

**REPORT  
FROM THE  
INSPECTORATE**

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**Merton  
College**

**March 1996**

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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.*

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# CONTENTS

	<b>Paragraph</b>
Summary	
Introduction	1
The college and its aims	2
Responsiveness and range of provision	8
Governance and management	19
Students' recruitment, guidance and support	29
Teaching and the promotion of learning	41
Students' achievements	55
Quality assurance	66
Resources	76
Conclusions and issues	85
Figures	

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## **GRADE DESCRIPTORS**

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

*The descriptors for the grades are:*

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

*By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.*

### **College grade profiles 1993-95**

<b>Activity</b>	<b>Inspection grades</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

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# FEFC INSPECTION REPORT 31/96

**MERTON COLLEGE**  
**GREATER LONDON REGION**  
**Inspected October-November 1995**

## Summary

Merton College is the largest provider of post-16 education in the London Borough of Merton. It offers a wide range of courses including pre-foundation level courses for students with learning difficulties. Significant vocational provision is made in catering, engineering and business studies. Courses which prepare adult students for higher education and those for musical instrument technology, and motor cycle engineering, maintenance and repair are of a particularly high standard. Records of achievement are being successfully developed. The college's strengths include: effective quality assurance procedures with an established staff review which leads to appropriate staff development; active and well-informed governors; and sound management. Staff are appropriately involved in the cycle of strategic planning. The college has effective links with outside agencies, particularly with employers, and offers courses which are responsive to local demand and labour market changes. Teachers are well qualified with a good mixture of experience. The college needs to address: the development of its central management information system; poor retention rates on some courses; inconsistencies in the organisation and provision of information technology; insufficient specialist careers advice; the need to extend best practice in teaching and learning; shortages in the availability of technician and administrative support to teaching staff; and the underdevelopment of its library and learning resources.

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

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Science, computing and mathematics	3	Health and community care	3
Engineering	2	Art and design	3
Business studies	2	Humanities	2
Hotel and catering and leisure and tourism	2	Access to higher education	1
		Basic education including SLDD	3

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## **INTRODUCTION**

1 Merton College was inspected in autumn 1995. Inspectors spent a total of 55 days inspecting aspects of the college, including guidance for prospective students, enrolment, and induction. Inspectors observed 182 learning sessions, analysed examination results, and examined students' work and a range of college documentation. They met governors, managers, teachers, support staff, students, employers, parents, representatives of the local community, headteachers of local schools and a representative of AZTEC, the local training and enterprise council (TEC).

## **THE COLLEGE AND ITS AIMS**

2 Merton College has been in existence under a variety of names for 107 years. The current main building, erected in 1971 with additional teaching blocks added in 1987 and 1991, is on a green field campus in the London Borough of Merton. A small annexe, housing courses in musical instrument technology, is located about three miles from the main site. The catchment area covers the boroughs of Merton, Kingston, Sutton, Croydon and Wandsworth, and the county of Surrey. The college is easily accessible by public transport.

3 The London Borough of Merton is one of the smaller London boroughs. Like other outer London boroughs, it has experienced a decline in heavy manufacturing industries. Employment opportunities are now largely in light industry, retail and service industries. There are few large employers in the area. Ninety per cent of all companies employ fewer than 25 people. The unemployment rate is 9.2 per cent. A significant proportion of the working population commutes daily to London. About 16 per cent of the local population are from a minority ethnic background.

4 The college works in a competitive environment. Within a radius of six miles there are six further education colleges, a sixth form college, and a range of independent, grant-maintained and local education authority secondary schools, all providing education to those over 16 years of age. Many students travel to the college from outside the borough. Thirty-six per cent of the college's students are from minority ethnic groups.

5 The declared mission of the college is to meet the technical, vocational and academic needs of its students, local employers and the community, by providing an education, training and advice service of quality which is increasingly responsive, flexible, cost effective and relevant to local demand. The college offers a wide range of courses and programmes to prepare students for a first job, to enhance the career prospects of those already in the workforce through updating and retraining, or to provide progression routes to more advanced education or training, such as entry to higher education.

6 Planned enrolment targets for 1994-95 of 295,985 units were surpassed and 18 per cent growth was achieved. At July 1995, there were 2,038 full-time students and 2,234 students attending part-time day and

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evening courses. The college employs a total of 321 staff, of whom 139 full-time equivalents are teachers and 78 full-time equivalents are support staff. Enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4. Fifty-four per cent of staff are women and 10 per cent are from minority ethnic groups.

7 The college's work is organised into four main departments: business studies and management, technology and engineering, general education and science, and hotel and catering. Their work is supported by cross-college units for guidance and entry services, student support, training initiatives, open and flexible learning, and marketing. A progress unit provides support for students who need to improve their basic skills and those who are learning English as a second language.

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

8 The senior management is aware of the government's aims for further education and the national targets for education and training are embodied in the strategic plan. The college is responsive to changing employment trends and to the needs of the community and the business world. A wide range of vocational and non-vocational courses is offered including full-time courses leading to nine intermediate and four advanced General National Vocational Qualifications (GNVQs). Advanced GNVQ business is also offered part time during the day and in the evenings. The college has earned a deservedly high reputation for its courses in musical instrument repair and manufacture and its motorcycle maintenance and repair courses. Both courses recruit nationally and internationally. Computer-aided drafting courses, using a well-equipped AutoCAD facility, are oversubscribed and generate income to cover the full cost of the provision. A range of programmes leading to National Vocational Qualifications (NVQs) is offered from levels 1 to 4, although only catering and business studies are offered at NVQ level 1. NVQ workshops are run for adult students in childcare and education, playwork and care support where students are assessed in the workplace. Courses such as the NVQ fast-track business course, are being provided for adult returners, particularly women. The number of childcare courses has increased because of local demand.

9 The college has strong and effective links with external agencies, particularly employers, such as Honda, the Institute of Personnel and Development, and Whitbread. These have been achieved despite the decrease in employers' involvement in education owing to the effects of the recent recession. The college works hard to maintain these links. Courses customised to employers' requirements are delivered both in the workplace and in the college. A range of high-quality courses is provided for external clients by the college's training initiatives unit, the information technology training centre and some departments. Provision for external

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clients would benefit from better co-ordination to enable good practice to be shared, and expertise and information to be pooled. The college recognises this and staff have had a preliminary meeting to discuss planning for greater co-ordination. Employers' consultative committees exist in three of the four departments and these provide valuable opportunities to exchange ideas and information. The college recently provided student interviewees for the Institute of Personnel and Development to help personnel officers learn the principles of interviewing and assessing job applicants. Students on GNVQ leisure and tourism programmes are currently working with the London Borough of Merton to produce tourist publicity guides for the borough.

10 General Certificate of Education advanced supplementary/advanced level (GCE AS/A level) and General Certificate of Secondary Education (GCSE) courses together represent approximately 22 per cent of the college's provision. Twenty-five subjects are offered at GCE A level, three at GCE AS, and 17 at GCSE level. The college successfully provides specially-adapted GCE A level courses for the religious denomination known as the Brethren. Course leaders and the Brethren elders agree the study materials in line with the syllabus and religious requirements. The college recognises that there is a local demand for classes to teach English to speakers of other languages and is committed to meeting the need. However, currently there are insufficient vocational or non-vocational courses to meet the needs of these students.

11 The pre-NVQ/GNVQ work preparation course for school leavers with learning difficulties is running this year with two parallel groups. An adult returners course prepares adult students with learning difficulties for work. A link course is run for pupils from local special schools for children with moderate and with severe learning difficulties. No full-time provision is available for school leavers with severe learning difficulties.

12 Over 300 adult students are currently enrolled on the 12 full-time, six part-time day and five part-time evening courses which provide access to higher education. Students can study business subjects, humanities, social sciences and health subjects. Courses are arranged to suit the needs of these students by timetabling them to fit in with the school day. A pre-access preparation course runs in the summer term. The college is an active member of the authorised validating agency from which it derives many benefits, including involvement in validating other local access courses.

13 The college has recently completed a joint project with other further education colleges and the South Bank University on progression into higher education and on the use of records of achievement at transition. An agreement with the University of North London ensures that all successful access course students are offered an admission interview. This is particularly valuable to older students who can have difficulty in obtaining such an interview. Students on the access to law course attend



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law lectures at Kings College, London as an introduction to the study of law at a higher level. The college also has a franchise agreement with Kingston University to run a science degree foundation programme.

14 Although there is increased competition from schools and other colleges, Merton College maintains effective links with most local schools and also with schools outside the borough from which students are recruited. The college has negotiated a compact agreement with one secondary school to guarantee a college place for school leavers. The school values the agreement and considers it enhances pupils' motivation. The college's hotel and catering department has a franchise agreement with another secondary school to deliver the practical element of the school's intermediate GNVQ in hospitality and catering. An innovative collaborative project has recently begun with the Merton Education Business Partnership. Pupils who are disenchanted with school attend the college and participate in a project, designed to provide them with a positive educational experience, which includes NVQ programmes in catering, health and social care, and engineering.

15 The college is developing its links with European further education institutions. It has received Norwegian, Russian and Austrian students for study visits. Some students on the language programmes have benefited from work experience in France. All students on the advanced GNVQ business course take the European unit and some also take the additional foreign language unit. More extensive student exchanges have not proved possible because of the cost to students.

16 The college has a close working relationship with the TEC which considers that the college is responsive to labour market trends and to initiatives promoted by the TEC. It has collaborated with the TEC to develop quality standards for training guidance for adults and open learning materials for the college's assessor training.

17 The equal opportunities policy is supported by checklists for course teams to follow to ensure the policy operates in all aspects of the work of each department. Implementation of the policy has not been fully reviewed since its introduction about three years ago. A newly-reconstituted equal opportunities group, which includes representatives from students and the teaching and non-teaching staff, will review both policy and practice.

18 The college has a well-defined marketing plan with clear aims and objectives. A marketing committee, consisting of senior managers and the two staff in the marketing unit, meets regularly to discuss marketing projects and the promotion of the college. The college promotes itself by advertising through many outlets, including libraries, careers conventions, college open evenings, the local press and, for the first time recently, national radio. In addition, the college had a stand in a large local supermarket for a week during September. Marketing staff regularly visit the Wimbledon Community Industry Workshop for the long-term unemployed to publicise courses and encourage users of the workshop to

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consider further education. The college prospectus and course booklets are the main promotional literature. These are produced only in standard print format and are not accessible to students who read little English or have learning difficulties or a visual impairment. Course enquiries received by the guidance and entry unit are monitored, but more extensive market research, in line with the aims identified in the marketing plan, has not been carried out. If the college is to meet its aims and objectives identified in the marketing and strategic plans, the activities of the marketing unit may need to be expanded.

## **GOVERNANCE AND MANAGEMENT**

19 The arrangements for the governance of the college are effective. The governing body includes the principal, two members elected from the staff, a student, 11 business members, one of whom is nominated by AZTEC, two community members and three co-opted members. There are presently 19 governors and one vacancy for a co-opted member. Three of the governors are women. Board members have a substantial range of expertise and experience, which is used for the benefit of the college. This includes marketing, property, law and human resource management, as well as experience in education and in several of the vocational areas for which the college provides courses. Training was provided for governors before incorporation. Since then, there have been updating sessions and the principal and senior managers have made several formal presentations on key aspects of the college's work. New governors are briefed on their duties and responsibilities and on the work of the college.

20 Since incorporation the board has met three times a year. Terms of reference for the corporation and its committees and the role of the clerk have recently been reviewed and clarified. The board has three subcommittees; finance and general purposes, audit, and remuneration. Governors have agreed to put into place a system to review the effectiveness of the governing body and its subcommittees. The finance and general purposes committee meets six times a year and handles many major issues subsequently referred to the board for decisions. The committee receives a financial report at each meeting, prepared in a format devised by the governors to meet their requirements. The audit committee meets once a term, and the remuneration committee once a year to agree the salaries of senior post holders. Senior managers and board members understand each others' roles. The principalship and the governors have developed a good working relationship. Members of the board are kept well informed about the college. Two governors are involved in the departmental employers' consultative committees. Board members attend events such as open days and award ceremonies.

21 The strategic-planning process is thorough. The plan contains clear objectives which are monitored and reviewed annually. Staff at all levels are involved in the development of the strategic plan through course and unit quality reviews and through discussions which take place at staff

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meetings. The reviews lead to departmental and unit action plans which contribute to strategic objectives. The senior management team finalises the plan at an annual residential meeting before it is considered by the corporation in the spring term. The plan is discussed by governors and amendments agreed. The governors receive a report on the progress made towards achieving the previous year's strategic objectives in the autumn term, together with a summary report on the reviews on aspects of the college's work carried out during the previous year.

22 The academic board has been reconstituted and enlarged to reflect the work of the college and to enable a wider range of contributions to be made. There are now 21 members, including managers and seven members elected by teachers and support staff. The first meeting of the newly-constituted board took place in November 1995. It is too early to judge the impact of the new arrangements. The academic board and its three subcommittees, for quality assurance, student exclusions and the charter, all have clear terms of reference.

23 The principalship, comprising the principal, the vice-principal (curriculum), and the vice-principal (resources), holds formal and informal meetings every week to set an agenda for action in the college. Management of change is well considered. Following a peer-group review of the effectiveness of the principalship, action has been taken to improve communication with staff in the college. Information is disseminated to staff by heads of department and through the staff bulletin. The senior management team, comprising the principalship, the four heads of department and the college accountant, meets every three weeks to consider policy and its implementation. Working groups have been set up by the senior management team. They meet regularly and work effectively. Responsibility for policies such as health and safety, equality of opportunity, students' support and the environment are clearly allocated.

24 The four academic departments are well managed. Heads of department have considerable autonomy which is exercised within an agreed framework. Each department has a management structure which has been developed to suit its size and the nature of its work so that, although each department has a deputy head, course leaders and course tutors, they have different titles and roles in each department. The managers of the nine cross-college service units and the individual post holders, such as the personnel officer, each report to a vice-principal. The heads of department all have cross-college roles which include equality opportunities, generation of additional income, access and GCE A level courses, and oversight of the arrangements for student teachers. This promotes co-ordination, the sharing of good practice and the use of expertise across departments.

25 The processes for the allocation of the budgets for staffing and for consumable items are understood by the 14 budget holders. An allocation is set aside for expenditure on cross-college items, such as the library, and

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the remainder is delegated to heads of departments and service units based on units of activity. Within departments and service units, managers have considerable autonomy. Budget holders receive management reports and the same financial overview as the corporation. Further details of committed expenditure are accessible on computer terminals in the departmental offices. Bids for funding for capital items are considered by the senior management team and allocated in line with the college's strategic objectives. Income generated from full-cost courses run within departments has helped fund the purchase of extra equipment.

26 The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. The college receives about 77 per cent of its income from the Further Education Funding Council (FEFC). The FEFC's publication *Funding Allocations 1995-96* shows that the total allocation of recurrent funding for 1995-96 is £6,285,750 to fund 347,535 units of activity. The average level of funding per unit is £17.39. The median for general further education and tertiary colleges in 1995-96 is £17.84 per unit. The college has not yet achieved the 1995-96 target for growth of 6.4 per cent but expects to do so by the end of the academic year.

27 Management information relating to finance and personnel is readily available to managers but the computerised system cannot provide accurate and timely information on enrolments, retention or students' achievements to meet both internal and external requirements. This has been identified by the college and its strategic plan sets out objectives for making improvements in the hardware and software systems and for training staff in their use.

28 Enrolment targets are set by senior managers who monitor their achievement using local information. These targets are not always shared with course leaders. The college has a target for retention of 84 per cent overall and rates are monitored within departments. Although there is not yet a consistent use of target setting and performance indicators in management at course level, action is taken in response to the information which is available. Information recorded in the course reviews, such as that on students' achievements, is used to guide improvements. Students' intended destinations are monitored by course teams where possible, but information about students' actual destinations is not collected systematically.

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

29 A recently-refurbished, open plan area close to the college's main entrance houses services for the recruitment, guidance and support of students. The guidance and entry unit receives initial enquiries, provides general information and receives applications. Its staff deal with enrolments to part-time courses. Guidance interviews are given to students who are unclear about their study aims. Staff from the unit liaise closely with the teaching departments. Teaching staff from each department

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attend the unit at set times to give specialised advice on courses to prospective students. The college aims to provide an interview with specialist staff for all potential full-time students, although analysis of surveys of students' views suggests that this does not always happen. Enrolment takes place throughout the year. The unit holds information on courses in other colleges, which is supplied to applicants if appropriate. Most students interviewed felt they had been well informed about the courses, and many, particularly adults on courses for access to higher education, were attracted by the college's remission of fees for full-time students.

30 Some courses organise pre-entry sessions to help students confirm their choice of course before the beginning of term. The provision of pre-entry information for enrolled students is not well co-ordinated. Some students did not receive details of the starting date of their courses, or found that their application forms had been lost and they had to complete second copies. Those who enrolled by post encountered particular difficulties in these respects. The guidance and entry unit is refining its procedures to eliminate such problems.

31 The marketing unit plays an active role in the recruitment of students. Prospective students receive initial information about the courses on offer through a well-presented prospectus which sets out entry criteria clearly. This is augmented by brief course leaflets. Senior managers and subject staff attend school open days and give presentations for year 11 pupils. In addition, year 11 pupils from each borough school attend the college in the autumn term and participate in activities in each of the four departments to gain a taste of the provision available. Activities include pizza making and eating, and business games. Pupils from special schools also attend, and the schools say that their pupils enjoy these days. Many pupils from across the ability range see the college as a natural place to continue their studies after the age of 16.

32 At enrolment, some screening of students is provided by the guidance and entry unit to determine the need for English, numeracy or literacy support. Most course teams administer further assessment tests, normally the Basic Skills Agency screening test, near the end of the induction period. Students who are identified as needing learning support are referred to the progress unit. Various other tests, designed for different purposes, are also in use so that it is sometimes difficult for the college to form a coherent picture of students' needs for support. Support is provided both within the progress unit and in class. Tutors negotiate the form of support required with the students. Files are kept on all students who receive support. The progress unit reviews the progress of each student at the end of each term and gives a report to both students and tutors. Progress unit staff also inform tutors when a referred student fails to attend for tuition. The support provided by the progress unit is valued by staff and students. The progress unit does not have clear priorities for the allocation of support to departments or courses with competing needs.

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33 Students with learning difficulties on specially-designed courses receive effective formal and informal guidance and support from specialist staff. Learning support for students who have progressed from specially-designed courses to other courses is provided by the learning support unit. Some individual students with sight or hearing difficulties receive additional learning support on courses such as those in business studies and engineering. Each of the four departments has a departmental representative who oversees provision of support for students with learning difficulties and/or disabilities. The college is aware that the separation between the learning support unit for students with learning difficulties and/or disabilities and the progress unit should be addressed.

34 Building upon a borough project which involved both schools and colleges, the college has made good progress in the development of facilities to accredit the prior learning and achievement of students on all NVQ and GNVQ courses to take effect in September 1996. Staff are receiving training to enable them to do this. Accreditation of prior learning has been carried out successfully for students entering RSA Examinations Board (RSA) courses and NVQs in care, and in hotel and catering. Students can be accredited through work experience, portfolios of work built up during induction, or, for part-time students, evidence from the workplace.

35 All full-time students receive effective induction programmes within their departments. Tutors ensure that each student visits student services, the progress unit and the library in their early weeks at the college. Students receive a starter pack which informs them about important aspects of the college and includes a digest of the charter and a copy of the learner's agreement. Many courses also provide booklets giving specific advice and guidance. Students interviewed by inspectors were knowledgeable about most of the services available.

36 Personal tutors, who are usually subject teachers for their tutees, are given a key role in the support of all full-time students. All tutor groups have at least one tutorial hour a week and some, especially in vocational courses, have two. Although tutorial arrangements are organised differently within each department, there are some common procedures, including a set of tutor notes which specify the exact functions and role of the tutor and provide the essential framework of tutorials. In the best practice seen, tutors keep records of all the work covered in their sessions, based on planned schemes of work. Staff have collaborated to produce some support materials for group work, for example, on study skills and assertiveness skills. Tutors conducting individual tutorials do not always ensure that other students present use their time productively. Students on part-time courses do not usually have personal tutors.

37 Tutors play a pivotal role in disciplinary procedures for misconduct, poor attendance and unsatisfactory work, and are often successful in addressing problems before they become too serious. Each department has a designated tutor co-ordinator to whom tutors can refer more difficult cases. Departments operate similar systems for following up absentees,

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using student contracts and 'cause for concern' slips as well as letters to parents. These procedures are not always applied with equal rigour in all departments. Students spoke appreciatively to inspectors about the support they received. The college has an effective policy of keeping the families of students informed about their progress.

38 The college is successfully building upon early work on records of achievement. When students enter the college, their records of achievement from school can be maintained or replaced by a new, post-16 version. There is a commitment to providing records of achievement for students and about 50 courses currently incorporate them into their tutorial programmes. Computer software has been developed to enable students to wordprocess their personal statements, action plans and curricula vitae in a common format. Three-hundred students left the college in 1995 with records of achievement which were awarded at a formal presentation ceremony. Work is continuing to extend their use to more students and, eventually, to adult students. The students value the records and understand their application.

39 The student services unit provides personal counselling, careers advice, and advice on financial and social matters. The unit deals with initial requests for grants from the college's access fund. The staff in the unit are experienced and hard-working, but the amount and quality of the support they can provide is impeded by the lack of space. The room used for individual counselling doubles as the first aid room, and an alternative space has sometimes to be found at short notice. Students are referred to specialist agencies outside the college where appropriate. Much careers advice is provided by the specialist subject teachers. Some students, such as those in the business studies department, benefit from talks by invited speakers from business and industry, or from employment agencies. The careers officer, from the borough's careers service, attends the college for one and a half days a week to provide individual interviews and to give talks to course groups. Students are not very aware of the careers facility in the college. There are some careers and higher education materials available in the unit and others in the library, but these often have to be supplemented with materials sent to students later from the borough's central careers service. There is no room available for private interviews. Overall, there is insufficient specialist careers advice.

40 The pressure on accommodation at the college restricts the facilities which can be provided. There are no childcare facilities. Additional seating in the refectory has replaced a separate common room. The change followed consultation with students. The students' union, for which there is no strong tradition of support at the college, has belatedly elected an executive committee. The union office is in the store room previously occupied by the engineering department. The college provides free access to the adjacent leisure centre and swimming pool, a service which is heavily used and much appreciated by students.

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## TEACHING AND THE PROMOTION OF LEARNING

41 One hundred and eighty-two teaching and learning sessions were observed. Strengths outweighed the weaknesses in 57 per cent of classes. The weaknesses outweighed the strengths in just under 10 per cent of classes. Average attendance in classes during the inspection was 78 per cent. The grades awarded to the sessions inspected are shown in the following table.

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

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		3	21	13	2	0	39
GCSE		1	6	3	0	0	10
GNVQ		3	6	9	4	1	23
NVQ		1	8	3	0	0	12
Other vocational		8	15	18	4	1	46
Access to higher education		10	9	7	0	0	26
Other		2	11	7	6	0	26
<b>Total</b>		<b>28</b>	<b>76</b>	<b>60</b>	<b>16</b>	<b>2</b>	<b>182</b>

42 Schemes of work which were adequate to ensure coverage of the syllabus were available for most courses. They were generally produced using the college's own form. In most cases, they consisted merely of a list of topics to be covered and included few details of teaching methods or expected outcomes. Sometimes, more detailed schemes were available for courses such as the diploma in nursery nursing which outlined activities to be used, assessment methods and learning outcomes. Teachers of languages had, in some cases, produced more detailed schemes of work in addition to the college format. Occasionally, schemes of work were communicated to students, but this was not common. There was great variation in the planning of individual lessons. Occasionally, teachers had produced a timetable of the lesson and planned alternative activities in case they should be required. In other sessions there was little evidence of planning and, as a consequence, the work lacked pace and focus.

43 Appropriate assignments, both in class and for homework, were set for students on most courses. Work was usually marked and returned to students promptly, in line with the commitment made in the charter. Assessment criteria were not always made clear to students in advance. In some subjects, teachers were careful to include encouraging comments in the marking of assignments, particularly for students of lower ability. However, some marked work was not supported by constructive comments from the teacher to enable students to improve their performance in future.



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44 In many mathematics and computing classes students were developing an understanding of complex ideas in their subjects. In the better lessons in both areas, teachers developed ideas through logical steps often using the whiteboard, overhead transparencies or useful handouts. In some computing classes the teacher did not take sufficient account of the differing abilities of students in the same group. The suite of rooms for mathematics has relevant wall displays and appropriate equipment available, but other poor accommodation, such as unsuitable and untidy rooms, hindered learning in some classes observed. Some computing students needed a significant amount of assistance from the teacher, and from others in the class, to make progress in the work.

45 The standard of teaching in science was variable. In some better sessions, students worked in small groups and were supported effectively by teachers who gave appropriate advice and stimulated work by asking pertinent questions. In some poorer classes, there was heavy reliance on students copying notes from the whiteboard or from overhead transparencies. In such sessions the pace of work was often slow and the content was insufficiently challenging. Some clear explanations of scientific concepts were seen, but these could have been enlivened by the use of more examples. Exposition in some classes was of a high standard. In a gemmology class, a largely factual exposition on quartz held the students' attention well. The use of science laboratories for theory lessons was not always appropriate. Sometimes the untidy state of the laboratories did not encourage students to adopt appropriate working habits.

46 Engineering students were often well motivated and enthusiastic about their studies. Teachers used traditional methods effectively and maintained students' interest. In electronic and general engineering practical sessions, work was of a high standard and was carried out with due regard to health and safety. Teaching on the specialist courses in motorcycle engineering and musical instrument technology was often outstanding. Both courses are well known nationally for the high standard of work undertaken by students. The motorcycle engineering and musical instrument technology courses are characterised by good planning and all students were aware of the aims and objectives of teaching sessions.

47 Most classes in business studies were well structured with the teacher having a good command of the class and a good grasp of the subject. The commercial and business experience of mature students was used effectively in classes. Information technology skills were taught separately, but the skills learned were then integrated into coursework. Those students who did not have access to a computer at home were expected to attend open access information technology sessions to reinforce their learning. There was sensitive and appropriate support for students with disabilities, including the use of some specialist equipment such as an adaptor to enable large type to be shown on a computer screen for students with visual impairment.

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48 A realistic working environment was available to students on catering courses in the two restaurants on campus. These were of a high standard and gave the students the opportunity to prepare and serve a range of meals to staff, students and members of the public in two different settings. Students were encouraged to work to a professional standard. Staff effectively combined discipline with a sense of humour and their teaching was of a high standard. Students with learning difficulties were effectively integrated with classes and some were able to progress to mainstream courses in catering in the college.

49 In health and community care, much of the teaching was sound and teachers ensured that students were aware of the aims of the sessions. In a minority of sessions, there was little evidence of planning and this led to unfocused activity which achieved little. Some better sessions engaged students in a range of activities, including class discussion, work in pairs and small groups and presentations to the other members of their class. Opportunities were missed to present students with sufficiently challenging activities in some classes. Care courses in the college have attracted many mature students whose experience is sometimes used effectively to contribute to learning. All students on care courses participated in work experience which is well organised and efficiently managed. There is scope for further linking of classroom and assignment activities with work experience on some courses.

50 There was some effective teaching and learning on art and design courses. Students worked independently and as members of a group and were encouraged to participate in a wide range of visits to supplement work done in classes. In some classes, there was limited participation by students and the work lacked pace. The college is unable to offer a wide range of art activities owing to limited resources and accommodation.

51 In humanities, standards of teaching and learning were generally high. Teachers in psychology, sociology, economics, history and politics used a variety of teaching methods including teacher exposition using overhead projector transparencies and whiteboard displays, discussion of videos, and question and answer sessions. All teachers observed displayed a competent knowledge of their subjects. Lessons were conducted briskly and the content was relevant to course requirements. In one class, where students were looking at a major sociological perspective, small groups were asked to focus on one application of the theory. The groups, in turn, led an enthusiastic discussion about the issues raised. In classes in modern languages, most sessions revised work completed in previous sessions, used extension activities to bring in new work and gave students opportunities to participate in both oral and written exercises. Teaching was almost always conducted in the languages being learned. Students showed impressive levels of competence in the language being taught even after only a few weeks of study. In some groups of enthusiastic and responsive adults, the activity chosen did not always stretch the students'

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abilities. Limited use was made of learning aids, except for text books. The satellite system for receiving foreign language television programmes is not generally used by teachers because it is not conveniently located.

52 English is taught at GCSE and GCE A level and there is an intensive one-year GCE A level programme which attracts many students. The activities observed in classes took account of the age, interests and experience of the students involved. Some students with considerable weakness in oral and literacy skills are enrolled on advanced level programmes. Even the substantial learning support available to these students does not always enable them to succeed. Many students join courses with a very narrow reading background and little previous experience of the plays of Shakespeare. Staff encourage students to develop these areas with class presentations, reading lists and visits to the theatre. In one effective GCSE class, students were being encouraged by the use of examples of reminiscences in literature to explore language, structure and literary techniques and to begin to write their own reminiscences. The college attracts large numbers of students to courses in English for speakers of other languages. However, many English classes for speakers of other languages focus on grammatical structure and do not explore the vocational aspects of language, thus limiting the value of the courses to students.

53 On courses for students with learning difficulties, teaching for students with moderate learning difficulties was consistently more effective than that for students with more severe learning difficulties, where most staff have much less experience. In some school link classes the activities were too advanced for the abilities of almost half the students in the group. Pre-GNVQ classes were generally effective and used a range of teaching methods with appropriate materials. Teachers checked regularly that students were learning.

54 Teaching on access to higher education courses was of a high standard. Teachers used a variety of methods and set appropriate tasks for students in classes. They generally gave clear explanations and encouraged students to participate actively. Learning was often reinforced by the effective use of relevant handouts. Assignments included essays, projects, contributing to seminars and making presentations. Assessment criteria were clear and known to students.

### **STUDENTS' ACHIEVEMENTS**

55 Students who complete courses in sciences, mathematics and computing are often successful in public examinations and there are some good pass rates. However, many courses in this programme area have very poor retention rates. For example, in physics GCE A level fewer than 25 per cent of those who originally enrolled on the course sat the examination, but of those students 90 per cent passed. Similarly, at GCSE level in physics, fewer than 50 per cent of those enrolled sat, but all those

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who did achieved grade C or above. This pattern is common across all the science subjects. In computing, retention is also poor, but on some courses, including the Business and Technology Education Council (BTEC) national diploma in computing, pass rates are high for those who complete the course.

56 The qualifications gained by many students taking engineering courses are uncommon, and no comparisons with national averages can be made. Many courses have very high pass rates. On the musical instrument technology course pass rates have been consistently good, ranging from 79 per cent in 1993 to 90 per cent in 1995. Poorer results have been obtained in full-time electronics courses with only 18 per cent of BTEC national diploma and 20 per cent of BTEC national certificate students completing their course successfully. In the musical instrument technology course practical work was good and examples were seen of students making guitars to a professional standard, using their own designs. Students on motorcycle engineering courses maintain a detailed portfolio of evidence setting out the competences they have achieved.

57 Written work produced by students of business studies was well presented and often of a high standard. Students participate in a range of activities in class, extending their ability to interpret and analyse information. The development of information technology skills is central to courses in business subjects. Retention on the BTEC GNVQ programmes is generally good. Only 44 per cent of those completing the advanced GNVQ in business passed, compared with a national BTEC figure of 58 per cent, but those taking this programme as an evening class had a pass rate of 87 per cent. The pass rate of 53 per cent on the intermediate GNVQ is close to BTEC national figures of 50 per cent. Some RSA courses have very poor pass rates ranging from 11 per cent to 30 per cent, often accompanied by very poor retention rates.

58 Many students on hotel and catering courses displayed a high level of professional competence, but the skills of a few second-year students were not as well developed as they should have been at this stage in the course. Pass rates in NVQs are high with almost 90 per cent of students achieving complete units in 1994-95. Courses are enriched by additional qualifications such as first aid and food hygiene certificates, and by links with industry for work experience, visits and collaborative work on assignments. Practical work is carried out with careful regard for health and safety in the workplace. Retention on catering and leisure courses is generally good, except for the GNVQ programmes. Those students who remain on GNVQ programmes are usually successful.

59 Some sound pass rates are being achieved in courses in health and community care. Pass rates in the National Nursery Examinations Board (NNEB) diploma in nursery nursing are comparable to national figures. Students on the BTEC national diploma in science (health), currently in its last year, have consistently gained good results with pass rates of between

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87 and 100 per cent over the past three years. Both retention and pass rates on the intermediate GNVQ are poor. The college has reviewed its interview and selection processes for these courses in an attempt to address this problem. Assignments completed by health and community care students were of an appropriate standard and had engaged them in relevant tasks. Few examples were seen of wordprocessed assignments. There is scope for this aspect of core and presentational skills to be emphasised more. Portfolios completed by students on the intermediate GNVQ in health and social care were well documented and used a colour coding system to enable progress to be tracked effectively. Few examples were seen of enthusiastic student participation in class.

60 Students on art and design courses worked well on their own and as members of small groups. Results at GCE A level are variable. Pass rates in art are above the national average, but those in media studies are below the national average with no passes at grade C or above. Practical work seen was of a good standard, but few examples of students' work were displayed around the college. Assignments in media and film were well structured, engaged the interest of students, and were rigorously assessed.

61 Retention on social science GCE A level courses is generally poor with approximately 35 per cent of students failing to complete the programme. For those who complete their course, the pass rates in all subjects are comparable with national figures, except for economics and history which are about 10 per cent below national figures. However, in 1995 one student who achieved a grade A at GCE A level in economics achieved one of the highest marks in the country, being in the top 20 out of 9,000 candidates. Students of English language at GCSE performed well, achieving a pass rate at grades A-C of 57 per cent, the same as the provisional national pass rate. The pass rate of those taking GCSE English as an evening class was well above the national figure at 90 per cent. Results for GCE A level English are comparable with national figures. Students on courses in modern languages are achieving a good standard of oral competence and listening and examination pass rates compare favourably with national figures. Evening classes in languages have a poor retention rate and attendance at these classes is often low. Students taking languages as a part of the access to higher education programme are confident in their use of the foreign language and frequently use it to speak to each other during classes.

62 Students on courses in English for speakers of other languages are encouraged to work both independently and together. The examinations offered to students on English courses for speakers of other languages would be more appropriate for those learning English as a foreign language. The qualifications gained have limited currency in the United Kingdom and are therefore not helpful to students in their progression to higher education or other further education courses. Few students enter the examinations, often because of the cost involved. Of those students

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who take the examination, pass rates are low with only 17 out of 32 entrants passing between 1993 and 1995. Students with learning difficulties on courses specially designed to meet their needs use attractive and comprehensive record books. Many students on the pre-GNVQ courses complete City and Guilds of London Institute (C&G) level 1 or foundation awards in wordpower, numberpower and cookery. Progression to other full-time further education and youth training is achieved by most students on this course. The schools link programme, in contrast, is less clear in its aims and the curriculum and progression opportunities for those students are more limited.

63 Access courses for adult returners to education are successful in giving students the opportunity to gain in confidence and to progress to higher education in many cases. Small group work, presentations, essays and investigative work all prepare students for the demands of more advanced courses. Students are very committed to their work and are enthusiastic and diligent in their studies. External moderators comment favourably on the high standard of work produced in areas such as arts, social sciences, health and paramedic studies, applied science and technology. Pass rates for students on access courses both in terms of passes and progression to higher education are higher than the national average.

64 One hundred and ten students, aged 16-18, entered for GCE AS/A level examinations in 1995 scored, on average, 3.9 points per entry. This places the college in the middle third of colleges in the further education sector on this performance measure, based on the tables published by the Department for Education and Employment. Seventy-four per cent of the 103 students, aged 16-18, in their final year of study on the vocational courses included in the Department's 1995 performance tables were successful. This places the college in the middle third of sector colleges on this performance measure.

65 The college records students' intended progression to higher and further education or employment by department and by level of course. In both 1993 and 1994 there was a good record of progression to higher education. Sixty-eight per cent of students taking GCE A level courses and 61 per cent of students completing advanced level vocational courses progressed to higher education. Of students taking intermediate and foundation level qualifications, 66 per cent progressed to other courses in further education. Twenty-three per cent of all full-time students completing courses in 1994 gained employment after their course. The college was unsure of the intended destinations of 9 per cent of those students leaving full-time courses.

#### **QUALITY ASSURANCE**

66 A commitment to quality and its assurance is well established in the college. The general purposes of quality assurance activity are understood and supported by staff. There are procedures for the review and

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development of almost all services. The implementation of these procedures is generally effective. Responsibility for quality assurance lies with the vice-principal (curriculum) who is assisted by a quality manager and by the quality assurance committee of the academic board. The college gained the Investors in People award in 1995, the first college in Greater London to do so.

67 There are annual reviews which cover most aspects of the college's life and which are completed by heads of department and units, and by course teams and sections. These are undertaken seriously and are accompanied by action plans. Requirements for course review are clearly set out. Course reviews are linked to departmental reviews and, through these, into discussions at management level about overall priorities for the college. Some course reviews are used as working documents throughout the year. For instance, one review in the business studies department was accompanied by an itemised account of progress on all the action points agreed a year earlier. File records showed that the head of department had monitored progress with the course tutor during the year and, as a result, appropriate action had been taken, for example, in developing good displays of students' work. Outcomes of other course or section reviews include changes in course provision to meet the needs of students seeking a childcare course; revision to the structure of the C&G 726 course in information technology to enable students to progress at different levels; the introduction of new course provision for students not ready to commence a one-year course leading to GCSE in English and a review of selection procedures for an access course.

68 There are some weaknesses in the operation of the review system. Sometimes the responses to important questions in the review document are terse and do not deal fully with the issues raised. The content of reviews and the way statistical information is reported in them varies, so that sometimes there is an incomplete record of relevant issues or it is difficult to make a useful comparison on students' achievements. A few action statements are vague, showing only that a subject will be discussed further, or that funding opportunities will be followed up. There is no procedure by which the results of questionnaires given to students are included in the review document. An overview analysis of the main issues to emerge from all review documents is conducted and presented to various groups in the college.

69 The effectiveness with which clear targets and performance indicators are used within the review process is variable. Departmental reviews are supported by analysis of enrolment and retention figures and examination results. However, there is great variety in the level of target setting; in business studies clear targets are set for retention, but not for enrolment; there are no retention targets in the department of technology and engineering. Section reviews make little use of targets. There are no agreed performance indicators used across the review system and reviewers do not have access to a consistent set of data from the college's

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information system. The college has begun to investigate systems of measuring the 'value added' to students by their achievements at the end of their courses. A newly-established students' achievement committee is taking this work forward.

70 The college pays due regard to the requirements of external bodies, including the FEFC, in developing its quality mechanisms. However, the reports of moderators and assessors are not fed systematically into the course review process. To enhance the college's ability to monitor its provision a new system of internal quality reviews has just been started. A panel of staff, largely chosen from members of the quality assurance committee, has met to review the progress of new courses and of some aspects of cross-college work with those responsible. This development is at an early stage but already some examples of good practice have been identified and shared, and some omissions in course arrangements rectified. The various review systems are contributing effectively to the improvement of the work of the college.

71 The college has a well-established system of staff review. The process, which is offered bi-annually, includes elements of self-appraisal, classroom observation, discussion of roles and achievements and an identification of staff-development needs. Most senior staff, including all heads of department, have been trained as reviewers and staff can choose by whom they wish to be reviewed. Approximately three-quarters of staff, including support staff, have been reviewed within the last two years. About two-thirds of the lecturing staff reviewed have been observed teaching. Staff review is also offered to part-time lecturers and about one-third of these have completed the process. Both reviewers and reviewees spoke positively about the process; one member of the support staff said that the review had led to an important improvement in her work. Information about staff-development needs identified in the review process is fed systematically into the college planning process and staff are positive about the effect this has had on their opportunities for professional development. However, there are inconsistencies in the way the review process is understood and carried out. Some participants see it as an appraisal and welcome it as such; others, both reviewers and reviewees, do not.

72 Staff development is well established and valued in the college. It has received an allocation of 1.2 per cent of the college budget in each of the last three years. A staff-development group oversees 12 staff-development and curriculum projects funded from the staff-development budget. These offer a valuable opportunity for staff to contribute to developments such as GNVQ courses, records of achievement and access provision. Staff-development needs are identified through the strategic-planning process, departmental, unit, course and staff reviews, and through individual applications. Of 24 points in the action plan of one head of department, five were concerned with staff development. There is a need for more industrial updating in some areas and for more work on GNVQ developments, but the process of identifying priorities is effective. Recent



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staff-development projects have covered updating in network management and software systems, Training and Development Lead Body awards and an NVQ management programme for course team leaders. Cross-college initiatives also include the development of guidelines for staff acting as verifiers on NVQ and GNVQ programmes. All those undertaking staff development are required to report on its effectiveness and how they intend to pass on what they have learned. The vice-principal follows up examples of particularly successful, or unsuccessful, staff development.

73 There is an effective induction programme for new teachers and support staff. It is well prepared and resourced. A shortened version is made available to part-time lecturers and over 50 per cent of those eligible participated this year. The induction pack for new staff includes full guidance on the college's quality assurance systems. It is supplemented by a mentoring system.

74 The college has produced a students' charter which builds on an earlier student entitlement document. It is effectively disseminated. When asked its purpose one student on a GCSE course replied: 'It says what the college expects of you and what you can expect from it'. The contents of the charter are broadly adequate but in some respects fall short of what the national further education charter requires. For instance, the charter says little about reports on students' progress and does not give clear guidance on the turnaround time students can expect for marked work. The charter is about to be reviewed by the college charter group.

75 The college's self-assessment report, with some exceptions, broadly follows the headings and sequence of the Council Circular 93/28, *Assessing Achievement* and includes comprehensive coverage of teaching and learning and students' achievements. Each section has an analysis of strengths and weaknesses and an overview of main points. The document is helpfully cross-referenced to sources of evidence. Inspectors found it useful in setting the scene. Although the identification and presentation of weaknesses is not always sufficiently rigorous, the judgements made match those of the inspection in most areas.

## **RESOURCES**

### **Staffing**

76 Teaching staff are well qualified and experienced for the work they carry out; 91 per cent have a degree or equivalent professional qualification and 33 per cent have higher degrees. Staff without degrees have sound professional or craft skills. It is college policy to support all teaching staff in obtaining a teaching qualification and 97 per cent of staff have such qualifications. All new full-time teaching staff without a teaching qualification are required to obtain one, and are given support in so doing. Limited support is also given to part-time lecturers who wish to obtain a teaching qualification. Seventy-three staff have so far gained Training and Development Lead Body assessor awards and five more are completing

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them this year. There is a good mixture of established and more recent appointments with 25 per cent of staff in post for more than 10 years and 25 per cent for less than one year. Some staff have up-to-date industrial or commercial experience but the experience of others is dated. Departments make effective use of part-time staff who teach approximately 27 per cent of the teaching programme. Part-time staff are well qualified and bring a suitable range of current experience of industry and commerce to their work.

77 Well-qualified and trained technicians provide high-quality support in areas such as hotel and catering and business studies, but in other areas the level of support available to teaching staff is sometimes inadequate. Technicians are deployed to the departments and cross-college units and work flexibly within and sometimes across these divisions. Administrative and clerical staff have a good range of professional qualifications and are generally well managed but there are shortages in the availability of administrative support for teachers.

78 Personnel management is efficient and effective. The personnel office provides a clear, well-documented system for the recruitment and selection of staff and provides good guidance and support for reviewing job requirements and producing job descriptions. There is an effective computer-based personnel record system for full-time staff which includes staff-development records. It is being extended to include part-time staff. There is detailed monitoring of all staff by ethnic origin and gender.

#### **Equipment/learning resources**

79 The distribution of general and specialist equipment to support teaching and learning is variable. Most general classrooms are suitably furnished and equipped. Catering, business studies and engineering departments are particularly well equipped. A good modern language laboratory is available to students learning foreign languages. Equipment is adequate in media studies and art. Some equipment in science, electronics and mechanical engineering is in need of replacement or improvement. The college has a comprehensive register of its current stock of equipment but no systematic programme for replacing or upgrading equipment across the college

80 Most information technology resources are within individual departments, where over 200 machines are located. Approximately 70 computer workstations are in the central college computer unit. Overall, this gives a college-wide ratio of students to workstation slightly better than 9:1 but access to the machines is unequal for students in different departments. Open access to the computing facility is often limited especially when it is booked by departments for group teaching. Students can use vacant machines during teaching sessions, but without access to instruction or support. The computer unit manager is available to advise on the purchase of computer hardware and software. Although this advice is well regarded in the college and has resulted in considerable convergence

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of provision and a good basic standard for software on all computers, there is no college policy to ensure consistency. The college is considering the development of a cross-college communications network but lacks a corporate plan for the acquisition and development of information technology. Presently, three main computer networks operate separately. One provides access to the administrative systems, one links the computers in the computer unit with some departmental machines, and one serves business studies.

81 The library provides a pleasant environment for private study where three full-time and three term-time staff give a friendly and efficient service. The 95 study spaces are well used and frequently inadequate to meet the demand. Good links between the academic departments and the library staff support students in their project and assignment work. The library facilities include compact disk read-only memory (CD-ROM) databases and video facilities, as well as books, journals, reports and reference materials. There is no provision of general computer workstations. The bookstock is of variable quality with some outdated volumes. There is inadequate provision of books for science, business, health, humanities, and for courses in English as a second language. The limited space makes any extension of the library facilities to include computing and more general learning resources difficult to achieve.

### **Accommodation**

82 Accommodation on the main site comprises five linked buildings. A central open space provides an attractive and spacious environment for students and staff. The main refectory is spacious and has been refurbished to a good standard. The public areas are well maintained, clean and tidy. The main reception area provides a welcoming introduction to the college. Most of the teaching accommodation is satisfactory or better. However, some teaching rooms are in need of general redecoration and refurbishment and some are small for the size of groups using them. Specialist accommodation is notably good in catering, business studies and engineering. There is some inappropriate provision for much of the work in art and design. Access to the buildings for wheelchair users is good in all but two buildings where some accommodation can be reached only by stairs. This does not restrict access to any specialist facilities and by flexible timetabling the college meets the requirements of students with restricted mobility. Ramps are installed at each fire exit.

83 The college also occupies part of a former school in South Wimbledon which provides 490 square metres of floor space for 31 full-time and 113 part-time students on the musical instrument technology course. The accommodation is satisfactory for its current purpose, but the building is dilapidated. The college now carries out only essential repair work since it is withdrawing from the site when the lease expires at the end of 1997. There is a ramped entrance.

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84 Outside consultants have been employed to advise on the current accommodation and its use. This has resulted in the college undertaking a thorough analysis of its existing buildings and drawing up clear long-term plans for maintenance, refurbishment and development. Premises management has been placed with external consultants for a one-year trial contract. Specialist and general teaching accommodation is allocated to departments for timetabling, with the allocations reviewed each year. There has been an analysis of space utilisation which shows 81 per cent efficiency in the use of work places. The college is close to the limits of available space and uses its accommodation very efficiently.

### **CONCLUSIONS AND ISSUES**

85 Strengths of the college include:

- a wide range of courses which are responsive to demand and labour market changes
- effective links with outside agencies, particularly with employers
- effective governance and management
- strong vocational provision in engineering, catering and business studies
- high-quality specialist courses in musical instrument technology and motor cycle repair and engineering
- the successful development of records of achievement
- the effectiveness of the quality assurance system
- an established staff review which leads to appropriate staff development
- successful access courses preparing adult students for higher education
- a well-qualified and appropriately experienced staff.

86 To improve provision further, the college needs to address the following:

- the extension of best practice in teaching and learning across all courses
- the development of the central management information system
- poor retention on some college courses
- improvements in the organisation and provision of information technology
- improvements in the availability of technician and administrative support to aid teaching staff
- the development of the library to provide more effective support for learning
- an improvement in the availability of specialist careers advice.

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## FIGURES

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

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

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

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

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  - 5 Income (for 12 months to July 1995)

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  - 6 Expenditure (for 12 months to July 1995)

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

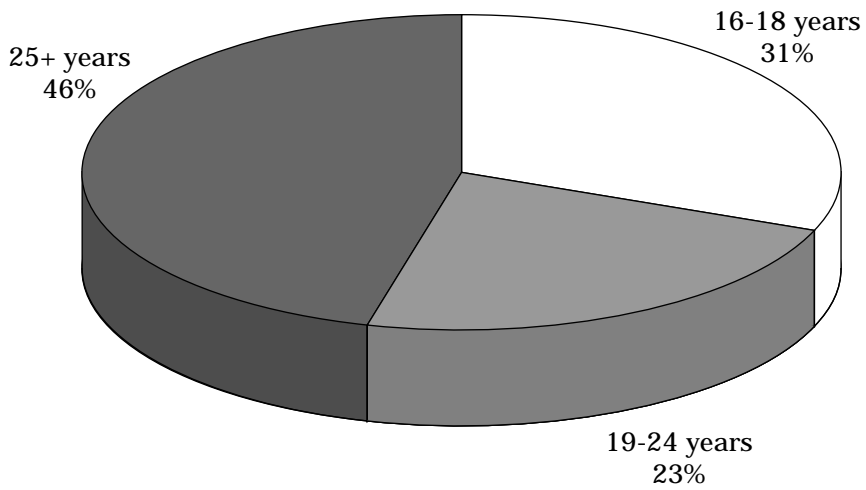
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**Figure 1**

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**Merton College: percentage enrolments by age (as at July 1995)**



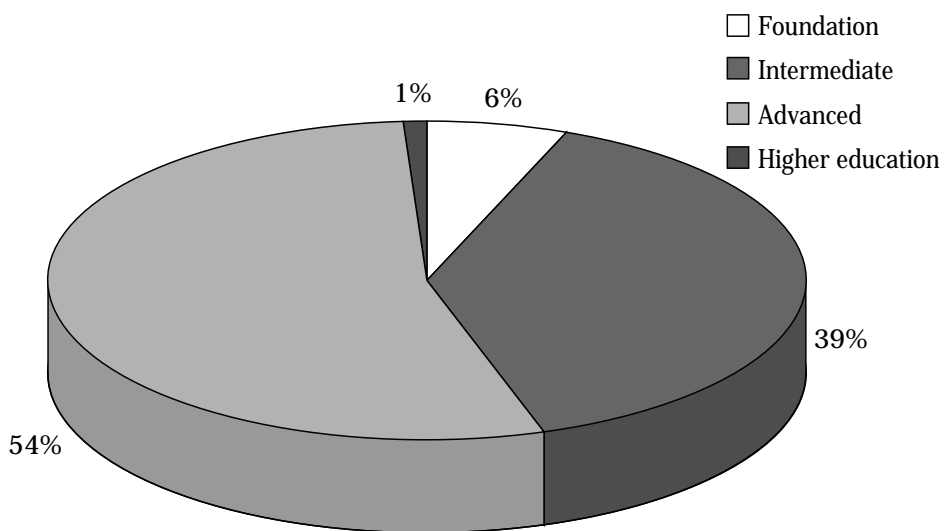
Enrolments: 4,272

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**Figure 2**

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**Merton College: percentage enrolments by level of study (as at July 1995)**

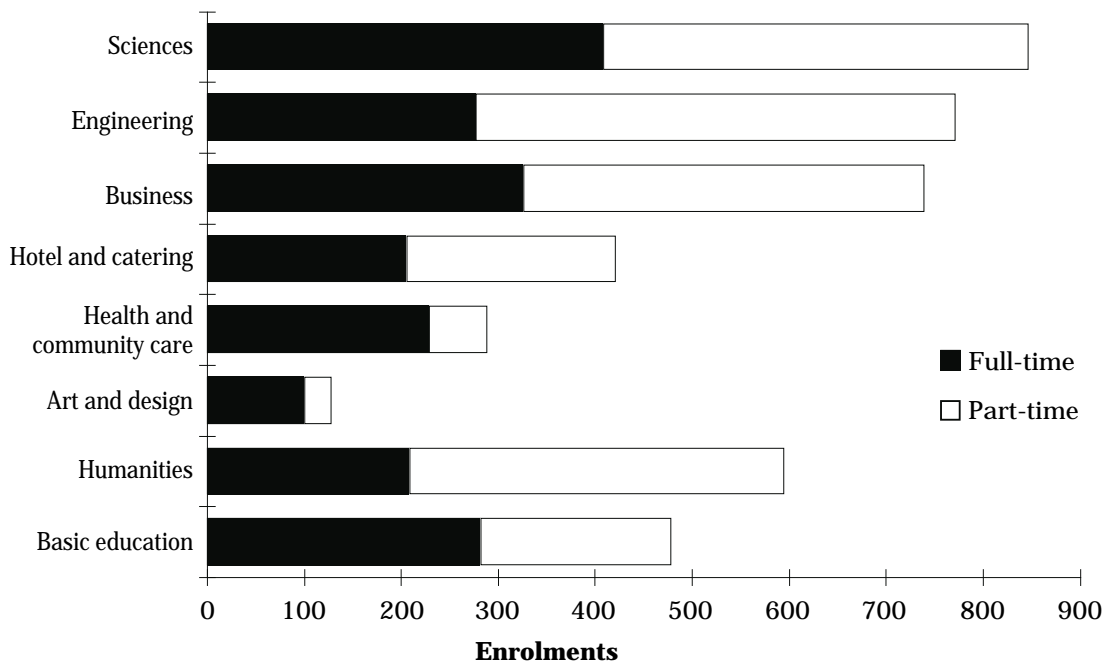


Enrolments: 4,272

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**Figure 3**

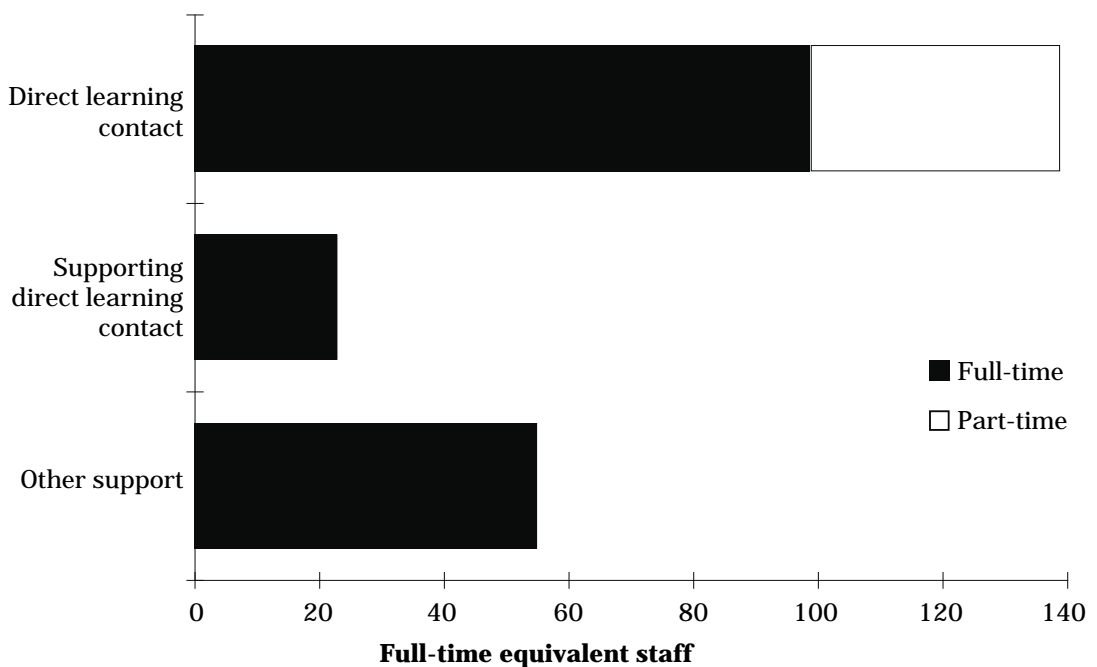
**Merton College: enrolments by mode of attendance and curriculum area (as at July 1995)**



Enrolments: 4,272

**Figure 4**

**Merton College: staff profile - staff expressed as full-time equivalents (as at July 1995)**



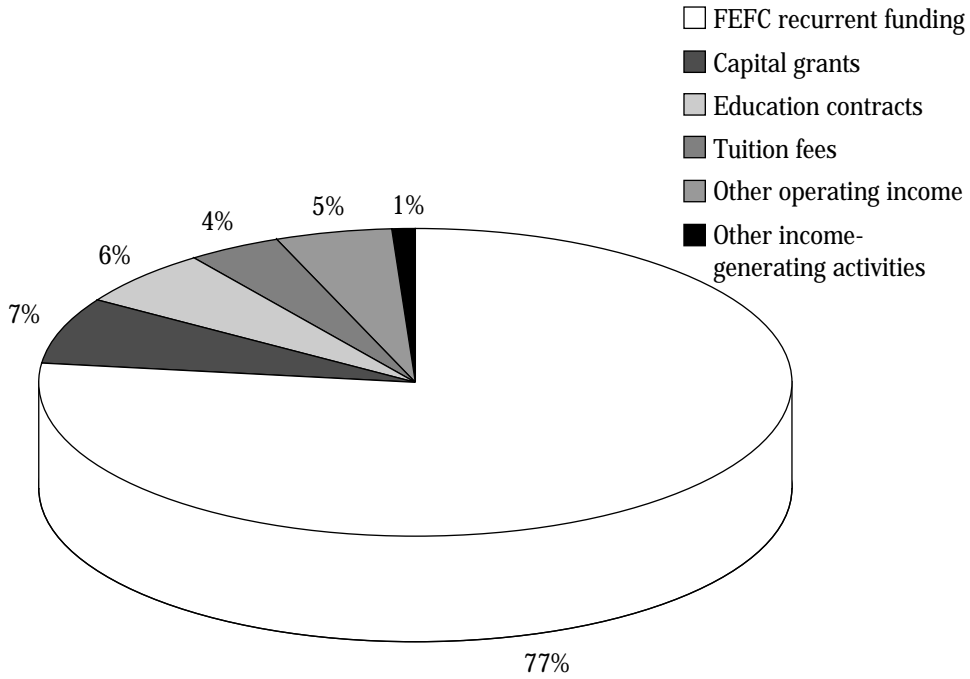
Full-time equivalent staff: 217

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**Figure 5**

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

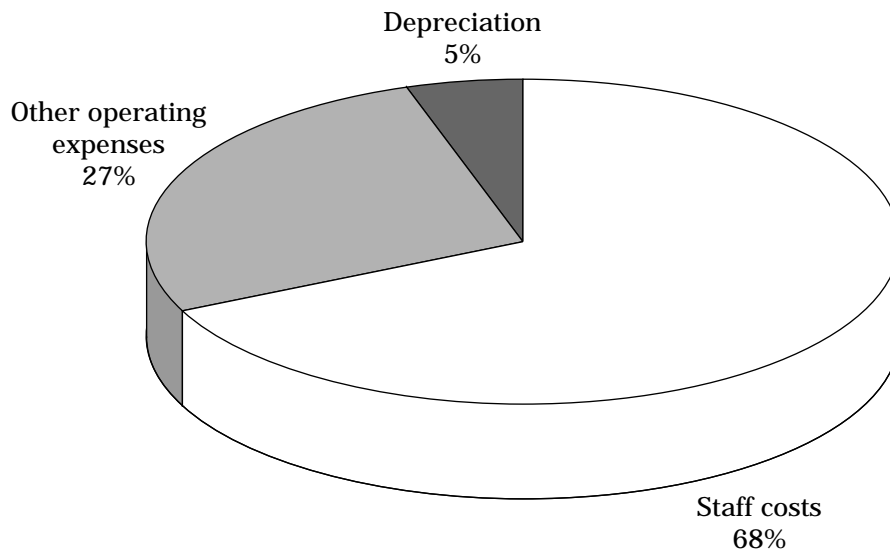


Income: £7,130,000

**Figure 6**

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



Expenditure: £7,485,000



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