational and leisure courses.

13   A pre-access 'progression course' in English for speakers of other languages provides a bridging course for basic study skills and communication skills, as well as an introduction to four access modules. A well-established course, entitled New Opportunities for Women, which runs over 12 weeks is offered twice a year. The college is seeking accreditation for both these courses from the Open College Network by July 1995. The college also offers link courses in five vocational areas at foundation level for pupils from special schools who have learning difficulties and/or disabilities. Forty-six pupils participate from four special schools and there are opportunities for NVQ accreditation in hairdressing and catering. Funding is being provided by the London Borough of Hillingdon until April 1995 and negotiations are taking place to continue this work.

14   The Work Support Unit offers three programmes for unemployed adults; a restart training course, a job club and a job plan workshop, all of which cover job search, writing a curriculum vitae, completing application forms, confidence building and developing interpersonal skills. Job clubs are open to unemployed adults; they offer, free of charge, the use of a variety of office services and facilities as well as the use of a computer. During the past year, approximately 1,500 clients from the borough of

Hillingdon have received support from the unit. In addition, the unit is the managing agency for two youth training programmes funded by West London TEC and the North West London TEC. Training is sub-contracted to a number of colleges in the area and this enables the unit to cover a good range of work areas, including retailing, office work, horticulture, floristry, engineering, motor vehicle repair, electrical installation, electronic servicing, hairdressing and bricklaying. Trainees are recruited through the careers service and their progress is monitored by the support unit. Programmes organised through the unit currently involve about 135 young people of whom just under 50 per cent attend courses at the college. The college has productive relationships with three TECs. The principal is a member of the West London TEC board and the college received the major part of the TEC's flexible development funding this year (£130,000 out of the total budget of £300,000). The West London Colleges European Network, made up of four colleges, is led by staff from Uxbridge College. The college's Work Support Unit also has training contracts with the North London TEC and West London TEC and acts as a consultant to the Surrey TEC for engineering and the accreditation of prior learning.

15 The college has invested considerable time and effort in working collaboratively with local schools, including developing curricular links, as part of the technical and vocational education initiative partnership. There are 14 comprehensive schools in the borough, all of which have sixth forms. The college currently provides school pupils with seven BTEC modules which are broken down into several units. These involve 125 pupils from six schools within the borough and one out-of-borough school, who attend the college for one day a week. The number of pupils attending has declined from 183 last year. These links have enabled the college to write to pupils directly, giving them information about programmes of study, and where appropriate, to recruit them onto courses. The college has responded positively to requests for help with curriculum development from schools who wish to develop their own provision in business, leisure, health and social care.

16 The central marketing unit has responsibility for promoting the college generally, and assisting programme areas to market their courses through the development of publicity materials, editorials for local newspapers, course fact sheets and posters. Good progress has been made in developing a corporate identity for the college. Every course has a factsheet designed within a standard format, and the contents are checked against the college charter. The content and impact of marketing material is monitored and reviewed by the marketing unit, in consultation with other members of the college's staff. The marketing unit has two full-time officers, one for press and publicity and the other for market research. They both work directly to the vice-principal (corporate strategy). Market research carried out jointly with the local TEC is resulting in faculties reviewing their range of courses in relation to local labour market trends and gaps in existing provision. Although the college has an effective

marketing strategy and a clearly-defined marketing plan, there is a need to focus on recruitment within specific curriculum areas such as display design, and motor vehicle and electrical engineering.

17   The college operates in close proximity to other education providers and is sensitive to the overall range of provision for students within the region. Priorities for marketing are set through an annual plan which provides a framework for the college's curriculum strategy group. This group has representatives from each faculty and from other service providers within the college. It meets at least six times each year and receives proposals for new courses from programme managers. It also identifies priorities for curriculum development across the college and makes recommendations to senior managers regarding funding for specific projects. A marketing group has been set up recently to address marketing issues relevant to access, adult and higher education.

18   Links with industry are good. Training to meet the specific requirements of companies is provided in business and management, languages, information technology and engineering. Funding from the local TECs has facilitated a number of initiatives with local employers. For example, current projects in engineering focus on NVQ training for employees in the aircraft, automotive and dairy industries, with college staff assisting in the development of appropriate training programmes and providing support for work-based assessors. The college has also received partial support from the European Social Fund to train experienced unemployed industrialists as NVQ assessors. Commercial training services are delivered by specialists in each of the subject areas and targets for income generation are set centrally. The range of services also includes analysis of training needs, and assessment of employees working towards NVQs. One example of the college's ability to respond was the successful provision of a programme on engineering applications for undergraduates working within an electrical company, after the training section within the company closed down and they could not find appropriate training elsewhere.   Partnerships with industry include projects with a national pharmaceutical company which involves students and primary school pupils. This work has run for three consecutive years and has involved 1,000 pupils from 21 schools and earned £16,000 in sponsorship. Other links with industry have been fostered by a variety of strategies. For example, the circulation of an employers' edition of the Uxbridge College News sheet which publicises examples of the range of activities on which the college and the business community are working together.

19   Approximately 400 students on 17 courses are offered work experience. This extensive work placement programme provides another means of liaison with employers. Successful links have been established between the college's care section and local nursery, infant and primary schools which provide 40 work placements for students working towards the National Nursery Examinations Board (NNEB) qualification. Staff at the college played a major role in setting up the Hillingdon care consortium which involves a community partnership with the local authority's social

services and the voluntary sector for the delivery of NVQs levels 2 and 3 in early years education. This year City and Guilds of London Institute (C&G) accredited the college as a centre for the teaching of courses leading to awards in topics relating to early childhood.

20   There is an equal opportunities policy. However, the equal opportunities working party has not met for over a year. The college should ensure that the policy is regularly monitored and that it is implemented successfully. The college offers a large programme of courses in English for speakers of other languages. Effective links have been established with the local Somali community who refer people to the college's English for speakers of other languages assessment and advice centre.

GOVERNANCE AND MANAGEMENT

21   The governing body has a membership of a high calibre which provides substantial expertise in aspects of business which are relevant to the college. An audit of governors' skills has been carried out and a strategy employed which ensures that when a vacancy occurs it is filled by someone from the local business community who has the appropriate skills. This has resulted in an effective governing body. The governing body has an appropriate range of subcommittees which make an important contribution to the work of the board. The board has a ready appreciation of its strategic role and focuses on planning and monitoring, leaving the day-to-day management of the college to senior managers. There is a good working relationship between the governors, the principal and his team. Meetings often taking place early in the morning to reduce the demands on governors' time during usual business hours.

22   There are 15 members of the governing body, of whom three are women. There are no members from minority ethnic backgrounds. Membership includes the principal, two members elected from the staff, a representative from the West London TEC and 11 members from major companies based in the locality. A student affairs committee chaired by a governor has been established to act as a channel of communication between the students and the governing body. The committee has six elected student members and its meetings are minuted.

23   Governors display a strong sense of common purpose and make clear decisions which are comprehensively minuted. When interviewed during the inspection, they commented favourably on the quality of papers produced by college managers, including reports on staffing and resource issues and the regular report by the principal on the college's activities. Much of the detailed discussion has concentrated on business matters and there has been less debate about curriculum matters. Governors have attended a wide range of training events including those which prepared them for incorporation.

24   The academic board has a membership of 20, including eight elected staff members. The board is chaired by the principal and meets termly.

It receives papers from working groups in the college, including the curriculum strategy group and the boards of study. Detailed discussions take place, decisions are made and action ensues. For example, at the November meeting there was a lengthy debate on the importance of tracking achievements against enrolments and, as a result, a group has been charged with the task of producing recommendations for a way forward.

25   The management structure of the college has developed from a departmental structure to a faculty and course team structure based on three tiers of management. The college management team consists of eight members. The principal has line management responsibility for the seven other members of the team which comprises: two vice-principals with responsibility for corporate strategy and resources, respectively; the three heads of the faculties of business, humanities and technology, each with responsibilities for the cross-college functions of research and development, student support services and total quality improvement, respectively; the college accountant; and the personnel manager. The three heads of faculties between them are line managers for 10 programme managers and these in turn manage 52 course or subject team leaders and the staff allocated to the teams. The structure gives responsibility for operational management and curriculum development, including the deployment of staffing resources, to the course and subject teams. Managers at all levels are positive about the benefits of the structure. However, there was some confusion about who had responsibility for some of the key tasks at programme and course level, for example the timetabling of classes, and the heavy and increasing demands of administration on course and subject leaders has a detrimental effect on their ability to perform their role as academic leaders.

26   The principal has a clear vision of how to achieve the aims of the college. The mission statement and corporate objectives have been published and distributed widely in card form. The strategic plan was drawn up by the vice-principal for resources with contributions from the senior management team and circulated to all other college managers for comment. The plan includes some performance indicators for evaluating the success of curriculum delivery, which have been translated into measurable targets, and include objectives which the principal sets the management team.

27   Staff are familiar with and understand the college's objectives. A number of working groups deal with aspects of the corporate plan and through these many of the teachers and some support staff have the opportunity to be involved in college developments.

28   Summaries of the college's estimated income and expenditure for the 16 month period to July 1994 are shown in figures 5 and 6. The college receives approximately 68 per cent of its income from the FEFC. The total allocation from the FEFC in 1994-95 amounts to £6,530,115 which funds 347,525 units of activity. The average level of funding is £19.22 per unit. The median for general further education and tertiary colleges is £18.17 and the median for the whole sector is £19.02.

29   Revenue budgets are devolved to course and subject team leaders. The allocation of resources is based on historical costs, actual enrolments, and the ratio of staff to students within course or subject teams. The acquisition of large items of equipment is determined by a bidding process. Priorities are identified and linked to curricular and student needs. Systems are in place to monitor how these funds are spent. The criteria and methodology for determining budgets for consumables are not clearly understood by some programme managers, or by course and subject team leaders.

30   The college has a well-defined strategy for management information. The aim is to provide an integrated system to meet the information needs of managers at all levels. The integrated version of the further education management information system has been purchased and is in use. It will eventually provide data on students, accounts, central admissions, accommodation, timetabling and examinations. A guide to the college management system has been circulated to all staff. It identifies those people who have a responsibility for particular administrative and financial functions and who have access to the system. The system is not yet satisfying the expectations of staff. At present, much of the information produced relies on college staff checking the accuracy of data and users expressed a general lack of confidence in the value of the information produced. The college has identified the inconsistent quality of information and has agreed a strategy for improvement which includes further investment in hardware, personnel and staff development.

31   The strategic plan identifies growth in enrolments and the improvement of retention and examination results as priority targets for 1994-95. Information on retention rates and student achievement is available within many programme areas and there are examples of its effective use in influencing planning at the course and subject level. However, information on student destinations is poor.

32   The college has policies in place for equal opportunities and health and safety. Responsibilities for their implementation are clearly allocated, although the college has yet to produce an action plan and monitoring arrangements for its equal opportunities policy.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

33   A full-time student services manager, working to one of the heads of faculty, has responsibility for admissions, education guidance, careers advice and personal support.

34   The initial guidance service is organised effectively from the admissions, guidance and careers centres on each site by staff with the expertise to advise potential students. These centres are open throughout the year and the staffing is reinforced from the middle of August to the end of the enrolment period. Initial enquiries and applications are managed by an admissions officer based at each site. The education guidance

adviser interviews people who have difficulty in completing their applications or who do not have the required qualifications for the course, all applicants over 19 and any applicant who requests a guidance interview. Interviews for admission to a course are conducted by subject specialists. The system would benefit if there were guidelines for staff to ensure that the conduct of interviews and the quality of advice offered to students were consistent.

35   The quality of written information given to prospective students is good. Promotional leaflets are well presented and contain clear information on the aims of courses, the qualifications and employment to which they lead, and entry requirements. Open evenings for school leavers are well attended. A recent open day attracted over 600 pupils from 45 different schools.

36   Enrolment is well organised. Staff with appropriate expertise are on hand to give helpful advice. Students receive basic facts sheets, which include information on fees and financial support, and a welcoming leaflet sent by the student services section. A welcoming letter for evening students provides general information about the college and directions on where to go for further information.

37   The college operates a scheme for assessing and accrediting the qualifications and experience that students already possess. An accreditation centre has been established as part of the admissions, guidance and careers unit and a manager appointed to develop assessment for individual students in the college. One member of staff in the guidance unit has the Training and Development Lead Body qualification as an assessor of prior learning and 11 staff are nearing completion of portfolios of evidence required for this qualification. In order to identify students who might be eligible for accreditation tutors were asked to complete a skills audit of all new full-time students. Only 25 per cent of tutors responded, and although 88 students made enquiries only three had qualifications accredited under the scheme. The audit exercise was felt by some staff to have been useful, but others considered that the initiative came at the same time as too many others and that its effectiveness was hindered by a lack of coherence in the instructions to staff.

38   At the beginning of the academic year, teachers were asked to introduce the students' charter, action planning, a students' agreement which full-time students are expected to sign as evidence of their compliance with college expectations and regulations, a learning agreement for identifying additional learning support needs, the audit of students' skills, and several new policies and procedures. The college should consider the priority it attaches to each of these initiatives and arrange for their introduction in such a way that tutors and students understand the relative importance of each and are able to assimilate them effectively.

39   Induction is centrally co-ordinated and focuses on providing general information on the college and its services. Some students felt that the

induction programme had been too long and had delayed them from coming to grips with their chosen specialist studies. A freshers' fair is organised to make students aware of the college's services. Local companies have stands to give careers advice. Induction is supported by a handbook for students which includes information on the college's services and policies, the college charter and the complaints procedure. The handbook would benefit from the inclusion of information on the disciplinary procedures which reinforce the college's policy on punctuality and attendance. The handbook for staff would also benefit from having more information on college policies and procedures, including standard letters for dealing with disciplinary matters.

40   There are effective procedures governing the transfer of students from one course to another. Transfer is possible up to the end of the first half of the autumn term and is arranged by the educational guidance officer after consultation with the teachers and students concerned.

41   All full-time students and some part-time students are assigned a personal tutor and have a regular, timetabled group tutorial session of one hour a week. There is general guidance for teachers on how to organise tutorials. However, practice varies. Some tutorials were well planned and relevant; others lacked focus. The tutorials observed during the inspection were used for a variety of purposes: the presentation of information; action planning in which students, in consultation with their tutor, set their own learning objectives and evaluated their own progress; the disciplining of students who were late, who had not handed in assignments on time, or had failed to attend learning workshops to which they had been referred; the completion of applications for higher education courses through the Universities and Colleges Application Service; and the evaluation of library services. An attempt has been made to provide tutorial support for adult students on part-time courses by allocating an hour every fortnight as open access tutorials. This has helped adult students in planning their timetables and workloads.

42   A working group has been established to review tutorial support, identify good practice and develop a cross-college framework for tutorials. The group aims to produce a guidance pack for teachers to help them in improving communication, in referring students for personal guidance and support, and in providing information on social and health education. The group should consider freeing teachers for other important tasks in tutorial sessions by providing students with individual learning materials which students can study at their own pace.

43   Learning support is delivered through learning centres on each site for English, mathematics and information technology. The need for literacy and numeracy support is identified through tests devised by the Adult Literacy and Basic Skills Unit. In 1994-95 all 911 of the new full-time students were tested. The results revealed that 259 needed support in literacy and 325 in numeracy. By the end of November, however, only 69

students had attended the English learning centre and 135 the mathematics learning centre. The mathematics learning centre does not have enough staff or materials to deal with the range of numeracy problems experienced by students. There are misconceptions among staff and students about the purpose of the learning centres. For example, the students attending the mathematics centre were mainly students of mathematics who were self-referred, and were doing homework with support from a teacher. The English learning centre has a wider range of materials. Records of time spent and work done in a learning centre are completed by the student and signed by the teacher responsible for the centre.

44   The college is moving forward in the development of student support services but it should define more clearly its priorities in this area. Training sessions for staff have not been well attended. The college is trying to address the problem and has appointed a language co-ordinator and increased the allocation of hours given to teachers of English so that they can support specific course teams. The support being considered is in the form of team-teaching, help in devising materials or in marking students' work. Systems should be developed to monitor, record and report progress so that students and teachers can identify the benefits of learning support.

45   Support for students with learning difficulties and/or disabilities in the mainstream provision is provided by the special needs co-ordinator. There are two students with physical disabilities currently supported in this way and approximately 20 students who are identified as needing support for dyslexia, of whom eight are attending a special evening workshop. The need for English support for speakers of other languages is identified through diagnostic assessment tests. Members of the English for speakers of other languages team are attached to each faculty and help tutors to identify students who require help from the learning centres. Not all students who need additional support are receiving it. Further efforts are being made to raise the staff's awareness of the services provided and to help them to identify students' needs.

46   The student services manager and the curriculum support manager organise regular training sessions to support tutors in their role. Central services for personal support and for the organising of students' extra-curricular activities are good. Social education is addressed through theme weeks or activities organised by the students' link worker, a person with youth work background who works mainly with students aged 16-20. Events have included drugs education, a health week, a drama project on HIV, a music group, and meeting of an Islamic society and Christian society. The link worker and her assistant at the Hayes site also work with the students' union helping to extend the recreational facilities and use of the students' common room. The indoor and outdoor sports facilities, including basketball, table tennis and football are organised and supervised by a full-time sports and leisure officer.

47   Personal support services are brought together in student centres on each site. There are three professionally-qualified counsellors (equivalent

to 1.5 full-time posts), a welfare officer and visiting chaplains (Anglican, United Reform/Methodist and Islamic). The college nursery provides places for the children of 16 students. It is subsidised by the college, and students pay £70 each week or £14 each day.

48   The local education authority careers service provides two careers advisers, both working on half-time contracts. A service level agreement for this work is being negotiated with the borough. There is no central co-ordination of higher education advice, although this is provided by tutors, with support from the education guidance adviser.

TEACHING AND THE PROMOTION OF LEARNING

49   Of the 186 sessions observed 59 per cent had strengths which outweighed weaknesses and 11 per cent had weaknesses which outweighed the strengths. The grades awarded during the inspection are shown in the following table.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
Access HE/FE		0	4	5	1	0	10
GCE AS/A level		5	10	7	2	0	24
Basic education		3	8	5	2	0	18
GCSE		2	5	4	0	0	11
GNVQ		7	14	11	4	0	36
NVQ		2	8	6	4	0	20
Other		13	29	17	8	0	67
Total		32	78	55	21	0	186

50   The working relationships between staff and students are good. Most courses are well planned and supported by schemes of work that clearly define the syllabus and how it will be taught. Lesson plans are being developed to a common format throughout the college and were being used in many of the sessions inspected. The quality of much of the teaching is good. In the health and social care section, lesson planning is particularly well developed. Sessions observed in the access to nursing course, the foundation GNVQ in health and social care, and the NNEB course, provided good examples of how, through careful preparation and clear aims and objectives, talented teachers challenged and extended students' knowledge and skills.

51   In modern languages, students benefit from the excellent language skills of teachers and the insistence that they speak in the language they are learning. Many lessons in English and humanities were characterised by clear information, a vigorous, friendly style and the great deal of care which teachers took to involve all students. In a one-year intensive GCE A

level class in psychology three students carried out an experiment in front of the class to illustrate selective attention. Two of the students each read passages simultaneously to the third student, using various approaches to illustrate different aspects of the theories underlying the experiment. This was both amusing and successful. In a sport and recreation lesson the interest of students was fully engaged when they were asked to read out passages from published articles on sport and leisure. Important issues were highlighted by the teacher and students' responses were summarised. The teacher's summary was constructive and the session helped students to develop their oral skills and to structure their notes for future reference.

52   Weaknesses in teaching were evident in some of the business studies, science and motor vehicle engineering sessions where there were instances of poor planning, work taken at too slow a pace and an over-reliance on the dictation of notes.

53   The aims and objectives of assignments and projects are shared with students in the majority of programme areas, and good examples of this were seen in many art and design briefs, in catering, English and communications studies and health care. In some areas, the work was consolidated by additional learning opportunities. For example, students in art and design, computing, electronic engineering, leisure, tourism and science benefit from visits to exhibitions, design studios, leisure centres, manufacturing workplaces, museums and research establishments. In business and in automobile engineering a clear description of the aims and objectives of assignments is not general and not always shared with students.

54   Particularly high standards of teaching and the promotion of learning were observed in a session on the NVQ catering course where two students with learning difficulties who had progressed from the specially-designed preparatory course were learning professional skills in the restaurant and kitchen. Their work was at an appropriate standard for employment. Effective preparations for report writing and for interviews, good use of role play, audio recording and discussion were also features of the work on this course. A weakness in many of the lessons for students with learning difficulties was the over emphasis on written work. On the personal development courses, there was insufficient opportunity for students to work with visual images.

55   There was generally an appropriate balance of theoretical work and practical assignments, and adequate coverage of topics to match the requirements of employers, examination and awarding bodies. Students are able to apply knowledge and understanding and are achieving appropriate levels of practical skill. On the display design course, students working on a commercial project for a window display planned in consultation with a local employer had to calculate space requirements and costings, as well as develop preliminary ideas and designs. Design ideas where then taken through into professionally finished displays and

students' work was used in the windows of a major retailer. High standards of practical work were also achieved in some areas of science, particularly in the well-organised practical sessions in the science learning centre.

56   Teachers demonstrated sound knowledge and understanding of their subjects and the majority managed effectively the challenge of teaching students with different levels of ability. However, in catering, some teachers were not sufficiently aware of the problems faced by students who were failing to keep up with their work, and some students in engineering and business studies had inadequate knowledge of the course structure and content. In these sessions, teachers' checking of students' progress was less than satisfactory.

57   In many sessions a significant number of students were absent, or arrived late, often disturbing the class. In some sessions in art and design, business, and electrical and electronic engineering, teachers accepted the situation and took no remedial action.

58   Effective support materials are used in some business studies and science classes. A common feature across all the sessions observed in humanities was the high quality of handouts and support materials provided for students. It was evident that teachers had spent a great deal of time preparing them. In modern languages, teachers provide students with some exemplary, professionally devised materials to support learning. These materials are of exceptional quality and the college has in hand plans to exploit them commercially. The range, quality and application of visual aids to support teaching and learning are variable. Good examples in the use of overhead transparencies and video recordings were seen in business studies, communication studies and English. In art and design teachers made little use of visual aids and in one science session the poor condition of the room made it difficult for the teacher to use a projector effectively.

59   Assessments are generally well devised and reflect the aims and objectives of courses and the requirements of awarding and examining bodies. Assessment procedures are fair and consistent and good examples of their application were seen in most curriculum areas, with criteria for assessment clearly stipulated and described to students. The schemes for assessing NVQs and GNVQs in catering and hospitality, and leisure and tourism are detailed and well planned. Assessment programmes in health and social care are appropriate, and there are good examples of well-structured assignments and guidance to help students measure their progress.

60   Marking of students' work is not consistent across the college. Assignments and homework set for students in mathematics and computing are marked fairly and include helpful comments for students. In GCSE and GCE A level English, students' work is marked thoroughly, with detailed annotations. However, students' files show that teachers

working together on the same course often have different approaches to the annotation of students' work. Students on the GNVQ course in art and design course expressed concern that some homework set by teachers had not been commented on or marked. In work seen in electrical/electronic engineering, particularly at intermediate level, poor English in students' work was not corrected.

STUDENTS' ACHIEVEMENTS

61   Students are developing appropriate levels of knowledge and understanding of their subjects. In many subject areas, students demonstrate an ability to contribute to discussions and they speak about their work with growing confidence. Work experience, commercial projects and visits to companies and exhibitions are helping many to understand the world of work and many students expressed appreciation of the relationship of their studies to their future careers.

62   Most students are able to apply their theoretical knowledge effectively in a variety of problem-solving activities. There were good examples of this in art and design, electrical/electronic engineering, health and social care, science, catering and humanities.

63   Students develop team working abilities and interpersonal skills though the opportunities to work in small groups. The majority of students were good at organising themselves and using resources effectively. Core skills in communication and information technology are being effectively developed in health and social care, catering and electrical engineering, but less so in other areas of work. The college should ensure that the best practice is promoted throughout the college.

64   Examination results in vocational subjects were generally satisfactory. Eighty-three per cent of students, aged 16-18, in the final year of study on the vocational courses included in the Department for Education's 1994 performance table were successful. This performance places the college in the middle third of institutions within the further education sector on this performance measure. All the students on the BTEC national diploma in display design, access to nursing and C&G community care courses passed their examination. Students on the BTEC national diplomas in business and finance (96 per cent), and graphic design (92 per cent), also achieved high pass rates. The students on the BTEC national diploma in leisure and the intermediate GNVQ in health and social care achieved pass rates of about 90 per cent. In some vocational areas, however, examination results were poor. For example, pass rates on the BTEC first diplomas in motor vehicle engineering (19 per cent), science (29 per cent), engineering (39 per cent) and information technology applications (43 per cent) were low in 1994.

65   The 127 students aged 16-18 taking two or more GCE A level examinations in 1994 scored an average of 7.6 points (where A=10, E=2). Amongst all London colleges, 19.2 was the highest point score and 3.3 the

lowest. College students scored 3.0 per entry. 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. The college figures show that for all entries at GCE A level in 1994 (610) the overall pass rate was 66.4 per cent which is slightly below the provisional average of 68 per cent for all sector colleges other than sixth form colleges and represents a slight drop from the college's results for 1993. The students entered for biology, computer science and pure mathematics achieved 100 per cent pass rates. Pass rates in humanities subjects, human biology, chemistry and economics were below the national averages for the sector.

66   In 1993-94, there were 851 GCSE examination entries from students of all ages, studying full time and part time. Of those who sat the examination, 45.2 per cent gained passes at grades A-C. This compares with a 1993 average for the sector of 50 per cent. Pass rates at grades A-C varied for individual subjects. In business studies, communication studies, English literature, German and Spanish results were good: pass rates, grades A-C, exceeded 80 per cent. Good results were also achieved by students in accounting (72 per cent), French (71 per cent) and Italian (75 per cent). The GCSE results at grades A-C in English language (54.4 per cent) and mathematics (35 per cent) were less satisfactory.

67   Many courses had student retention rates of less than 50 per cent. In 1993-94, the rates for day and evening courses for BTEC national certificates in business and finance, and computer studies were particularly poor. The C&G motor vehicle servicing courses also had poor levels of retention with only 46 per cent of students completing the course. GCSE courses in accounting, French, humanities and Spanish also had poor retention rates with approximately 65 per cent of students completing. There were similar retention rates in GCE A level evening courses in physical education theory, French, psychology and human biology. Notable exceptions were the BTEC full-time courses in art and design, business and finance, leisure, and travel and tourism; advanced GNVQ in travel and tourism; NNEB courses; community care courses, and hairdressing and beauty therapy. The retention rate on these courses lay between 80 and 100 per cent.

68   Students' destinations are not yet monitored effectively or recorded across the programme areas. College statistics provide some information on the numbers going into higher education. However, the college's information is not yet comprehensive enough to provide a clear picture of students' progression routes.

QUALITY ASSURANCE

69   The continuous improvement of quality is one of the college's four corporate objectives. A head of faculty is responsible for ensuring that the policy for quality assurance, as outlined in the college's curriculum plan for 1995-98, is applied. The policy is centred on course provision and the

learners' experience. Following a pilot phase in 1993 and further review and modification, the academic quality assurance process has been reinforced recently by the introduction of a series of course validations and course audits. These are additional to the system of annual course review and evaluation which has been developed over the last four years through a project originally funded through the Work Related Further Education Development Fund.

70   The academic quality assurance process now in place has three tiers, a validation system, which is college wide, course audits at faculty level and a system of review and evaluation at course level. A handbook for staff, entitled 'Assuring Achievement', has been produced.

71   The system of validation at college level covers both new courses and the revalidation of current courses once every four years. In its first year of operation, 18 courses were dealt with. Two were new courses. The others were replacements; for example, the conversion of national diplomas into advanced GNVQ courses. The process is carried out by members of the validation and review committee, which includes elected members representing the faculties. Monitoring of any actions which arise is carried out by heads of faculty and programme managers, and a termly report is supplied to the committee.

72   The second tier of quality assurance, course audits carried out at faculty level, has been introduced recently. The college has set a target of 50 per cent of the courses to be audited over a period of two years, whilst the rest will carry out a self audit. The head of faculty and the programme manager are required to identify, on a college audit form, key action points which will be monitored within the faculty.

73   The annual course review and evaluation process, which is carried out at course team level, is supported by a booklet for course team leaders. Standard survey forms, completed by students are used at different stages of the course. These forms are also used by parents of students under 18 and employers. There are common agenda documents which require course teams to carry out detailed evaluation, for instance, of the responses to surveys by various 'stakeholders' such as students, parents and employers. Other common points to be addressed include the use of performance indicators in course planning. Outcomes on the various common agenda issues are reported to faculty boards of studies and, in a summarised form, to the academic board.

74   The college is responsive to issues identified through these surveys. An example of this is the extension to the library building and provision of a quiet study room at the Uxbridge and Hayes sites. Student surveys in 1993 had identified overcrowding and noise in the library as problems.

75   Performance indicators used by course teams include operational targets on enrolments, completion rates and retention, and targets for the percentage of responses to be obtained from surveys of students. Some of the statistical data available to course teams has been difficult to interpret by teams who are not accustomed to analysing examination success rates

in relation to the numbers of students originally enrolled, as well as those retained on the course.

76   The course review and evaluation system also includes an analysis of reports by external moderators and verifiers. Action is monitored by the programme manager, who is responsible for a number of courses, and the head of faculty.

77   The college policy for internal verification requires that there should be two accredited verifiers for each course or programme to ensure that staff are not verifying their own assessments. An internal verification committee has been set up to support the implementation of the policy. The initial focus of the committee's work has been NVQ and GNVQ programmes. Two teachers have achieved the internal verification unit of the Training and Development Lead Body, whilst 27 more are waiting to have their work assessed in their progress towards the award. A further 35 staff have completed the unit for assessors and 43 are working towards this.

78   At present, the quality assurance policy does not cover the college's administrative and support functions. There are no service standards or quality targets for these services. Meanwhile, the central admissions service has procedures which are reviewed annually and amended as necessary. The guidance service has a detailed policy, and an annual report is drawn up with recommendations for action. Other cross-college services, such as the counselling service, the chaplaincy and the students' link worker, also provide annual reports.

79   The administration of staff training and development is the responsibility of the personnel manager. There is a good detailed policy, and guidelines explaining the use of the budget for 1994-95. An analysis has been carried out to identify where staff development is needed. There is a training and staff-development committee which includes representatives of the academic and support staff across the college. This is a free-standing committee that reports to the academic board.

80   The college commits 3 per cent of its budget to training and development. This includes the cost of the full-time and part-time staff working within a central training and development unit. There is £65,000 allocated for staff-training and development activities of which £22,500 is devolved to programme and section teams. These teams are currently devising training and development plans which are linked to the college's strategic objectives and which specify outcomes and performance indicators. In addition, there is a staff tutor, who is not part of the training and development unit, but is within the faculty of humanities and whose work includes the organisation of the induction programme and teaching on the C&G teaching certificate course which all new staff without teaching qualifications are required to follow.

81   The induction programme for all new staff includes two half-day sessions. There is a general induction handbook and an additional

handbook for teaching staff. A staff-development week at the end of the summer term 1994 was well attended by 130 full-time and part-time teachers and some support staff who participated in 11 activities, including sessions on information technology, GNVQs and language support. For 1994-95, there is an in-house training and development programme: two-hour sessions are provided on Wednesday afternoons at both the Uxbridge and Hayes sites. The programme for autumn 1994 includes sessions on learning support, quality assurance and European issues. There are, in addition, activities devised to meet the needs of programme and section teams. Staff can be funded to attend externally-organised conferences and courses. In 1994-95, 30 individuals will attend courses to obtain additional qualifications. Staff may also join in any course run by Uxbridge College free of charge. All staff-development activities are evaluated. A number of staff are working towards NVQs within the training and development programme. For instance, six support staff are preparing for assessment at NVQ level 3 in customer services and seven at NVQ levels 2 or 3 in business administration. Six staff are also enrolled for NVQs in management.

82   The professional review and development scheme which has operated in the college for a number of years has been replaced by an annual appraisal scheme for all staff. At the time of the inspection 58 per cent of teachers and 26 per cent of support staff had been appraised. Most staff have received the initial training for appraisal. The appraisal process identifies training and development needs but the setting of objectives and the identification of development needs should be linked more clearly to the college's strategic objectives. Members of the senior management team have objectives which are aligned with the corporate plan. The college is registered for the Investors in People award through the TEC. An action plan setting out the programme of developments leading to this award has been devised and the final assessment is expected to take place in 1995.

83   After a process of consultation with staff, students and employers, the college charter has been prepared in line with the national charter for further education. It provides basic information on the entitlements of students, employers and members of the community. There is, at present, no monitoring process in place, although existing procedures, such as the surveys of students' and employers' perceptions, will cover some aspects of the charter. The college intends to monitor the charter through the student affairs committee of the governing body and the planned quality improvement group. The charter has been distributed to all students and is available at the reception area and in the college library.

84   The college has prepared a self-assessment report on its operation under each of the FEFC's inspection framework headings. The report contains a range of aims and objectives for improvement and action points are set out which include the setting up of a quality improvement group and the standardisation of course review procedures. The document is

well prepared and identifies many of the college's strengths but fails to identify and suggest remedies for the weaknesses in tutorial and learning support, poor student retention rates and unsatisfactory examination results.

RESOURCES

Staffing

85   Staff at Uxbridge College are committed to their work and are appropriately qualified for the work they undertake. Approximately 65 per cent of the full-time teaching staff have a first degree or an equivalent professional qualification and about 17 per cent have higher degrees. Seventy-five per cent of full-time teachers have teaching qualifications. Teaching is delivered by 157 full-time staff and 168 part-time staff, deployed effectively across the programme areas. The use of part-time staff allows programme areas such as art and design to benefit from their current or recent commercial experience. Half the teaching staff and three out of the senior management team of eight are female. Approximately 8 per cent of the college's staff are from minority ethnic backgrounds.

86   Most staff have undertaken recent staff development specific to their subject or responsibilities. However, further training in the use of information technology and management information systems is required. Additional development work is also needed for those teaching students with learning difficulties and/or disabilities to help them develop a wider range of teaching strategies and to increase their understanding of the learning difficulties which their students have. Most teachers working on vocational courses have relevant commercial or industrial experience and good efforts are made to update this experience. For example, teachers in the leisure and tourism section have recently completed work placements with the Rank Organisation and the Blackpool Leisure Company.

87   There are 16 full-time and three part-time technicians who are faculty based. In some programme areas, such as hairdressing, the level of technician support is inadequate. Course and subject leaders have insufficient administrative support.

88   The libraries on the two sites are staffed adequately by five full-time professional librarians and 3.5 clerical assistants. They are enthusiastic, committed to working as a team and provide a good service. To promote team working further, staff interchange between the two libraries.

89   The college has recognised the importance of information technology by creating a new post of cross-college co-ordinator for this work. There is an immediate need for increased technician support for information technology across the college. In line with the college's personnel policy, the information technology co-ordinator has submitted to the senior management a request which supports and justifies such an increase. An information technology strategy group consisting of representatives from all sections of the college is charged with developing computing work

across the college and acting as a central resource to promote, monitor and evaluate initiatives in information technology.

Equipment/learning resources

90   There is an adequate range of basic classroom items such as overhead projectors, whiteboards and tables and chairs. With a few exceptions, classroom furniture is in good condition. In areas such as art and design, catering, hairdressing and beauty therapy, health care and science the specialist equipment is good. In other areas, equipment is inappropriate for its use. In the electronics laboratory, there is a significant amount of broken equipment such as damaged bench-top power supplies.

91   The libraries currently house 23,874 volumes. In a number of important areas such as business studies, computing and health care the number of library books is inadequate. In recognition of this, an additional £10,000 has been added to this year's library budget of £39,300, to be used only for the purchase of books. Two-thirds of this sum will be allocated to the provision of books in the Hayes library which currently has the poorer selection.

92   There is a comprehensive range of periodicals in both libraries and an adequate range of audio-visual materials. Provision of compact disk read-only memory (CD-ROM) databases is modest but improving. The range currently includes newspapers, an encyclopedia and the complete works of Shakespeare.

93   General computing resources in the college vary widely in quality. Most computing rooms have sufficiently modern equipment but a significant number of computers are outdated and some of those on the Uxbridge site are not linked by networks. Computing resources to support most aspects of vocational computing courses are of good quality and sufficient in quantity. The majority of computers are networked and there is an adequate range of software to support the courses. In electronic engineering and computer studies, where there are specialist requirements, the lack of up-to-date specialist computing facilities sometimes adversely affects students' learning experience and causes frustration for teachers. In total, the college has more than 250 computers for students' use at both the Uxbridge and Hayes sites. This represents a ratio of computers to full-time equivalent students of approximately 1:10. Despite this satisfactory level of overall provision, access to computers is considered to be inadequate by some students and teachers. In some instances, the match of computing resources to class size is inappropriate. At the Hayes site this regularly results in two different classes sharing the same facilities, which makes teaching difficult. There are periods when students are allowed open access to computers at both college sites, but the provision is too restricted and causes problems for students.

94   The college has been successful in securing sponsorship for some items of equipment. The Rover car company regularly provides modern

vehicles for use in the mechanical engineering section. A local sports shop sponsors the college football team and Nestlé has sponsored the college minibus.

Accommodation

95   Uxbridge College is located on two sites which together cover an area of about 17 acres. The Uxbridge campus is pleasantly located on the outskirts of the town and the Hayes campus is approximately five miles away. Both sites contain a range of buildings of various types and condition, including accommodation in huts. The condition of the buildings ranges from good to unsatisfactory. Since incorporation the college has given priority to ensuring that the buildings comply with health and safety regulations and are weatherproof. At the time of inspection, the roof on a large, single-storey, prefabricated building was being refelted and resealed. At the Uxbridge site, extensive use is made of huts as classrooms. The huts are 25 years old and a recent report from a firm of external consultants states that they are reaching the end of their useful life. At the Hayes site, there is a major problem with the roof of one of the buildings and a policy of patch repair is being followed. Buildings on both sites are generally not accessible for wheelchair users or students with mobility difficulties. The college's policy is to attempt to adapt the timetables for these students and to schedule their classes in accessible rooms.

96   Most classrooms are of adequate size, in an appropriate condition and in a satisfactory state of decoration, although some are rather drab in appearance and some require basic maintenance. There is little evidence of art work and displays of students' work in rooms and corridors. Within the various faculties there are wide variations in the condition of the accommodation. For example, within the science faculty there are modern, bright laboratories and the preparation and storage areas are of high quality, but the teaching rooms in the hutted accommodation are of poorer quality and provide an unsatisfactory learning environment. Rooms used for practical subjects are generally satisfactory although in electrical engineering a more efficient use of the space is required to accommodate classes of varying size.

97   The college has a sports hall, gymnasium and fitness room on the Uxbridge site and a gymnasium with a viewing corridor, an assembly hall and football pitch on the Hayes site. All these facilities are hired out to the local community and generate income for the college. The sports facilities are also available for students' use under supervision at lunch time.

98   There are libraries on both sites. The one on the Uxbridge site is larger and provides a more attractive learning environment. Both libraries are well used. The Uxbridge library provides students with 53 study spaces and the Hayes library 36. In addition, there are quiet study rooms with 17 spaces for individual study at Hayes and 19 at Uxbridge. The Uxbridge library has an additional study room for use by adults only. This provides

a further 20 spaces and is a valuable resource which needs to be more widely publicised. Computer drop-in suites are provided on both sites.

99   There is a planned, detailed programme of essential maintenance works for both sites, prepared by the sites and premises manager to ensure the best use of the finance available. Daily log sheets are completed by each site officer noting necessary items of maintenance from their daily inspections of each site. Action is then co-ordinated and prioritised by the sites and premises manager. He will be assisted in this task by a recently-appointed sites officer, who takes up his post at the end of the year and who will have responsibility for detailed monthly inspections of each site and the implementation of approved maintenance works.

100   The college is responding positively to a challenging situation within the limits of the finance available. Where possible, rooms are being adapted for current needs and there is evidence of good conversions of space. For example, a cloakroom on the Hayes site has been converted recently to provide a much needed staff common room, and a cloakroom on the Uxbridge campus has been converted to create additional office space. In line with its strategic plan, the college has recently redesigned the front entrance area on the Uxbridge site, which now provides a large, bright, attractive reception area with an eye-catching stained glass window in memory of a former member of staff. A covered walkway has also been added to link the two main buildings and reduce heat loss.

101   The college has recently undertaken a survey of room use, which reveals scope for further efficiencies in the use of the accommodation. The college projects further growth in student numbers and plans have been prepared for a new three-storey building on the Uxbridge campus which will involve the demolition of the hutted accommodation. The planned building will be linked to the main buildings by walkways and will include a lift which will make more of the premises accessible to people with restricted mobility. The plans have been submitted to the local authority and planning approval is awaited.

CONCLUSIONS AND ISSUES

102   Uxbridge College is making good progress towards achieving its mission. Its strengths are:

• the extensive range of vocational courses and short course provision offered in a variety of attendance modes

• the good liaison with local schools and further and higher education institutions

• the effective partnerships with employers and the local TECs

• the good range of work placements for students

• efficient governance and management and the positive relationships between governors and college managers

• clear, well-presented information for students prior to entry

- good standards of teaching

- an effective programme of studies for students with learning difficulties

- satisfactory examination results on most vocational courses

- a well-developed course review and evaluation process

- a clear and comprehensive programme of staff appraisal and staff development.

103   If the college is to consolidate its achievements and further improve the quality of its provision, it should:

- ensure that equal opportunities has a higher profile and through its working group maintain an overview of the college policy

- improve its management information systems and related procedures

- focus its marketing activities on specific subject areas

- introduce more effective procedures for the guidance and support of students

- address the issues of poor punctuality and attendance

- improve poor examination results on some GCE A level and GCSE courses

- improve poor retention rates on some courses

- implement systems of quality assurance in cross-college services

- introduce information technology into more courses

- improve the level of technical support for hairdressing and information technology and increase administrative support for programme areas

- improve communal facilities for students

- improve the quality of the data on student destinations.

FIGURES

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

Figure 1

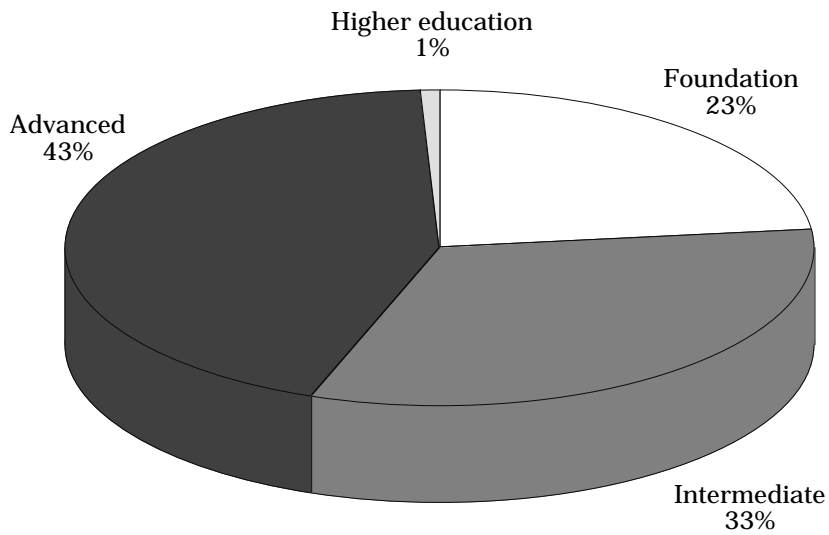**Uxbridge College: percentage enrolments by age (1994–95)**
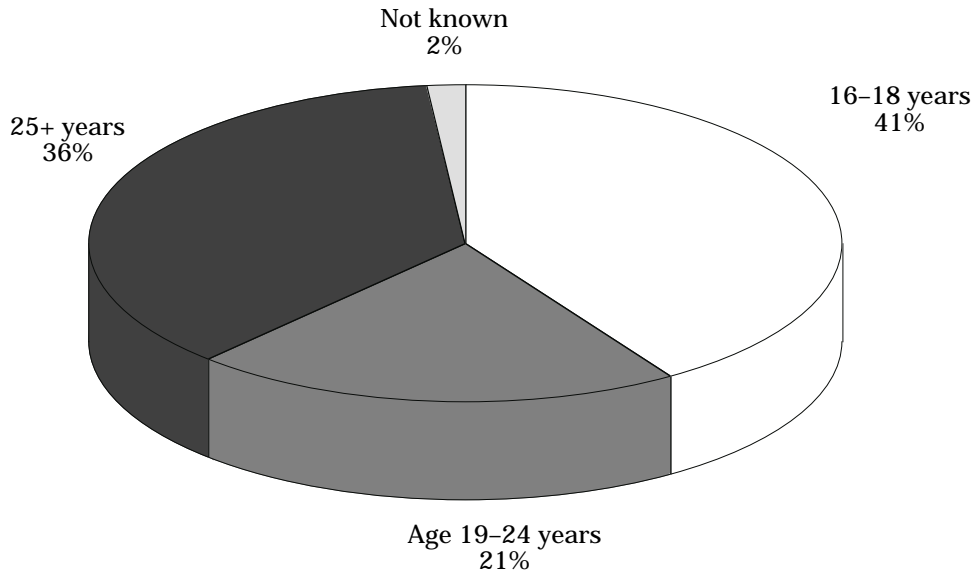
Enrolments: 5,181   *Note:* this chart excludes 19 enrolments under the age of 16.
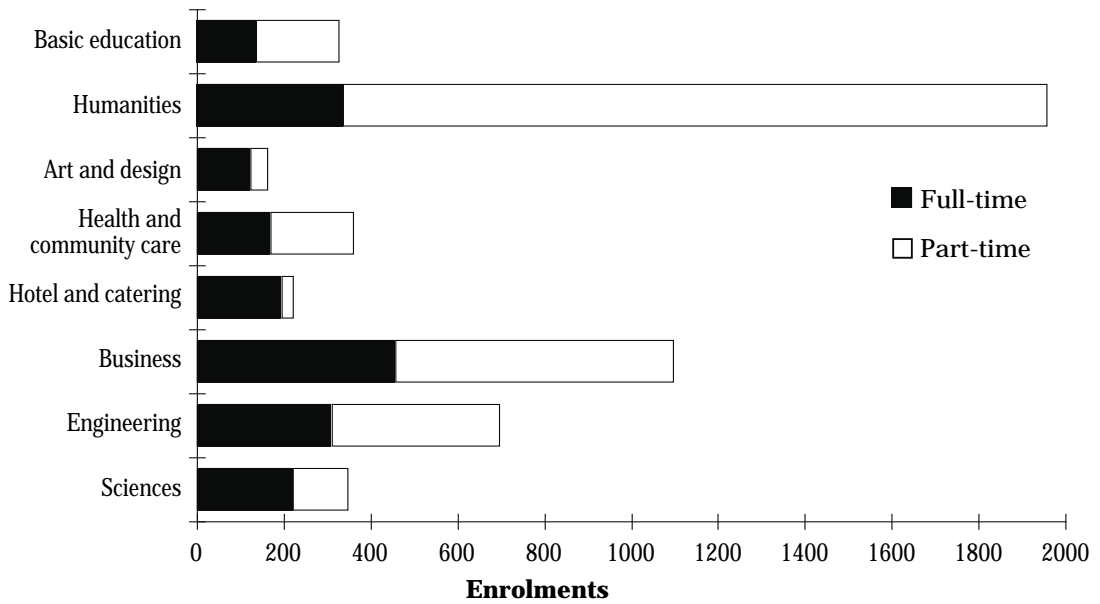
Figure 2

Uxbridge College: percentage enrolments by level of study (1994–95)
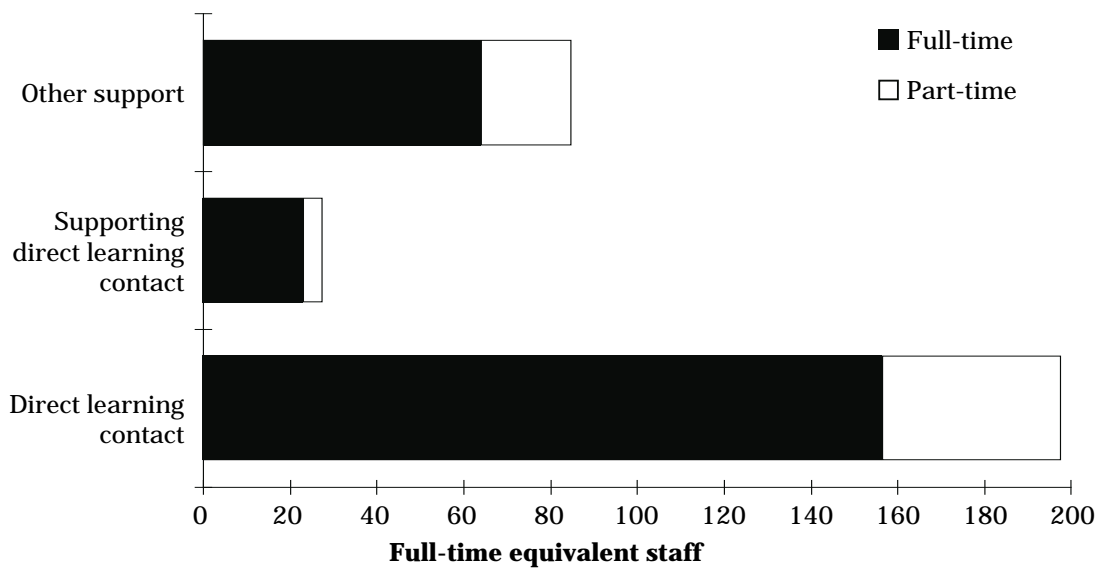

Enrolments: 5,181

28

Figure 3

Uxbridge College enrolments by mode of attendance and curriculum area (1994–95)
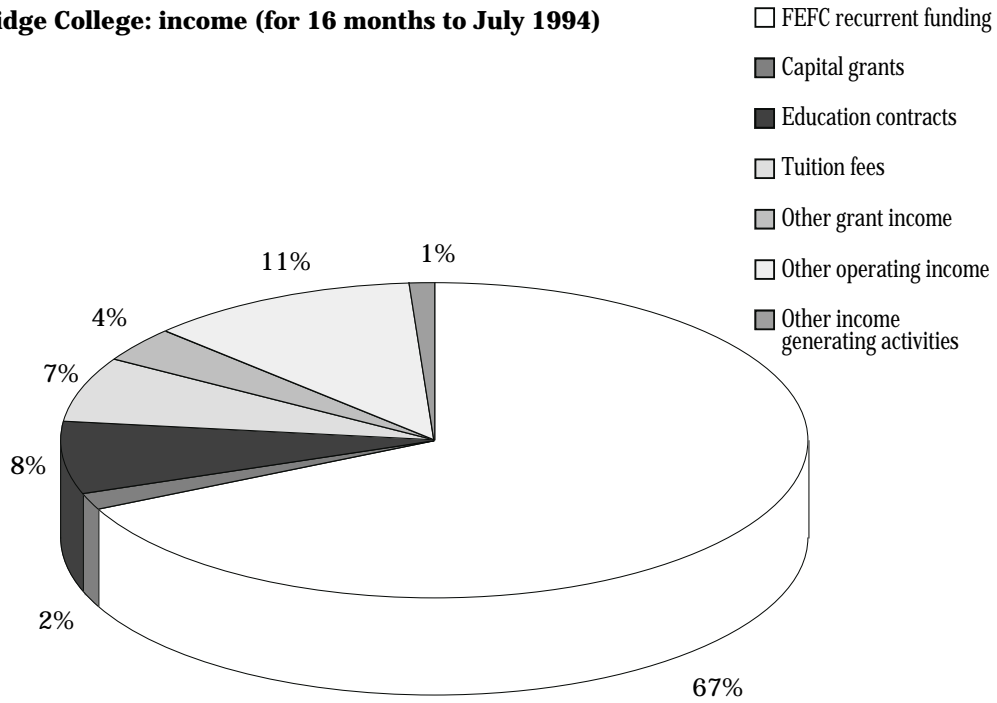

Enrolments: 5,181

Figure 4

Uxbridge College staff profile – staff expressed as full-time equivalents (1994–95)
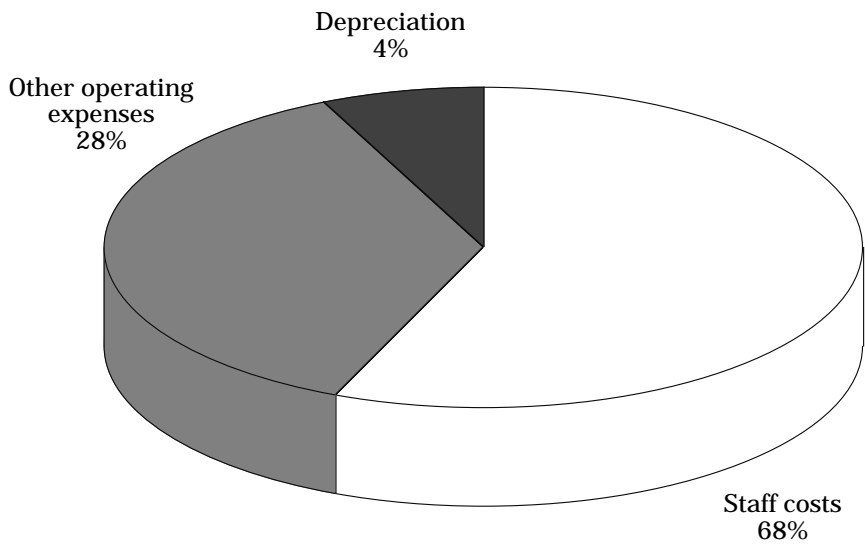

Full-time equivalent staff: 310

Figure 5

Uxbridge College: income (for 16 months to July 1994)

☐ FEFC recurrent funding

■ Capital grants

■ Education contracts

☐ Tuition fees

☐ Other grant income

☐ Other operating income

☐ Other income generating activities

11%   1%

4%

7%

8%

2%

67%

Income: £11,874,073

Figure 6

Uxbridge College: expenditure (for 16 months to July 1994)

Depreciation
4%

Other operating
expenses
28%

Staff costs
68%

Expenditure: £11,932,370

30