

**REPORT
FROM THE
INSPECTORATE**

**North
Birmingham
College**

May 1995

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

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

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

GRADE DESCRIPTORS

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

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

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FEFC INSPECTION REPORT 51/95

NORTH BIRMINGHAM COLLEGE

WEST MIDLANDS REGION

Inspected May 1994–January 1995

Summary

North Birmingham College has good links with the community and responds well to its needs. It has successfully changed its curriculum range from that of a specialist construction college to a broadly-based provision. It offers a range of courses which meet the further education needs of students, particularly adults. In the past year the college has undergone a period of unsettling and continuing major management changes. Managers have worked hard to develop the college in spite of these difficulties. A new principal is now in post and has a clear plan for developing the college. Governors are supportive. They have been closely involved in developing the college mission and strategic plan. Teaching and support staff are well qualified and experienced. Many students are well motivated and enthusiastic. There are good examination results in a number of vocational areas. Tutorial systems are well organised and effective. Accommodation is generally good and childcare facilities are excellent. The college pays careful attention to quality assurance. The major problem currently facing the college is the need to reconcile expenditure and income. There has been useful development of franchised courses with a number of local and national organisations, but the college acknowledges that these should not be pursued to the detriment of its principal aim of meeting local needs. The college should: undertake more market research; provide more opportunities for flexible learning; improve examination results in some areas, and particularly in GCSE English and mathematics; address the poor attendance and punctuality on some courses; provide better access for people with disabilities; and develop a learning-resource centre.

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

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

Curriculum area	Grade	Curriculum area	Grade
Construction	3	Health and social care	3
Business administration	1	Humanities	3
Business studies	3		
Leisure and tourism	3	Students with learning difficulties and/or disabilities/ adult basic education	2

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INTRODUCTION

1 North Birmingham College was inspected in three stages. Specialist programme areas were inspected in May and November 1994. The college's enrolment and induction provision was inspected during September 1994. Aspects of cross-college provision were inspected in January 1995. In total, 17 inspectors and 68 inspector days were used. Inspectors visited 126 classes involving more than 900 students, and examined representative samples of students' work. Meetings took place with members of the corporation, staff, students, parents, local employers, local head teachers, and representatives of the community and the Birmingham Training and Enterprise Council (TEC). Inspectors examined college policy statements, minutes of committees and documents relating to the college's organisation.

THE COLLEGE AND ITS AIMS

2 North Birmingham College is located near the junction of the M5 and M6 motorways in the Birmingham ward of Perry Barr. The college was opened in 1954 as the Brooklyn Farm Technical College, specialising in construction and engineering. The college was extended with a new wing in 1966 and two further blocks were completed in 1973 and 1974.

3 On 1 April 1993 the college changed its name, from Brooklyn College to North Birmingham College, to reflect the geographical area that it serves. The college has diversified over the last five years into a broad range of curriculum areas to reflect changes in industry and the needs of the community.

4 The college serves the North Birmingham area and the adjoining parts of Walsall and Sandwell. It draws 75 per cent of its students from within a three-mile radius. The college is located in the centre of a mixed residential area with a catchment of 400,000 students. There are five schools offering post-16 provision and five other further education colleges which compete for students. In 1994, 66.4 per cent of students in Birmingham stayed on in full-time education after the age of 16.

5 The college has concentrated on recruiting full-time and part-time students, mainly in the adult age range. The student population has a balanced gender profile with 53 per cent men and 47 per cent women. Students aged between 16-19, 19-30 and over 30 years of age account for 21 per cent, 32 per cent and 47 per cent, respectively of the student population. The college attracts 25 per cent of its students from minority ethnic groups compared with a local ethnic population in the surrounding wards of 10 per cent. At the time of inspection, there were 3,472 students on roll, of whom 1,364 were full time and 2,108 part time. 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.

6 The college currently employs 99 full-time equivalent teaching staff, 21.5 full-time equivalent staff supporting direct learning contact and 70.5

full-time equivalent support staff. A staff profile with staff expressed as full-time equivalents is shown in figure 4.

7 The unemployment rate in Birmingham is 16.2 per cent. In the adjoining districts of Walsall and Sandwell it is 11.1 per cent and 13.7 per cent, respectively. In the wards adjacent to the college, the unemployment rate varies from 35.2 per cent to 6.3 per cent, with an average rate of 16.9 per cent. The loss of jobs in the West Midland's traditional industries of engineering and manufacturing has continued, but there has been a rise in vacancies in the service sector, particularly in marketing and caring. Part-time employment and flexible working, together with a rise in the number of vacancies filled by women, have increasingly become characteristics of the labour market.

8 The college's mission is to provide education, training courses and services of high quality to meet the needs of the community and industry. It also aims to widen access and develop methods of teaching and learning to ensure that all students are given every opportunity to achieve success. The college seeks to meet identified needs, by developing courses both directly and through franchise and partnership arrangements, that lead to nationally-recognised qualifications including General Certificate of Education advanced level (GCE A level), General Certificate of Secondary Education (GCSE), General National Vocational Qualifications (GNVQs), National Vocational Qualifications (NVQs) and their equivalent. The college also has partnerships with higher education establishments, in particular the University of Central England, and with the Birmingham TEC for a wide range of training programmes.

9 The college has recently appointed a new principal following the illness and retirement of the previous principal. At the time of inspection the college was in the early stage of a major management restructuring exercise.

RESPONSIVENESS AND RANGE OF PROVISION

10 The college mission and strategic plan are firmly rooted in the need to increase education and training opportunities for a local community, where educational participation rates have been low. There is significant potential for increased education and training. To this end the college has sought to exceed growth rates for the sector and make a substantial contribution to the achievement of the national targets for education and training. The college plans to recruit about 5 per cent more 16-18 year old students and 15 per cent more adult students in 1994-95. The college has experienced a drop in enrolments to construction courses as a result of declining demand within the construction industry. It has made up for this shortfall by providing other vocational courses where it is not in competition with schools and developing new areas for which there is demand. These areas principally include health and caring, recreation and leisure, and courses for adult students, for example, access courses. Franchising is being developed, particularly in association with national federations of sports bodies.

11 There is a rich and diverse range of links with local organisations. Contacts with schools include visits to inform year 11 pupils of the opportunities available to them and invitations to pupils to visit the college for taster courses. The college has partnerships with Hamstead Hall School to offer GNVQs in two vocational areas and with Kingstanding Special School to provide post-16 education for students with severe learning difficulties. Good support is offered to the Parentwise initiative with local schools which attracts parents back into learning and at the same time enables them to help their children. Parents are able to obtain a recognised award and many have subsequently enrolled on college courses. Community representatives and school teachers were especially appreciative of this commitment by the college. Links have led to useful practical projects, for example by college brickwork students who undertook work in a local school. The college is a member of an education business partnership which includes a compact for post-16 students, course tasters and help with NVQs and GNVQs in local schools. About 3,000 pupils have taken part in the built environment educational programme which links the college with primary schools.

12 The college has established a community forum with representatives from 60 local organisations ranging from housing action trusts to organisations with a cultural and religious emphasis. The aim of the forum is to promote outreach work and to encourage more students to enter courses on the main site. The forum meets regularly and makes suggestions for improvement in college community relations, for example the printing of more college information in community languages. Community representatives emphasized the strength of these links and the responsiveness of the college.

13 Links with Birmingham organisations include the economic development department of the city council and the adult education department of the local education authority. Links with social services and voluntary agencies support work with students with learning difficulties and/or disabilities.

14 The college has higher education courses franchised from the University of Central England and De Montfort University, Leicester. The college access to higher education courses provide opportunities for students to enter degree courses at local universities.

15 There are good relations with the Birmingham TEC. The college manages a number of TEC-sponsored programmes. The TEC views the college as an effective manager of courses. TEC quality audits were good, although on the training for work programme the TEC would like to see a higher number of trainees obtaining jobs. The instability of TEC contracts has posed problems for those programme areas which are involved in training. There is a TEC nominee on the corporation.

16 The strategic plan and curriculum are based on a rigorous analysis of local labour market information. Awareness of the education and training

needs of many local people has played an important part in the development of a community emphasis. Expansion in business administration, health and caring, recreation and leisure, and art and design is based upon anticipated growth in the service sector. The development of adult basic education enables many students to return to education and to acquire skills upon which to build further achievement.

17 The college does not have formal systems to seek employers' views. Such a development could be useful in matching college courses to employers' needs. Some areas have helpful contacts with local industry. For example, business administration undertakes in-house training for local companies and construction provides relevant further training for employees in that industry. In health and social care useful links with the sector are important in finding work placements for students. The college offers training opportunities for young people resident in a local young offenders' institution. Employers viewed the college as open, responsive and effective in ensuring that they were put in touch with those staff members who could best meet their needs. They praised college support for NVQ workplace assessments. Favourable reference was made to the quality of college support for French students on work placements. There was particular praise for the quality of college training courses for the gas industry, where the highest standards of safety are required.

18 About 80 per cent of students are aged over 19. The college places particular emphasis on meeting the needs of mature students through the provision of flexible programmes of study. Although it has diversified substantially in recent years the college's range of courses is fairly limited, reflecting its origins as a construction college. The number of GCE A level and GCSE courses is small and has declined sharply, reflecting poor examination results in the past, and local competition. The college view is that many neighbouring institutions can offer a stronger GCE and GCSE programme. The main curriculum areas are construction, art and design, business administration and business studies, recreation and leisure, caring, adult basic education and provision for students with learning difficulties and/or disabilities. Provision for the last-named has grown rapidly. There is a substantial access to higher education programme and the college offers many courses in teacher training. The number of courses in English for speakers of other languages has been increased, particularly through the community outreach programme. A number of courses are timed to meet the needs of parents with schoolchildren. A weekend college, essentially a Saturday morning provision, is particularly popular with students taking computing courses. It is helpful that the college nursery is open at this time.

19 The college has very recently begun to develop franchising with some local organisations and, particularly, with national organisations in sports and recreation. The aim of franchising is to increase the college's student numbers by offering reputable national organisations the opportunity to obtain accreditation for a wide range of training activities such as coaching

awards. Although the college sees this as a growth area, it is aware that it must be managed carefully and include effective dialogue with the organisations over such matters as quality assurance and the enrolment and retention of students. Franchising is a useful development but there is a need to ensure that the college does not become too dependent upon this to the detriment of its core business.

20 Marketing of college activity is a strong feature. The college director of development is responsible for overall policy and works closely with the sales and promotion manager in the production of marketing literature. There is a marketing committee, broadly representative of programme areas, which evaluates policy. Marketing activities include visits to local schools, college open days and the distribution of leaflets in local shopping areas. The college has a marketing strategy which has identified key markets where there could be more promotion. A postcode analysis of current students has been helpful in identifying areas to target. The marketing budget is adequate but market research will need greater emphasis in the future. The appointment of a research and development assistant is a useful initiative. One useful survey on barriers to education in Kingstanding and Stockland Green has already been carried out.

21 Marketing is supported by a well-developed press and publicity policy. The college has a useful range of publicity material, including a free newspaper and a range of curriculum area leaflets. There is no overall prospectus, although one is now in preparation. The college has clear records of its promotional campaigns, its press advertisements and its promotional literature. The college logo now appears on all marketing literature. Records of enquiries are monitored and information is sent to the publicity officer. Relationships between marketing and curriculum areas vary. In some areas there are close contacts, while other curriculum areas still produce some of their own literature. A good example of collaboration was seen in the rapid development of a leaflet on accreditation of prior learning in business administration. The marketing of courses for students with learning difficulties and/or disabilities needs to be more vigorous and the college has now commissioned a research project to explore the needs of local students, pupils in secondary schools and adults in training centres who are within this category.

22 The college has a clearly-stated equal opportunities policy which seeks to remove discrimination and to promote positive attitudes about gender and ethnicity. A member of the teaching staff is the college equal opportunities adviser. There are codes of conduct in place to deal with issues such as harassment and procedures to deal with complaints. The policy includes the promotion of equal opportunities issues in the curriculum. There has been useful staff development which has alerted members of the college to equal opportunities issues. All staff, including part-time staff receive equal opportunities training at induction.

23 The college day nursery is a much valued feature in helping students to return to education. This is managed by a private company in partnership with the college. It takes children from three months to school age and also runs after-school and holiday schemes for children up to the age of eight. There are 89 places, 30 of which are reserved for college students. These places are subsidised. Some college students on National Nursery Examinations Board (NNEB) courses undertake their work placements and assessment in the nursery.

GOVERNANCE AND MANAGEMENT

24 In the past year the college has undergone a period of highly unsettling and continuing major management changes. Uncertainty about the future of the college as an independent institution added to the unsettled atmosphere in the summer term of 1994. The principal in post prior to incorporation retired in August 1994, following an extended period of absence due to illness, and the director of human resources took early retirement in August 1994. The director of physical resources retired at the end of December 1994, having carried out the duties of acting principal since April. Their duties were then taken over by the directors responsible for finance and development. The director of development has an exceptionally wide portfolio and also carried the responsibilities of college nominee during the inspection. The burdens carried by the directors during this period were heavy and the greater role played by governors in the direct management of the college did not fully compensate for these difficulties. In addition to the directors, there is a personnel manager, a training manager and three faculty managers who are responsible for curriculum areas.

25 A new principal joined the college during November 1994. She has reviewed the management structure and now has a clear plan for the future of the college, including the implementation of a significant management restructuring, which has been approved by the governing body. It is hoped to introduce this during April 1995. In the interim she has made all senior managers directly responsible to her.

26 The corporation board has 16 members including the principal, two staff and one student member. Independent members have backgrounds in construction, industrial management, education, financial services, and trade unions; one member is the local member of parliament. Nearly all governors transferred from the previous governing body at the time of incorporation. Three of the members are women. There is a vacancy for a co-opted member, which the board hopes to fill with a business member. Meetings of the main corporation are held regularly. Most have been well attended. The meetings are supported by clear briefing documents and concise minutes. A range of committees exists for audit, finance and general purposes, employment and remuneration and development. Governors are committed and supportive of the college. They concern

themselves with strategic matters. They have attended joint strategic planning days with the college executive and, very recently, a cross-college staff-development day. The governors did not discuss the college's 1994 examination results until February 1995.

27 The corporation board has provided strategic guidance in the planning process. The current strategic plan sets out the college's mission and principal aims. The achievement of some of these aims in the short term will be difficult, since the college is facing a shortfall in income, as a result of setting a budget based on over-optimistic recruitment targets. The strategic plan has been expanded to include financial implications, and specific target dates for the achievement of operational objectives. Awareness and understanding by staff of the college's strategic plans and operations has varied. There are now programme area reviews and a variety of planning sessions between faculty heads and programme managers which will inform the budget bidding for 1995-96.

28 The college's academic board is chaired by the principal and, apart from the director of development and the quality manager, its membership is elected from a range of constituent groups across the college. The board meets termly and has a remit to advise the principal on quality matters. Three subcommittees were formed but these have not met for some time. A review of the function and operation of the academic board is planned.

29 The college has a health and safety policy which has recently been updated. External advisers carry out risk assessments at regular intervals. There are programmes for staff training on health and safety matters, although it is proving difficult to implement these for visiting lecturers. The health and safety committee, which should meet every two months, did not meet between January 1993 and November 1994. Management of the policy has therefore not been fully effective. The college also has an equal opportunities policy; senior staff who make appointments have received appropriate training. There is an overall strategy for the development of learning support across the college, but management responsibility for learning support for students with learning difficulties and/or disabilities is unclear. Not all middle managers or staff accept that they share a responsibility for implementing policies in these areas.

30 During the difficult period already described there were numerous examples of poor communication throughout the college. Meetings of the senior college management team were not always held weekly as planned during 1994. Agenda items and actions agreed were not always followed up, for example on such key issues as completion of registers and details of budget allocations during the summer and early autumn of 1994. On a day-to-day basis, faculties have run a variety of formal and informal meetings. Although there is no overall communication strategy, a number of initiatives have been started since autumn 1994, with increasing momentum since the appointment of the new principal. These include a new college magazine and a monthly college forum for senior and middle

management which is helping to create better mutual understanding between management support services and teaching staff.

31 Systems for internal college budget allocation have been, and still are, in a state of change. The practice has been for full-time pay budgets to be controlled centrally by the principal and directorate, with budgets for visiting teachers and consumables devolved to budget holders such as the faculty managers. However, it was November before figures were issued for the current financial year and there has been some confusion in managers' understanding of their budgetary responsibilities. Monthly monitoring at faculty and programme area level takes place. Until December 1994 there was no cross-charging of resources for faculties and programme areas. A budget for examination fees has been devolved to faculties but it is not clear that the centralised examination administration will ensure that fees paid by students are transferred to faculties. The college recognises that financial allocation is not clearly understood at an operational level and that there have been no clear budget setting mechanisms which draw on the resource implications of provision or on costings within the strategic plan.

32 Enrolment targets are set and monitored for the majority of courses. According to the figures published by the Council in *Funding Allocations 1993-94*, the college had failed to achieve its 1993-94 growth target by 4 per cent. The final audited figures submitted by the college suggest that it exceeded its growth target, but these were still under validation at the time of the inspection. In 1994-95 the college planned for a very substantial growth in enrolments. The main basis for this growth was the development of franchised courses.

33 Accounts are presented to the finance committee for subsequent adoption by the full corporation. The original budget for 1994-95 agreed by the governors was based on the assumption that all projected funding units would be achieved. At the October 1994 committee meeting, attention was drawn to the growing shortfall in funding units. This led to a shortfall in income against expenditure by the end of December 1994 which is likely to increase. The new principal has taken action to cut expenditure in such areas as marketing and maintenance and by freezing recruitment. A wider recovery strategy is being developed, including the proposed management restructuring, with the aim of returning to surplus by August 1996. Income from franchising is now seen as an addition to, and in no way a replacement of, main core funding.

34 The college's average level of funding per unit for 1994-95 is £23.35. The median for general further education and tertiary colleges is £18.17. Summaries of the college's income and expenditure for the 12 months to July 1994 are shown in figures 5 and 6, respectively. The college is at a very early stage of development on unit costing and, while a number of performance indicators have been produced for internal college decisions, serious development of these has only begun recently.

35 The college has a management information system networked to senior staff, including faculty managers. The system has been the subject of considerable dissatisfaction from both operators and users. The demand for information by external bodies and the college's decision to pilot the individual student record have led to delays and difficulties in processing the data required for effective internal management. Conflicting advice received from external bodies on the requirements for audit evidence has added to delays, for example in the operation of the enrolment system. Inaccuracies in providing data internally have also caused hold-ups in processing information. As a result, some managers do not use the system, as they feel that the information is unreliable. The system and the staff who operate it have the potential to generate useful management information and already do so in a number of areas, including finance. An overall strategy is needed to ensure that management requirements for information are clearly and unambiguously defined and that the staffing to supply them is in place. Currently information system management and cross-college information technology co-ordination responsibilities are held by one member of staff. This unrealistic workload is now being addressed by the college.

36 Retention rates were monitored in the programme area reviews conducted in November 1994 and reasons for dropout have been sought. While some courses had 100 per cent retention rates, others gave cause for concern. Overall the college calculated its drop-out rate in 1993-94 at around 14 per cent. The college has set a target for improvement in 1994-95 and expects to reduce the drop-out rate to 12 per cent over the year.

37 Information on destinations is collected at course level. Intended destinations are recorded at enrolment and are updated towards the end of a student's course. Attempts have been made to gather information from full-time leavers through a postal survey, which produced a 25 per cent return. Information held by the college is therefore representative rather than comprehensive.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

38 The college's centralised admissions system provides a co-ordinated and effective recruitment service. Recruitment and interviews are carried out by a team from the information and guidance centre and course tutors. Potential full-time students have an interview which focuses on their proposed learning programme or career choice. Additional interviews can be arranged, for example, if applicants are unsure about their career aims or need advice on learning support. Most interviews lead to an appropriate choice of course. Many adult students were impressed by the sensitive and understanding way their interviews were handled but some were concerned that not enough detail was provided about their course. In general, students felt that their queries and concerns were answered in an informative and friendly manner.

39 Good use is made of a variety of recruitment methods such as the North Birmingham College News, a free newspaper with a circulation to 180,000 homes in the north and central areas of Birmingham and Walsall. It emphasises student achievement and is attractively designed. Information is also provided through visits to local shopping centres, taster and open days, links with the local careers service and schools. However, students on the access course were concerned that the women's studies option was no longer available, contrary to information available at the time of application.

40 The assessment and accreditation of prior learning and experience is still at an early stage and further development is required to meet the needs of existing and potential students. The process of development is managed across the college by a co-ordinator. The outcomes of this work include help for staff to achieve Training and Development Lead Body qualifications and the development of an accreditation of prior learning project for the roofing trade. The business administration area makes good use of students' previous experience. In some courses, students' existing skills in information technology or paramedical training were not taken into account.

41 During enrolment, staff were welcoming but the reception area for students was too small and poorly signposted. Some students needed more help with the completion of forms. More thorough college preparation for enrolment could have alleviated these problems. At induction, there were helpful staff and generally good documentation which included effective guidance on course structures, timetables, assessment and helpful health and safety advice. Induction sessions were generally well managed. They included an introduction to course modules and study skills. Useful ice-breaking activities helped students to begin to create effective group relationships. Although students valued the content of the induction programme, some found the programme too long. Part-time students found their half-day induction useful. Recreation and leisure students enjoyed their induction session in a local park; it helped them with team building in an environment directly related to their career choice. Library induction was clear and well managed; there is good liaison between library and teaching staff to ensure effective follow up. An induction checklist is supplied to course tutors, but not all use it. Part-time staff were not fully aware of induction procedures.

42 Good learning support for students is provided through additional timetabled help, one-to-one tuition, and the provision of basic skills support on foundation level programmes. Students have a monthly review of progress. Assessment for this support is undertaken through Adult Literacy and Basic Skills Unit tests and the college's own diagnostic testing. At present this service is available only for 16-19 year olds and TEC-sponsored students. There is a proposal to extend this to adult students from September 1995.

43 If students wish to transfer between programmes, this is arranged through the group tutor, the college's careers and guidance service, the relevant subject lecturers and programme managers. There were examples of this taking place in health and care, with movement between Business and Technology Education Council (BTEC) national diploma nursery nursing and GNVQ. Transfer mainly occurs during the induction period. Once a course is underway a similar process is followed but with a growing emphasis on encouraging the student to stay on the original programme. The college has no formal guidance for transfer. Students who moved from the course for access to teaching to access to higher education were not aware that transfer was possible until they had initiated enquiries.

44 Tutorial support across the college is well organised and effective. Full-time and part-time students have tutors. Tutorial provision is the responsibility of each course team. There is a strong commitment from group tutors to provide personal support and guidance. There are clearly-written and implemented tutorial programmes for all courses. These programmes cover elements which include preparation for application to higher education courses, careers guidance, further development of records of achievement, and study skills for foundation students. Students appreciate the help and support they receive.

45 The student and staff counselling service has clear objectives. Counselling staff provide essential help and support. Those who have used the service value it highly, particularly adult students. Good use is made of outside agencies. The team is an effective and integral part of the college. Counselling is headed by the co-ordinator of client services and the team is completed from college staff. A wide range of leaflets on benefits and welfare rights is made available to students. Many leaflets are written in community languages. The college employs a youth worker who provides useful support for activities ranging from work with the students' union to advice with disciplinary matters and drugs education.

46 Comprehensive careers education and advice are available to all students. Higher education guidance is particularly well developed. Careers staff are committed and enthusiastic. They make regular, planned visits to full-time courses to provide assistance, such as help with the completion of applications for entry to higher education. Support for students who wish to go directly into employment is not so well developed. A good relationship exists with the Birmingham Careers Service which supplies an effective service to the college. The college has successfully completed two quality assurance audits sponsored by the Birmingham TEC, indicating achievement of a specified level of service for advice on employment, education and training opportunities.

47 The college's approach to records of achievement is systematic and thorough and is an integral part of learning programmes. Records of achievement are validated through the Birmingham Accreditation Panel,

part of the Birmingham Education Business Partnership. Students are encouraged to maintain and update their records of achievement in the majority of programme areas. There is good awareness of the need for sensitivity when recording achievements for the college's many adult students, particularly those new to education.

48 The college has procedures for monitoring attendance and seeking reasons for persistent absence. Despite these procedures, student absence and unpunctuality are a cause for concern. Some staff see absence and lateness as problems caused mainly by external factors outside their control. The college has not developed a strategy to address absence and lateness problems.

49 Students are well informed of their rights and responsibilities. Information is provided at induction through the students' diary and through posters around the college. The tutorial system reinforces this. There are two stages for responding to grievance; a first stage through course tutors and programme managers and a recently-initiated second stage through the information and guidance service. There is also a suggestions and complaints box located on the ground floor.

50 Responsibility for work experience lies directly with programme areas. There is no overall co-ordination for work experience in the college. In health and social care there is an effective work experience scheme. In business administration work experience suffered from the fact that students spent too short a period in their placements. This situation has now been addressed. Other programme areas feature work experience as the nature of the course requires. The recreation and leisure studies area is in the process of establishing a work experience programme. Employers spoke with enthusiasm about students on work placement and commented on the college's good support for French students taking part in work experience through the European Training Network.

TEACHING AND THE PROMOTION OF LEARNING

51 In the sessions inspected 55 per cent had more strengths than weaknesses. Twelve per cent of the sessions had more weaknesses than strengths. The following table summarises the grades given to the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCSE		0	2	5	2	0	9
GNVQ		0	3	6	4	0	13
NVQ		2	15	9	3	0	29
Access to higher education		1	8	3	1	0	13
Access to further education		2	4	1	1	0	8
Basic education		0	8	3	0	0	11
Other vocational		4	17	15	4	0	40
Other		1	2	0	0	0	3
Total		10	59	42	15	0	126

52 The better classes were characterised by good teaching schemes, clear aims and objectives which were shared with students, and a high degree of participation by students. Students' understanding was aided by well-prepared handouts and other course materials. Poorer classes were less well organised and had relatively little participation by students.

53 Attendance was not always consistently checked. In too many cases attendance was poor, averaging 64 per cent for all classes observed, and in a few cases no students attended at all. Systems for checking on students' attendance were neither uniform nor consistently implemented. There were many cases when students arrived late and were not challenged by tutors. This disrupted the teaching and learning. On occasions, members of staff were late.

54 The teaching on construction technician courses was well supported by a wide range of learning materials, including audio-visual aids, well-prepared handouts and well-documented students' assignments. Modern surveying equipment was available for students but the poor quality of accommodation and shortages of resources inhibited the best teaching and learning. The teaching of GNVQs required a more sensitive approach to meet the learning needs of individual students. In one case a tutor dictated notes to students throughout a session. In construction crafts, relations between staff and students were good but the quality of teaching varied considerably. There was appropriate documentation based upon NVQ national models. Practical sessions were often well managed but the work in theoretical classes lacked pace, did not engage students' interest and offered few opportunities for students' involvement. Not all practical sessions achieved industrial standards. Safety measures were not observed by students and not enforced by staff, for example, in the brickwork shop, scaffolding area and carpentry workshop where some students wore soft shoes. There was poor attendance, in some cases as low as 30 per cent, and students frequently arrived late.

55 Staff in business studies were knowledgeable and enthusiastic. They taught with confidence and there was lively debate between staff and students. However, in some cases the examples chosen to illustrate arguments lacked a business context. Students were not always sufficiently challenged and their files were not well organised. Some tasks were not written clearly or used language which was too technical so that students did not always understand the tasks which they had to do. In business administration office studies, staff were well aware of NVQ criteria and prepared very thorough material for classes. Students were enthusiastic and committed to their studies.

56 In recreation and leisure, there were well-devised teaching and learning schemes. Relationships between staff and students were good and there was effective tutorial support. Visits by external speakers were a useful feature. The quality of assignments challenged students to improve their understanding. Although good use is made of external sites, the college lacks realistic work environments which could support the teaching. There was relatively little group work, little use of teaching aids and a particularly sharp and unhelpful division between theoretical and practical aspects.

57 In health and social care many sessions were well structured with varied activities. Schemes of work addressed the aims and objectives of the course. Teachers made good use of question and answer techniques to encourage students' participation. Students' learning was effectively supported by handouts and in some cases by extra support from teachers for individual students. In some lessons, however, teachers made little attempt to ensure that students were understanding the topic. Work placements for students are well developed and clear guidelines help to create good relations with placement providers. Students with learning difficulties were supported by a care assistant. In some classes there was poor attendance and punctuality.

58 In humanities, which included GCSE, GCE A level, access and teacher training courses, the better sessions had clear aims and objectives. Teachers used a wide range of activities, including group work and student presentations; the pace of work was brisk and students displayed good oral skills. Staff relations with students were generally good. Some very effective teaching and learning was provided by the college for year 11 pupils who had been excluded from schools. The quality of teaching and learning for access to higher education students was particularly high. The teaching of mathematics as a supporting course of study in all these areas attracted favourable comments from students. In some modern languages classes there was extensive use of the foreign language. In others there was too much use of English, expectations were too low, and the pace of learning was slow. In many humanities sessions tutors dictated notes, made few opportunities for discussion and students' commitment was low. Absence from classes and late arrival at classes was common.

59 The quality of teaching and learning for students with learning difficulties and/or disabilities was underpinned by helpful induction which assisted the transition from school to college. Students were well supported by staff and were regularly informed of their progress. Care assistants gave good support through the use of their expert knowledge on students' specific difficulties. Emphasis on practical skills was important in building students' self confidence. Further assistance was provided in the adult basic education workshop and through sensitive and flexible counselling. However, the programme was less effective in providing students with information about course content and accreditation. It was also less successful in recruiting students over the age of 25. College-wide identification of additional support needs for numeracy and literacy is not yet complete and there is not yet a college policy to meet those needs.

60 Teaching and learning in adult basic education and English for speakers of other languages was effective. Classes had clear objectives and tutors' knowledge about individual students' abilities informed effective individual assessment. A wide range of teaching techniques was used to extend students' skills and understanding. The teaching was stimulating, vocationally relevant and included preparation for examinations. There was effective bilingual teaching in English classes for speakers of other languages. In weaker classes too little scope was given for students to participate. Assignments were not regularly set and marked.

STUDENTS' ACHIEVEMENTS

61 Most students enjoy their studies and speak and write about their work enthusiastically and with clarity. They develop study skills appropriate to their learning programme and can operate effectively either singly or in groups. They are developing appropriate levels of knowledge and understanding. They can apply and transfer knowledge and carry out practical work competently.

62 The construction faculty is making a successful transition to NVQs, producing 100 per cent pass rates in 1993-94 with high levels of student commitment and enthusiasm. This contrasts with the examination results for traditional qualifications in construction crafts in 1993-94 when only 44 per cent were successful at craft level, a sharp decline from previous results when almost 70 per cent had been successful. In advanced craft the pass rate for 1993-94 was 78 per cent. Students following the Chartered Institute of Building course achieved a 100 per cent pass rate at certificate level in 1992-93 and 1993-94, and in the diploma course in 1991-92, 1992-93 and 1993-94. The approved code of practice course is also very successful; there are large numbers of students, and pass rates rarely fall below 100 per cent. Students carried out the practical work associated with this area safely.

63 Students in the business and professional studies faculty are, in the main, motivated and enthusiastic. Examination results in business studies

are close to the national average. There was a 100 per cent pass rate for the Association of Accounting Technicians final examination in 1993-94, an increase from 38 per cent in 1992-93. Only 10 per cent of students passed the Association of Accounting Technicians intermediate level in 1993-94 and this is a cause for concern. The newly introduced National Examinations Board for Supervisory Management introductory award produced a 100 per cent pass rate.

64 Within the business administration section, the transition to NVQ business administration has been highly successful, with 100 per cent pass rates at levels 1, 2 and 3 in 1992-93 and 1993-94. The portfolios produced were of exceptional quality and students displayed great pride in their work. The RSA Examinations Board secretarial results in 1993-94 were markedly less good than previous years and were below the national average. Pitman text processing results were good, with pass rates of 98 per cent for English and 100 per cent for French and German. The 1993-94 Teeline shorthand results at 36 per cent compare unfavourably with the pass rates of 70 per cent and above which are normally achieved. The college believes this is due to the fact that external candidates take the examination. The Pitman desktop publishing results were poor, with only one student out of 10 passing. Book-keeping results at levels 1 and 2 in 1993-94 showed a marked improvement and are now above the national average.

65 The faculty of community education has the main responsibility for GCSE and GCE A level programmes, which account for only a very small proportion of the total college enrolments. Only three GCE A levels were offered in 1993-94. Pass rates at grades A-E were 100 per cent in art and design and 75 per cent in English literature but none of the seven students taking A level psychology gained an A-E grade. In 1993-94, 12 subjects were offered at GCSE level. In English 28 per cent of candidates achieved grades A-C and in mathematics only 16 per cent. These results are poor, especially as English and mathematics are part of the core entitlement and attract significant numbers. With the exception of art and design and human biology, results for other GCSEs were not good. In law pass rates have declined in a downward three-year trend. There is no evidence of any attempt to measure added value and some staff show a surprising lack of knowledge of student grades on entry.

66 Fifty-two per cent of the 52 students aged 16-18 in the final year of study in the vocational courses included in the Department for Education's 1994 performance tables were successful. This places the college among the bottom 10 per cent of colleges in the further education sector on this performance measure. The data supplied was incomplete at the time of submission and did not take into account students retaking examinations. College revised figures indicate a success rate of 92 per cent which would have placed the college in the top third.

67 Leisure and tourism students enjoy their studies and speak and write with enthusiasm about their work. They work effectively in groups. Students do not, however, use information technology widely in their work. The pass rate of 25 per cent for the newly-introduced GNVQ intermediate leisure and tourism is low.

68 In the area of humanities and social care there is good evidence of progression of access students to higher education and teacher training. Students are keen, engage in lively debate, and produce good written work. They also display a marked enthusiasm for information technology. Access students engage very successfully in group and individual work, gaining confidence and operating equipment with assurance and safety.

69 Health and social care students respond well to tasks requiring their active participation and demonstrate a good understanding of issues. Students' files are well organised. Students clearly enjoy their learning and work effectively in groups. The NNEB course is strikingly successful, and a pass rate of 100 per cent has been achieved regularly over a sustained period. The 100 per cent pass rate achieved by 14 mature NNEB students is worthy of note. There has been limited development of action planning for GNVQ in social care. The GNVQ intermediate in health and social care produced poor results and there was a poor retention rate in the BTEC national diploma in social care.

70 Students with learning difficulties and/or disabilities are encouraged to be independent. Their self confidence is boosted by opportunities to complete practical tasks successfully and participate fully in the work. Teachers generally have high expectations of students. Access to accreditation is at an early stage of development and sometimes lacks coherence. Students are able to achieve accreditation for individual modules but few achieve an overall qualification.

71 In classes in adult basic education and English for speakers of other languages students worked well with each other and were developing appropriate skills and self confidence. Most students enjoyed their studies, although some could not speak clearly about their work and their aims. They did not have an overview of their course. Students' folders were disorganised. A small, but increasing number of students are gaining accreditation, and pass rates are reasonable.

72 After only one year in the college a mature female student achieved special distinction and was chosen as the only student in the county to attend a national TEC conference. She followed a carpentry and joinery programme, achieved NVQ levels 2 and 3, and has become successfully self-employed. Another student, who had been involved in a serious accident which called for a complete re-appraisal of his career, took a BTEC national diploma in business and finance plus GCSEs and GCE A level law. He is now back at the college on secondment whilst working on his NVQ level 4 in management at the University of Central England. He paid tribute to the help received from the college.

QUALITY ASSURANCE

73 The college student charter, based upon an earlier college statement of student entitlement, was published following consultation with staff and students. All students have received a copy, including those franchised with other organisations. Students are well informed about the charter. It includes a number of performance measures which have been incorporated into the quality standards being developed by the college. The college has not yet produced a charter for employers and the wider community but has plans to do so in the near future.

74 The college has a quality policy and a clear strategy for achieving it. The director of development has overall responsibility for quality. A college quality team was formed in February 1994. It has produced a useful set of standards relating to enrolment, induction, student services and the composition and role of course teams. There is a need to develop more performance measures against which to assess the achievement of these standards. The college has just begun work on this. The quality team includes the college quality manager and staff responsible for curriculum development, equal opportunities and staff development. This wide membership ensures that new curriculum initiatives are directly informed by quality development and that quality assurance matters, such as staff development for new courses, are taken into account. Useful internal quality audits have been conducted and procedures for the internal validation of new and existing courses by the academic board are being put in place.

75 The college has produced its own assessment of quality, using the headings of the Further Education Funding Council (FEFC) framework contained in Council Circular 93/28, *Assessing Achievement*. The college's assessment of its strengths and weaknesses draws upon a range of evidence, including reports from FEFC inspectors, auditors and awarding bodies, and the findings of the college auditors and internal monitoring systems. While there are many indications of strengths, weaknesses are less clearly identified. Nevertheless, the document is a basically sound and objective self-assessment which accords well with the findings of the inspection.

76 Programme area reviews have been conducted in the past two years, with increasing emphasis on the use of performance indicators. The reviews held in November 1994 were thorough, and included analysis of enrolments against targets, retention rates, internal and external factors affecting achievement of the college's quality standards, and issues for the future. Programme areas have conducted self-assessment against some of the college's quality standards. They have also produced self-assessment documents in preparation for specialist inspections. A system of course team handbooks has been established, which include the key quality assurance documents that every course team must produce. These are positive developments. The emphasis of reviews, however, has

been on performance linked to future planning and resource allocation and the college has not yet developed a mechanism for systematic analysis of achievement measured against year-on-year trends. The college's analysis of examination results was variable in the past but this issue has now been addressed. Analysis of student destinations is limited, and sometimes anecdotal. Students are not systematically involved in course reviews. There has been no college-wide survey of student satisfaction, although the college is currently working with students to develop an appropriate questionnaire.

77 Until recently the college had no formal system of staff appraisal. A commitment to Investors in People was made in February 1992. Progress towards this was slowed by the lack of a clear management strategy in the absence of a principal. An action plan has now been drawn up with a target date for Investors in People assessment in summer 1996. A system of staff appraisal is now in place. All senior managers have contributed to this and the next phase, involving middle managers, was beginning at the time of the inspection.

78 There is a well documented policy for staff development and a planned programme which includes in-house and external activity. These are managed by a staff-development manager. Priorities have been identified and include management training, NVQ assessor training, equal opportunities, health and safety and the development of professional skills in special needs, learning support, counselling skills and information technology. There is a need to increase the amount of curriculum-related staff development. The college strategic plan envisages an expenditure of 2 per cent on staff development. The budget for 1994-95 was originally £70,000. This has been cut back to £41,000 as part of the college's efforts to redress its current financial difficulties. This does not include, however, the salary of the staff-development manager and other costs, for example, teacher replacement. Staff-development needs were formerly analysed by means of staff-development interviews. These will be superseded by the staff performance review scheme.

79 Recent initiatives have included the first training day for all teaching and non-teaching staff. Reports indicate that this was successful and has helped to improve communications within the college. The college tries to ensure that, wherever possible, staff training leads to accreditation. The progress towards Training and Development Lead Body accreditation has been given a new impetus since September 1994, when overall responsibility for staff development passed to the director of development. To date 40 staff have achieved a range of Training and Development Lead Body units and a further 83 are in the process of achieving them.

80 The college has a one day induction programme for all new staff. All staff receive a copy of the staff handbook. This is a very comprehensive document but it requires editing to make it easier to use. Recently appointed support staff valued the attention paid to their development needs and the friendly open style of management in the college.

81 Thorough and detailed monitoring arrangements have been established to ensure that franchised courses meet college quality standards. A handbook details the standards that franchised organisations are expected to meet. All students on franchised courses receive a copy of the student charter and they sign the college learning agreement. Evidence from providers suggests that these standards are stringently applied but at the time of the inspection these had yet to be tested in respect of the much larger provision undertaken since the start of 1995.

RESOURCES

Staffing

82 The college has experienced a considerable change in staffing over the last year. There have been staffing reductions, mainly in teaching staff, through early retirement. Support staffing has been increased over the same period to reflect the changing needs of the college. The teaching to support staff ratio is approximately 1:1.

83 The student to staff ratio has risen from 13.2:1 to 14.01:1 in line with the strategic plan and is expected to rise further. Effective deployment of teaching staff is a matter of concern to the college and it is addressing the underuse of staff as a matter of urgency. The college has had some limited success in retraining staff for new roles.

84 All teaching staff have relevant professional and technical qualifications and industrial or commercial experience. A significant proportion hold first or higher degrees. A few staff have been seconded to industry to update their skills, but this is not part of a systematic programme. Ninety per cent of full-time and 65 per cent of part-time teaching staff are teacher trained. Although a high proportion of full-time staff hold or are working towards Training and Development Lead Body assessor awards, only seven part-time teachers currently hold a relevant Training and Development Lead Body award. Given the rapid transition to competence based awards, this may not be sufficient.

85 Of the full-time teaching staff, 97 per cent hold permanent contracts and 3 per cent hold fixed-term contracts. There are 138 visiting teachers. The college has adequate numbers of suitably-qualified and experienced administrative and technical staff. Technician support for information technology is now adequate, the college having responded to earlier criticisms by inspectors.

86 There are some tensions between teaching and support staff which stem from a mutual misunderstanding of roles. This is an issue which needs addressing urgently. The deployment of staff, especially when there is need to move from developmental to operational roles, needs to be continuously reviewed. Recruitment of full-time staff in some areas has fallen behind development plans and this has led to some difficulties in team working.

87 The gender distribution of teaching staff reflects traditional patterns; there is one woman in the construction faculty and there are no full-time male teachers in business administration, although there are a significant number in health and social care. The ethnic balance of the college is reasonable, although there are few staff from minority ethnic groups at middle management and none at senior level. The gender distribution of middle to senior management is almost exactly in balance. There is a reasonable balance of age and experience.

Equipment/learning resources

88 The quality and quantity of equipment throughout the college varies. Historically, funding for these resources has been low. There are sufficient levels of teaching aids and materials available for most courses. The college is in the early stages of developing flexible and resource-based learning. Budgets in the recreation and leisure studies department are limited because this area has to rent sport and recreational facilities off site. There is no formal equipment replacement policy in the college but the college's strategic plan provides a useful framework for replacement of key items.

89 The college has spent more than £400,000 on information technology over the past three years. Although information technology equipment is much improved, the student to computer ratio is very much lower than could be expected. The present ratio of students to computers is 25:1 and the college is working towards 20:1 as a target. The college has developed a good networked computer centre which has the latest computers and software applications. The centre provides open-access facilities available to all students for five-and-a-half days per week. There are computer facilities to support the teaching in art and design, business administration and construction. Facilities require improvement in science, mathematics and adult basic education. Students complained to inspectors about delays in receiving their printouts but this has now been addressed by an improved system and the provision of more printers.

90 Some classrooms have good furniture but this is in sharp contrast to others that have old and unmatched furniture of poor quality. At the time of specialist inspections some handtools in construction were old, worn and in some cases in short supply. Overhead projectors throughout the college were in poor condition. In both cases the college has addressed the problem with adequate replacements. A number of classrooms still require new whiteboards and roller blinds to the windows.

91 The library is located on the second floor of a multi-storey block. Access for those with mobility problems is difficult. The accommodation is too small for the number of students enrolled. The bookstock is also small for the needs of students. Many of the texts are dated. The number and range of publications and journals is limited. The college has other learning resources in a number of programme areas but they are not centrally catalogued. The library budget is low. The library is adequately staffed

and has satisfactory opening hours. There is a good range of compact disk read-only memory (CD-ROM) databases which include cross-curricular works of reference and encyclopedias and subject-specific disks in specialisms such as construction technology. Liaison with the library and support from teachers is satisfactory. The computerised library management system is effective in producing helpful catalogue information and in controlling and issuing the library stock.

92 The college has invested £40,000 in a new, twenty-seat language laboratory. The quality of the system and furniture is good and it has the potential to be a very valuable asset. At present it is underused.

Accommodation

93 The college is located on one main site at the junction of two main roads. College buildings comprise a number of single and multi-storey blocks constructed at various times from the 1950s through to the 1990s. The external fabric is good. Teaching rooms and specialist work areas are of adequate size and suitable layout to accommodate the number of students. In construction there is a wide range of workshops appropriate for the courses on offer. They are spacious and provide adequate work areas. A recent relocation has enabled NVQ programmes in construction to be delivered effectively in most subjects and developments for carpentry and joinery are being made to meet the new requirements.

94 Staff rooms and storage areas are adequate but in some areas there is a need to review arrangements in the light of health and safety requirements. Many parts of the college have undergone extensive refurbishment. The more notable areas include the computer centre, language laboratory, canteen and some administration areas. In contrast, other parts are in need of extensive refurbishment and redecoration. In some rooms there are attractive wall displays, especially in the area where access courses are taught.

95 The college has used consultants to produce a comprehensive accommodation strategy. Part of the plan includes provision for a large learning-resource centre that would include the library. The strategy also outlines details to provide a sports hall and more communal areas. The college has identified these as major projects to underpin the development of the curriculum and to meet student needs, especially in recreational and leisure activities. Room utilisation is low in the college. The strategy seeks to address this by more flexible use of space and the development of student centred learning areas. Closure of the Kings Annexe last year, with the movement of courses to the main site, has helped to improve utilisation.

96 While the entrance foyer is reasonably attractive, it is to be remodelled and made both more functional and welcoming. The children's nursery provides good accommodation and a pleasant, external play area with a combination of hard and soft surfaces. Access for the disabled is

limited on the site. Many entrances have steps and there are no ramps to provide access between the floors of interconnecting multi-storey blocks. Control panels for lifts are difficult for wheelchair users to operate successfully. Only two adapted toilets are available for people with disabilities and more are required. Landscaped areas are unattractive and poorly maintained and signposting is minimal throughout the college. Car parking facilities are a problem. They do not meet present demands and the problem will increase as student numbers grow. College buildings are clean, tidy and free from graffiti.

CONCLUSIONS AND ISSUES

97 The particular strengths of the college are:

- a supportive corporate board
- effective college management
- a range of courses responsive to the further education needs of students, particularly adults
- effective links with community organisations, employers and local schools
- many well-motivated and enthusiastic students
- well-qualified teaching and support staff
- a well-organised and effective tutorial system
- good examination results in a number of vocational areas
- excellent childcare facilities
- good progress in the development of quality assurance
- accommodation which is generally well maintained and suitable for its purpose
- careful attention to quality in the development of franchised courses.

98 If it is to achieve its mission and build upon its strengths, the college should address the following:

- the implementation of strategies to match expenditure with income
- the need to meet enrolment targets from within the college's local clientele, rather than from franchised courses
- recruitment of a governor with sufficient financial expertise to assist the work of the audit committee
- strategies for dealing with student absence and unpunctuality
- improved examination results in some areas
- better communications at all levels within the college
- the scope and effectiveness of market research
- the development of more formal structures for seeking the views of employers
- more opportunities for open and flexible learning
- development of performance measures against which to assess the achievement of quality standards
- better access for people with disabilities
- development of a college learning-resource centre.

FIGURES

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- 1 Percentage enrolments by age (1994-95)

 - 2 Percentage enrolments by level of study (1994-95)

 - 3 Enrolments by mode of attendance and curriculum area (1994-95)

 - 4 Staff profile – staff expressed as full-time equivalents (1994-95)

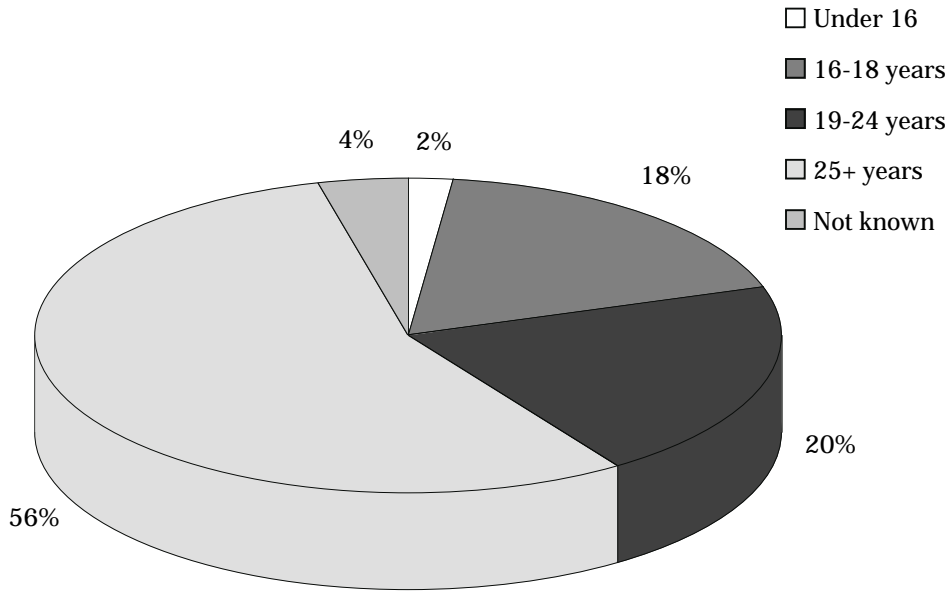
 - 5 Income (for 12 months to July 1994)

 - 6 Expenditure (for 12 months to July 1994)

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

Figure 1

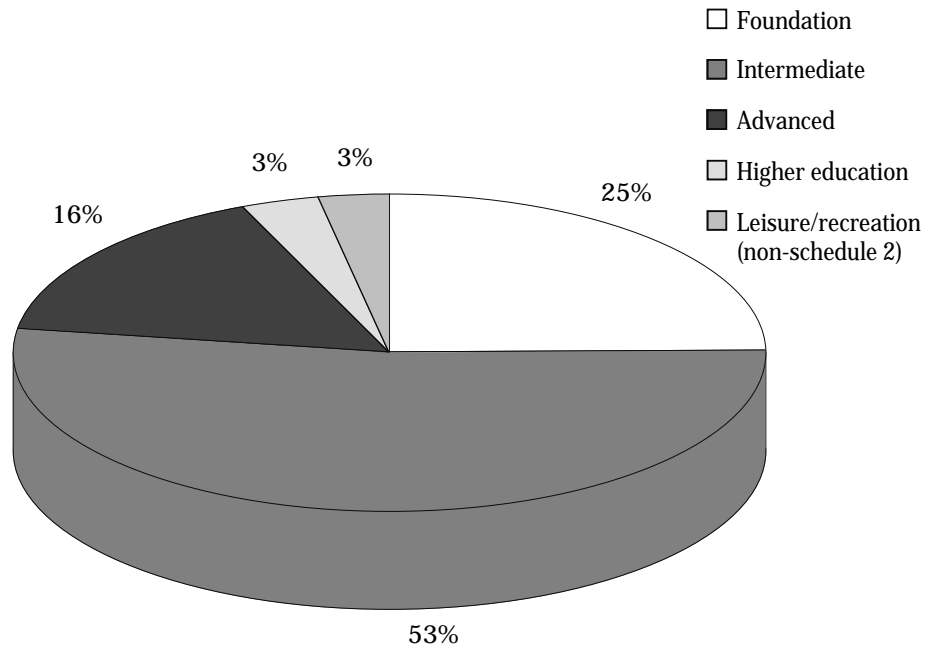
North Birmingham College: percentage enrolments by age (1994-95)



Enrolments: 3,472

Figure 2

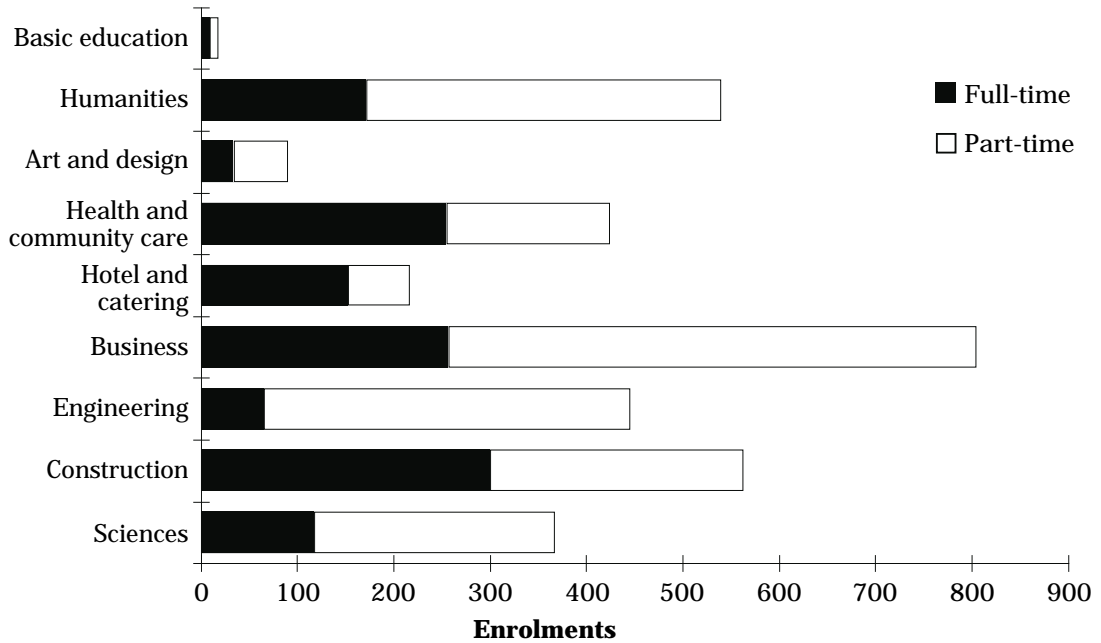
North Birmingham College: percentage enrolments by level of study (1994-95)



Enrolments: 3,472

Figure 3

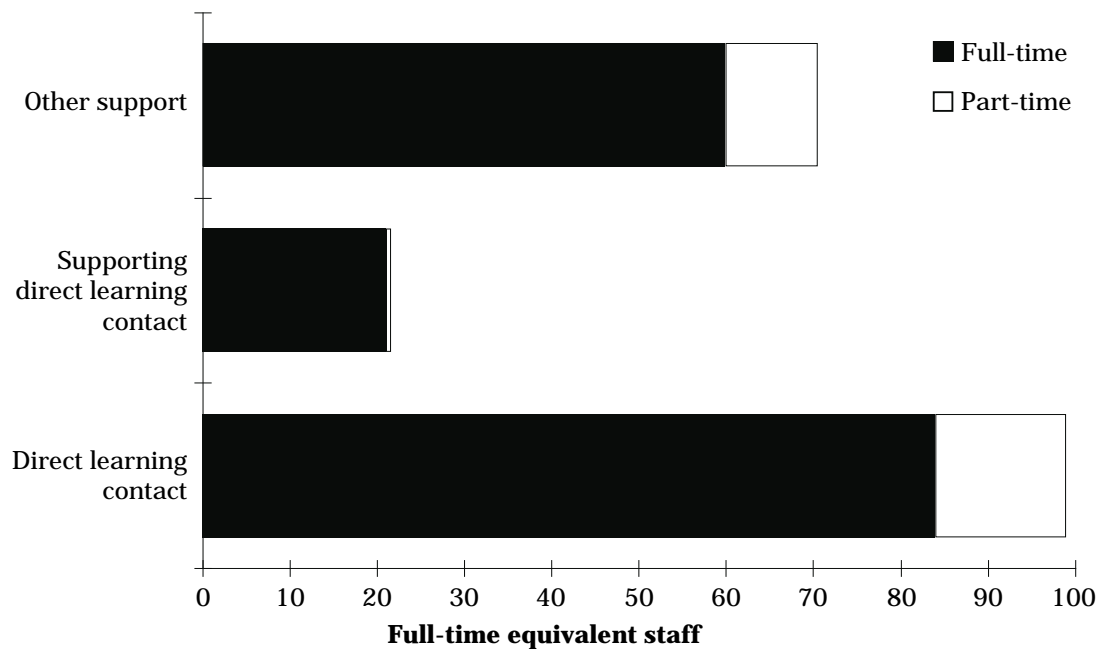
North Birmingham College: enrolments by mode of attendance and curriculum area (1994-95)



Enrolments: 3,472

Figure 4

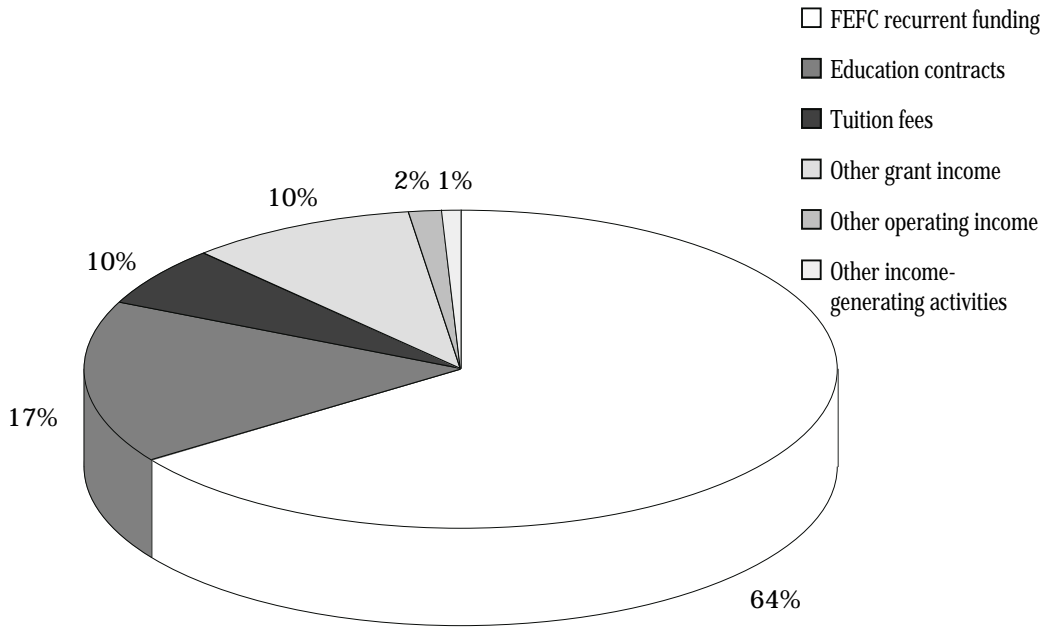
North Birmingham College: staff profile – staff expressed as full-time equivalents (1994-95)



Full-time equivalent staff: 191

Figure 5

North Birmingham College: income (for 12 months to July 1994)

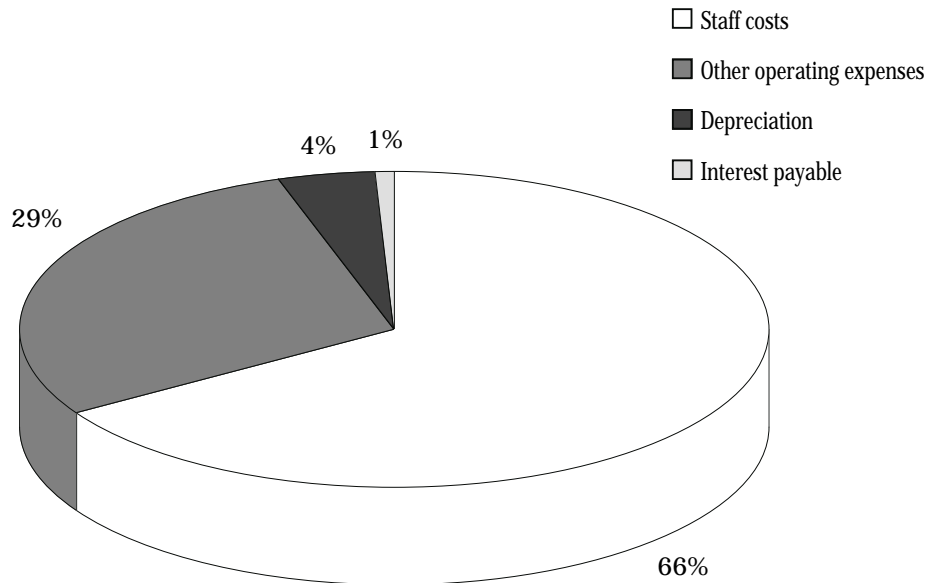


Income: £6,864,000

Note: this chart excludes £28,000 capital grants.

Figure 6

North Birmingham College: expenditure (for 12 months to July 1994)



Expenditure: £6,795,000

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