

**REPORT  
FROM THE  
INSPECTORATE**

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# **The Cleveland Tertiary College**

**January 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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## **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 03/96

## THE CLEVELAND TERTIARY COLLEGE NORTHERN REGION Inspected September-October 1995

### Summary

The Cleveland Tertiary College was formed by the merging of Sir William Turner's Sixth Form College and Cleveland College of Further Education on 1 August 1994. Shortly after this the new college became aware that it faced a large financial deficit and dealing with this has dominated the work of the board and senior managers. Although they have addressed a number of major weaknesses during the year, much remains to be done. Morale amongst staff remains generally good and both they and the board are committed to the changes needed to address the fundamental issues the college faces. The new college maintains the curriculum of both partner colleges and now provides a broad range of courses. Links with local schools are good. Teaching is generally of a good standard but examination results vary widely between subjects and from year to year. Too many students leave their courses early. Teachers are generally well qualified and experienced but, in some areas, they lack recent industrial or commercial experience. The strategic plan has an inadequate risk analysis and operating statement. Statistical information provided to managers, the board and the FEFC has frequently been inaccurate. The college's quality assurance procedures, both for college-based and for franchised courses, are inadequate. The quality initiative lacks coherence and leadership. The provision for students with learning difficulties and/or disabilities is poor. The college makes good use of some of its accommodation, but other teaching rooms and general areas are drab and uninviting.

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	3
Governance and management	4
Students' recruitment, guidance and support	3
Quality assurance	4
Resources: staffing	2
equipment/learning resources	2
accommodation	3

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Science, mathematics and computing	3	Health and social care	3
Construction	3	Art and design	3
Engineering	2	Humanities	2
Business and administration	3	Students with learning difficulties and/or disabilities	4

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## **INTRODUCTION**

1 The Cleveland Tertiary College was inspected in three stages during September and October 1995, using a total of 74 inspector days. Arrangements for the enrolment and induction of students were inspected early in September. In the week beginning 25 September 1995, six full-time and eight part-time inspectors spent a total of 42 days inspecting specialist curriculum areas. The curriculum area of media and the performing arts was not included, as originally planned, because the designated specialist inspector fell ill. Inspectors visited 161 teaching sessions, held meetings with college staff and inspected a broad range of students' work. Subsequently, a team of three full-time and three part-time inspectors spent the week beginning 16 October 1995 examining aspects of cross-college provision. During the inspection, meetings took place with representatives of the Teesside Training and Enterprise Council (TEC), head teachers, local employers, careers officers, franchise managers, community representatives, parents, students, college governors, cross-college managers, teachers and support staff.

## **THE COLLEGE AND ITS AIMS**

2 The Cleveland Tertiary College is situated in Redcar, Cleveland and was established on the 1 August 1994 by the merger of Cleveland College of Further Education and Sir William Turner's Sixth Form College. This was the first merger between a sixth form college and a college of further education to occur since colleges were incorporated in April 1993. Cleveland College of Further Education was founded in 1957, and Sir William Turner's Sixth Form College had its origins in a free school established by the Sir William Turner Foundation in 1692. The new tertiary college has two sites: the main site, which housed the former college of further education, and the Sir William Turner Centre. The main site has two subsidiary centres within walking distance: the West Dyke Centre, built in 1903, and the Saltscar Centre which was built in 1958 and is owned by the Cleveland Local Education Authority (LEA). The Sir William Turner Centre, built in 1955, is one-and-a-half miles from the main site and town centre.

3 Redcar is situated on the coast, at the southern side of the mouth of the River Tees. The college serves the urban area on the south-eastern side of Middlesbrough, the towns of Redcar, Guisborough, Marske and Saltburn, and the rural hinterland of east Cleveland. Redcar district has a combined population of 133,400. There are few minority ethnic groups in the area. The major employers are British Steel, ICI, Cleveland Potash, South Tees Health Trust and the Centaur Clothing Group. The area has a high level of long-term unemployment brought about by the decline of the iron and steel, and chemical industries. The unemployment rate in Redcar and surrounding districts is 13 per cent which is above the national average of 10.2 per cent. Of those out of work, 40 per cent have been unemployed for more than a year. The proportion of school leavers remaining in

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full-time education has increased recently to 55 per cent but remains low when compared with the national figure of 73 per cent. Twenty-eight per cent of school leavers go into youth training, compared with 12 per cent nationally.

4 As a result of local government reorganisation, Cleveland is to be divided into four unitary authorities. The college, which is a major provider of post-16 education and training in Cleveland, will fall within the new authority of Redcar and Cleveland. There will be two other colleges in the new authority: Prior Pursglove College, which is a sixth form college in Guisborough, seven miles to the south-west of Redcar, and South Park Sixth Form College, seven miles north-west of the town. Within 12 miles of The Cleveland Tertiary College, in Middlesbrough, are two newly-formed tertiary colleges, a specialist college of art and design and a Roman Catholic sixth form college. There are no 11-18 schools in the district. Cleveland College of Further Education traditionally recruited students from 12 local schools, three of which also sent students to courses at the Sir William Turner's Sixth Form College. Figures quoted by the careers service show wide variations between the schools in the area, both in the numbers of students progressing to further education at the age of 16 and in the levels of achievement of leavers. In the 12 schools, the average percentage of pupils gaining five or more grades A-C at General Certificate of Secondary Education (GCSE) is 35 per cent compared with 43.3 per cent nationally.

5 In the academic year 1994-95, the college had 8,367 enrolments of which 1,482 were full time. Approximately 90 per cent of the enrolments were fully or partly funded by the Further Education Funding Council (FEFC). The college's franchise operations involved 1,366 enrolments, 633 of them full time. Enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. At the time of inspection, the college had 113 full-time equivalent teaching staff and 81 full-time equivalent support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

6 The Cleveland Tertiary College is divided into seven sections: the Sir William Turner Centre; construction; creative and cultural studies; engineering and computing; health and social studies; professional and business studies; and secretarial and administrative studies. Each section is managed by a team of middle managers who have responsibilities for the curriculum, the students, and human and other resources. The senior management team comprises the principal, the vice-principal, the director of finance and three assistant principals. One of the assistant principals is responsible for student affairs, one for human resources and one for marketing and external affairs.

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7 The mission of the college is to strive to be a centre of excellence for education and training and to contribute to the development of the local community. The college aims to:

- respond to the present and anticipated needs of the community
- provide guidance and academic support related to the requirements of individual students
- maintain a qualified, flexible, motivated, forward-looking staff supported by quality resources
- remain financially viable, making efficient and effective use of resources and safeguarding its assets
- influence and be influenced by the community and its decision makers.

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

8 The range of courses provided in the past by each of the two constituent colleges has been retained. This enables the new college to offer a range of provision appropriate to a tertiary college. Courses are available at a number of levels, including basic education and a small amount of higher education. There is provision in all main vocational areas except hair and beauty, agriculture and catering. The college does not intend to extend its range significantly within the foreseeable future, but sees itself broadening and strengthening its existing areas of activity. In response to local concerns, it has determined that the Sir William Turner Centre will be retained as a sixth form centre, catering for the needs of academic full-time, 16-19 year old students. Part-time academic courses and the college's vocational provision are offered on the other sites. The college has also developed a limited portfolio of courses delivered in south-east Middlesbrough, Guisborough, Marske, Saltburn and Loftus.

9 The college offers National Vocational Qualifications (NVQs) at levels 1 to 4, General National Vocational Qualifications (GNVQs) at foundation to advanced levels, and courses validated by the Business and Technology Education Council (BTEC) at first and national level. A higher national award in business, and two courses providing access to higher education, are franchised from the University of Teesside. This range allows many students on vocational courses to progress within the college, although the opportunities are more limited in some of the vocational areas than others. For example, engineering students have to look outside the college for higher-level provision, and there are no progression routes identified for students with learning difficulties and/or disabilities. The college's more specialised provision includes music, computer-aided design, fibre-optic technology and some accountancy courses.

10 The college offers a wide range of General Certificate of Education advanced supplementary and advanced level (GCE AS and A level) and GCSE courses. There are 36 GCE A level subjects, eight of which are also



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offered as AS subjects. Twenty-four subjects are available at GCSE level. Much of the college's provision is offered full time or part time and some is offered through distance-learning or open-learning facilities. A small amount of non-schedule 2 provision is funded by Cleveland LEA. The demand for the accreditation of students' prior learning is small in all areas except teacher training where it is an integral part of courses.

11 Long-standing relationships with a number of providers of specialised engineering equipment have proved beneficial to the college. One link has enabled the college to set up a specialist unit providing training in computer-aided design for a software house. The unit has become the company's premier training centre for the north of England. The college's close links with a leading manufacturer of electronics training equipment have enabled it to develop a range of training courses in the United Kingdom and overseas. Other links have supported the development of provision in such areas as computer-numeric control and, most recently, fibre-optic technology.

12 A significant feature of the college's activity since the merger has been the development of two major franchising agreements, one locally based and one covering the north-east of England. The first is with Teesside Training Enterprise, a training centre established by British Steel and ICI to provide high-quality training in the area of engineering, aimed mainly at school leavers. In 1994-95, there were 633 trainees on the four-year, full-time training provision which leads to engineering qualifications at intermediate, advanced and higher levels. The second agreement is with the North East Chamber of Commerce. In 1994-95, the college had 733 part-time students enrolled on a range of commercial and administrative courses. These ran in centres on Tyneside, in Sunderland and in County Durham as well as more locally.

13 Despite these developments, the college has not been successful in involving local employers in the general work of the college, through advisory committees or employer liaison groups. Although both Teesside Training Enterprise and the North East Chamber of Commerce are significant providers, neither are formally represented within the college. The principal, personally, maintains links with local industry and is a member of the Teesside Training Enterprise advisory committee. The college's links with employers are mainly through the governors or through work placements; they are informal and unco-ordinated. The college has had difficulty in establishing links with the small business community and in raising business people's awareness of the potential benefits of working with the college. Its relationship with Teesside TEC has been difficult but is now improved. The college has gained support from the TEC for a number of projects including work with local schools.

14 There are many long-standing links with local schools, although these involve some sections of the college more than others. As well as running a small range of courses for adults with three local schools, the college is

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involved in a number of other collaborative ventures. College staff help to deliver NVQ units in carpentry/joinery to 14-year-old pupils at one school and to introduce business courses at another. The college runs a construction curriculum centre on the college's main site which is jointly funded by the Construction Industry Training Board and the Teesside TEC. The centre provides opportunities for school pupils to spend time in the college working on practical projects. It is well used; in 1994-95 more than 1,400 primary school and 4,500 secondary school pupils were involved in activities there. The college has gained publicity from the leading role it has played in the restoration of a traditional fishing coble. The boat will become a permanent playground item at a local primary school. In a joint initiative with the two neighbouring sixth form colleges, the college is exploring ways of supporting secondary schools as they develop pre-vocational provision and ways of increasing participation by adults in their localities.

15 While the college has good links with some parts of the community, it has been less successful in reaching others. Working through local groups in an area of considerable social and economic deprivation, it has begun offering basic skills and other courses in three community centres. In the more rural areas, it has proved harder to develop provision, and the college is now considering schools as the focus for this work. The Rural Development Corporation is funding the college to set up an information technology centre at a secondary school to support adult learning. If this scheme is successful, there are plans to extend the provision to three other schools. The overall number of students studying off-site remains modest and few of the students progress to other courses.

16 Much of the college's full-cost work has come from its overseas links. The national diploma in computer studies is franchised to the Khaleej Institute in Oman, and, as part of its arrangements with an equipment manufacturer, the college has provided training for teachers in technical schools in Turkey and Scandinavia. The income from these and other similar activities formed a relatively low proportion of the college's overall income for 1994-95. The college is currently tendering for additional work in a number of overseas markets.

17 Overall, the gathering, analysis and use of market research information for strategic planning is poor. Too much reliance is placed on informal networks, developed at course and section level, that are neither systematic nor effective. The lack of a comprehensive education and training needs analysis has made it difficult for the college to respond quickly enough to the changes in market conditions following the decline of heavy engineering industries. A more considered approach to marketing and promotions was developed in 1994 following a report commissioned from consultants. The college engaged a public relations and marketing consultancy to advise on a wide range of strategic and tactical marketing issues. A strategy was produced and a new marketing unit was established

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in early 1995. The corporate image of the college has been raised and a systematic approach to local advertising is developing. The marketing unit plays a central part in co-ordinating promotional materials. It also has an advisory role in helping sections to play their part in promoting courses. Some early difficulties led to the late publication of the 1995-96 prospectuses. This was of concern to schools and local employers.

18 Despite the college's history of providing open and distance learning to widen the opportunities for study, overall numbers of enrolments for these modes of study have declined over recent years. Nearly all GCSE and GCE A level subjects are offered for study using distance-learning packages with tutor support. Currently, around 80 students are following such courses. An increasing number of students are using open-learning packages in secretarial subjects. Teachers in the college have developed a self-learning package for training in computer-aided design which is used by students in this country and overseas.

19 The college's provision for students with learning difficulties and/or disabilities is disjointed and patchy. A small number of students are enrolled on a full-time course designed specifically for them. However, the college has not carried out an analysis of needs within the community, and has not investigated employment opportunities which would inform the planning of its provision. There are few opportunities for these students to gain nationally-recognised qualifications which would enable them to progress to employment or further study. The college is responding to the needs of students who find it difficult to travel to the college by enlisting the help of outside agencies. For example, courses for people with physical disabilities are delivered at a local Leonard Cheshire Home. The college is also playing its part with Cleveland LEA and other colleges to provide opportunities for pupils who have been withdrawn from school. There are 12 such pupils attending a well-organised programme at the college.

#### **GOVERNANCE AND MANAGEMENT**

20 Within months of its formation, the new tertiary college faced serious financial difficulties which were inherited from Cleveland College of Further Education. As a consequence, much of the energy of the board of the corporation and of senior managers has been diverted from developing the new college. Despite this, some progress has been made in creating common procedures and practices.

21 At the time of preparing for the merger, figures presented to the two boards of corporation of the constituent colleges, and to the FEFC, showed both colleges to be financially healthy. Uncertainties about the reliability of the financial information transferred from the Cleveland College of Further Education were identified soon after the merger. Investigations revealed that the new college actually had a serious deficit and was operating at a loss. Together with three other Cleveland colleges, the college is involved in a legal claim against the local authority in relation to

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the retention of European Social Fund monies before incorporation. The college's income and expenditure for 12 months to July 1995 are shown in figures 5 and 6. The college's average level of funding from the FEFC in 1994-95 was £18.11, which was close to the median of £18.17 for similar colleges.

22 As the poor financial situation became evident, the board approved an immediate programme of voluntary redundancies. A financial recovery programme has recently been agreed by the board and is to be presented to the FEFC. It envisages the college's return to a healthy position within four years. The recovery plan includes an assumption of growth in the enrolment of full-time and part-time students although, at the time of the inspection, the college was not meeting its projected enrolments. Staff at all levels are aware of the financial situation facing the college.

23 A major weakness has been the unreliability of the management information produced by the computerised management information system used in Cleveland College of Further Education. Problems for the new college were exacerbated by the incompatibility of this system with the computer system used to monitor registers. Data provided to the board of corporation and to the FEFC changed several times during the academic year 1994-95, and changes continued up to the time of the inspection. The college could not provide consistent enrolment figures for 1993-94 or 1994-95. The individual student records required by the FEFC for December 1994 were submitted in October 1995, making it one of the latest submissions in the country. The problems with the management information system are being addressed urgently and senior managers are optimistic that the information for 1995-96 is reliable. Although managers can access management information through computer terminals in their offices at the main site, the network does not extend to the other college sites.

24 The college's primary planning document for 1995-98 does not meet FEFC requirements. It provides a general guide for the future direction of the college and for internal planning, but information is poorly presented and the level of detail is inadequate. The plan lacks a set of clear strategic objectives. It contains inadequate needs or risk analyses, no clear statement of what had been achieved under the previous plan, no indication of responsibilities and only a limited number of deadlines for the various actions proposed. Despite this, most middle managers consider that the plan takes account of their views and is relevant to their operations. Senior managers have developed their own individual operational plans based upon the college's strategic objectives for 1995-96 but these are not used formally to monitor progress in meeting targets. The board of the corporation has recently begun inviting senior managers to board meetings to give presentations on their specific areas of responsibility.

25 All staff have job descriptions. Most of these have been revised recently and broadly reflect the duties undertaken. The current job

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descriptions of some of the senior managers are imprecise or unrealistic and need updating. Job descriptions are not used as a basis for setting formal performance targets for managers. The great majority of teaching staff have agreed new contracts of employment.

26 A specified timetable of meetings operates throughout the college. The weekly meetings of the senior management team have been dominated by operational matters, dealing with financial difficulties and trying to overcome the lack of accurate information. As a consequence, insufficient attention has been given to the long-term development of the college. An additional series of weekly meetings has been instituted for 1995-96 with single-item agendas, in an attempt to take forward longer-term issues. Senior managers meet regularly with middle managers. These meetings provide an effective means of transmitting information and enable middle managers to make valuable contributions to the development of college procedures and systems. The new college's academic board has met only once; its role is unclear and the board has not proved effective. The health and safety committee meets at least once each term and actively promotes safety throughout the college. However, it lacks student representation.

27 There are weaknesses in the management of some cross-college activities. The provision for students with learning difficulties and/or disabilities lacks leadership and co-ordination. GNVQ course tutors do not have sufficient formal meetings with the college's GNVQ co-ordinator. Progress towards rationalising resources and overlapping provision between the various sites remains slow. In some cases, support staff with similar responsibilities are not working together as closely as they might because responsibilities for managing them are distributed between members of the senior management team.

28 The management of routine and operational matters within sections is generally effective. The responsibilities of each of the middle managers are well understood by the staff in their sections. The middle managers for each section meet together weekly and then hold a full section meeting at which information is disseminated, issues are discussed and progress on a range of detailed operational matters is monitored. The cycle of meetings ensures that staff are well informed and involved in the running of the sections. Course teams have a strong sense of identity and purpose but some of the subject teams lack direction and have failed to establish clear objectives.

29 Senior managers have made good progress in developing well-structured documentation on policy and procedure covering important areas of the new college's activities. Many of these documents are replicated in the staff handbook and student operational file, and are used as working documents by managers and teachers. The college is revising its policy on equal opportunities. The current policy is not supported by standards to guide practice, and is not evaluated as part of the course review process. An assessment policy is under development.

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Line managers have responsibility for monitoring course teams' application of college policies, but these policies are not generally considered in course or section reviews. College policies and procedures are not applied to the franchised provision.

30 The board of corporation of the tertiary college was formed by the amalgamation of the existing boards of the constituent colleges. It had 17 members: seven independent governors, including one from the local university; three co-opted foundation governors; a co-opted governor with industrial and local government experience; a staff nominee; a parent nominee; and the principal. At the time of the inspection the board had 15 members including a vacancy for the nominee of the Teesside TEC. The balance of interests and experience in the board does not fully reflect the needs of the new institution. For example, no member has a specific knowledge of working with people with learning difficulties and/or disabilities, with local community groups or with secondary education. The board has recently reduced the number of its committees from seven at incorporation to three: finance and general purposes, audit, and remuneration. The board and the finance and general purposes committee now meet on alternate months. A retired senior manager from the college is employed as clerk to the board. In January 1995, the audit service of the FEFC identified a number of deficiencies primarily relating to the operation of the board of corporation and its committees; these have yet to be fully addressed.

31 The business of the board has been dominated by the need to respond to the immediate financial problems of the college. As a result, governors are now more exacting in their questioning of the information with which they are provided. Meetings of the board and its committees are well attended; some senior managers attend as observers. At a weekend conference in February 1995, the board determined the mission and value statements for the new college and reviewed the effectiveness of their operation. Governors have made important contributions to the work of the college, for example in developing the students' learning agreement and participating in staff-development events. The board has not yet developed indicators to enable them to assess the overall performance of the college.

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

32 The merger of the colleges and changes of personnel have adversely affected the quality of the central service available to students. The student adviser is responsible for different elements of the service including careers advice and guidance, student counselling, and welfare. Many aspects of the service are located in different parts of the college and it lacks an overall identity. College managers are currently reviewing the aims for the service as a whole.

33 The college's marketing consultants have been used to produce a full-time prospectus and a series of part-time course booklets. These are

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well written and appropriately illustrated. The information designed for students with learning difficulties and/or disabilities is inadequate but in other respects these publications provide clear descriptions of the college's provision. Students find them useful. College staff have written a helpful guide for the parents of prospective students. Enquiries from people personally visiting the college are not recorded although postal and telephone enquiries about courses are. The recorded data on enquiries are not currently used to inform college provision. A computerised database has been used to prepare detailed and up-to-date guides for all the courses running. External careers advisers think highly of these guides.

34 Links with local schools are managed and co-ordinated by the school liaison officer. Senior staff in schools value the service provided and are able to negotiate with the college a well-thought-out programme of information events, interviews and taster days. General talks on further education are followed by subject-specific talks from specialist teachers before pupils complete an application form. The majority of 15-year-old pupils from local schools take the opportunity offered to come to the college to try courses over two days in the spring term. These taster days are highly valued by pupils, their parents and school teachers. Almost all pupils applying from local schools are interviewed on the school's premises by a member of the senior management team or the college's student adviser. All who apply directly to the college are provided with impartial guidance before they are interviewed for a specific course.

35 The September enrolment process for full-time students was poorly managed. Students were not helped by the poor signposting, long queues and overcrowded corridors. However, although many full-time students wishing to enrol on part-time courses had to return on another day, the course interviews carried out during the enrolment period were well conducted. The issuing of student identification cards was well managed, but the arrangements for paying fees were poor. During the enrolment period, students at the Sir William Turner Centre were offered the opportunity to talk with teachers about syllabus content; these arrangements were often poorly co-ordinated and some students showed their frustration.

36 All full-time students and the majority of part-time students have a well-structured induction programme. They receive an informative handbook, are introduced to the college charter and sign both the charter and a learning agreement. Careers guidance, counselling and welfare arrangements are well publicised. The arrangements for introducing students to the college and to other course members are generally good. However, most students studying at the Sir William Turner Centre are not aware of all the facilities available to them on the main site. The induction period varies according to the course of study. Students found some of the induction periods prolonged and uninspiring.

37 The college has produced a plan for the period 1994-97 to develop the support provided to learners but progress on it has been slow.

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Following a limited pilot scheme last year, the college has introduced literacy and numeracy screening tests. The introduction was not well managed and there was considerable confusion over which students were to be tested. Teachers can refer students to a recently-established basic skills room, although the referral system is neither well known nor well used. There is no attempt to provide individual programmes identifying particular learning objectives for students who require help with basic numeracy or English.

38 The leaflets describing the work of student services and the careers libraries are informative and useful. The student adviser is qualified to give students a limited amount of counselling but she acts primarily as a referral point for other agencies. As the welfare officer, she also deals with a variety of matters, including arranging accommodation for the small number of full-time higher education students and others, as the need arises. A well-structured programme of careers education is an integral part of the tutorial programme of full-time students. Informative and well-maintained career resources are available at the Sir William Turner Centre. The Saltscar Centre houses a 50-place nursery which is well used by the children of students, staff and the local community.

39 Absenteeism amongst students is recorded by teachers and quickly followed up by tutors. The college has updated its optically-read register system and expects it to provide accurate reports more quickly to tutors and subject teachers. The tutorial programme is well established; staff are familiar with the supporting documentation and make good use of it. Designated sessions are used by tutors to monitor individual students' progress and to complete records of achievement. Individual action plans are reviewed at students' personal interviews, which occur at least three times each year. National records of achievement are used to good effect by teachers when writing references for students. However, many students at the main site do not collect their completed record. Thorough and well-kept records are now maintained on the destinations of all students.

40 At the Sir William Turner Centre, elected student officers meet weekly to organise social and charitable events. The full-time GCE A level students have a general studies programme as part of their course and there is a well-established sporting tradition. The students' union organises few activities for students on the main site, and students on vocational courses have few opportunities to broaden their learning through additional studies and sporting activities. Although full-time students are entitled to a period of work experience, the provision is not well co-ordinated, and when it is not provided as part of the course, take-up is low. A number of vocational courses do not include periods of work experience for students.

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

41 Inspectors observed a total of 161 teaching sessions. Of these, 57 per cent were judged to have strengths which clearly outweighed weaknesses. Nine per cent had weaknesses which clearly outweighed the strengths.



Work of a high standard was observed in courses for teacher trainers, some GCE A level English sessions and in the engineering courses franchised to Teesside Training Enterprise. There was insufficient sharing of good practice between teachers of similar subjects at the different sites. The quality of teaching and learning for students with learning difficulties and/or disabilities was poor. The average attendance at classes which were inspected was 85 per cent. The highest rates of attendance were seen in art and design and franchised engineering courses. The following table summarises the grades awarded to the sessions inspected.

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

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE AS/A level		5	15	13	0	0	33
GCSE		1	6	4	2	0	13
GNVQ		0	5	9	1	0	15
NVQ		10	14	10	2	0	36
Other*		12	23	19	10	0	64
<b>Total</b>		<b>28</b>	<b>63</b>	<b>55</b>	<b>15</b>	<b>0</b>	<b>161</b>

\* includes access to higher education, basic education and non-schedule 2 courses.

42 Most courses were well planned and used detailed schemes of work which covered the course specifications. Excellent schemes existed for teacher training courses, some humanities subjects and engineering courses at Teesside Training Enterprise. They identified teaching strategies, the resources needed, and the methods and timing of assessments. The schemes were shared with students at the beginning of the course. Not all courses were planned as thoroughly. For example, the GNVQ advanced business course had been hurriedly introduced, planning was inadequate and students were over assessed. On other courses, too many schemes of work consisted only of a sequencing of topics taken from the syllabus.

43 While individual teachers often prepared well for their classes, the quality and usefulness of lesson plans varied. The best included aims and objectives for the session, a clear indication of how learning was to take place and arrangements for checking students' progress during the session. Some teacher training, counselling and humanities sessions had aims which included the development of a range of personal skills as well as subject knowledge. In contrast, lesson plans in science failed to identify methods of working for the outcomes for learning. Few of the lesson plans, in any of the curriculum areas, made specific reference to methods of teaching students of differing abilities, even where this was a clear issue.

44 Science lessons took place in a friendly relaxed atmosphere and teachers established productive and caring relationships with students. The GCSE and GCE A level science curricula were well balanced and

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practical classes in particular were well managed. The range of learning activities for students on the national diploma in science course was too restricted. In other sessions, students often appeared to lack sufficient confidence. Homework, classwork and other assessments were set regularly, marked and returned within agreed deadlines. However, the written corrections on many of these scripts were not detailed enough to provide students with the help they required.

45 In mathematics and computing, the overall quality of teaching and learning was good. Lecturers introduced different methods of working including one-to-one teaching, group work, and class discussion. Overhead projectors were often used to good effect. In the best sessions, teachers' use of mathematical language gave students an insight into how techniques could be applied flexibly to solve problems. There was some unusual and innovative teaching in GCE A level mathematics. For example, teachers have developed competence statements to help students analyse their own strengths and weaknesses, thus encouraging them to take more responsibility for their own learning. Students also have the opportunity to attend a residential revision course each spring term. In contrast, the teaching of GCSE mathematics was much less effective. Many students were resitting the subject after performing poorly at school and teachers failed to take adequate account of their individual learning needs. In vocational computing sessions, there was an emphasis on the use of professional methods for software design and on case studies which provided a realistic commercial context. Well-designed assignments helped to develop practical skills and theoretical knowledge and good assessment supported students' learning. In some of the weaker sessions, students were expected to copy too many detailed notes from overhead transparencies. In one practical computing session, three students had to share a computer.

46 Teachers of construction subjects used their industrial experience to give a practical context to theoretical concepts and underpinning knowledge. Lessons were generally well planned. On craft programmes, the assessment materials were of a high standard. Written assignments were returned with helpful comments which encouraged students to improve their performance. Teachers working within the carpentry and joinery workshops were highly successful in meeting the needs of a mixed ability group. In one session on transportation, the lecturer outlined the key objectives of the lesson before introducing some of the positive and negative effects of transportation on the environment. Key points were summarised on overhead slides and a professional video gave an in-depth analysis of transportation in the United Kingdom. Students subsequently responded well to questions which tested their understanding of the key issues. In some of the weaker sessions the work was dull and uninteresting; students were poorly motivated and made little progress. NVQ workshop activities were not always sufficiently realistic. Generally, staff were concerned for their students' progress and tried hard to encourage them to develop good practical skills.

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47 In the franchised engineering provision, all programmes were meticulously planned. Detailed schemes of work had been devised for all four years of the engineering apprentice provision which included elements designed to develop personal skills. Practical skills were assessed through structured exercises and time-constrained tests; associated underpinning knowledge was tested through short written examinations. Students understood the marking schemes used and sometimes took part in grading their own work. Staff monitored progress closely and provided guidance where it was needed. Good-quality learning materials were provided to trainees. At the time of the inspection, courses based at the college were in their first or second week. Although some teachers had made specific efforts to engage and excite the students' interest at this critical time, much of the classroom teaching was dull. Many students on college provision were also attending sessions at Teesside Training Enterprise but teachers and trainers were not always aware of each others approaches to learning or assessment. Some of the assignments designed for students showed flair and imagination. Some specialist courses had units which had been developed to prepare students for employment in local industry.

48 In business administration classes, teachers successfully used varied learning materials to cater for the needs of a wide range of students. A self-teaching computer software package was available for those students who needed to acquire basic keyboarding skills. Students experienced a good range of methods of working, including instruction, timed dictation at different speeds for shorthand and question-and-answer sessions. Some work-related tasks on NVQ programmes lacked rigour, and students were not always made to appreciate real work pressures and deadlines. Good relationships with students and sound class management were features of the best teaching in professional and business studies. Students' work was thoroughly and constructively marked. Information technology was used appropriately to support learning. Teachers frequently checked students' progress and understanding and provided them with additional support where necessary. The quality of teaching and learning in the provision franchised to the North East Chamber of Commerce was more variable. In some sessions, trainers were poor at questioning students and they made limited use of students' responses. Other sessions were badly managed, work was pitched at the wrong level or students were involved in too narrow a range of activities.

49 Teachers of health and social care courses used their broad subject knowledge to help them organise coherent programmes of study for students. On many of the diploma courses teachers quickly set new topics into a vocational context. Most lessons got off to a lively and prompt start. Teachers questioned students to get them to develop ideas and examine previous assumptions. Assessments were set at an appropriate level and teachers effectively monitored the progress of individual students. In some of the less-successful sessions teachers failed to develop appropriate learning materials or to provide the support which individual students

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required. GNVQ courses used externally-produced materials some of which had not been adequately adapted for students to use and this contributed to some over-structured teaching and poor-quality learning. In a small minority of other sessions, teachers failed to prevent unruly students disrupting activities.

50 Art and design teachers prepared logical and well-ordered learning programmes for their students. Most sessions had clear aims. Students were often engaged in different activities and in the best sessions teachers summarised the main points for the benefit of the whole class. Teachers developed good working relationships with individual students. Whilst students were clearly absorbed in and enjoyed their work, teachers' presentations were often pedestrian. Information technology was rarely used by students in their assignments. In some group situations, students lacked the confidence to respond to questions posed by the teacher. GCE A level projects have benefited from links with local museums and galleries, but similar links on the GNVQ courses are underdeveloped.

51 Many humanities sessions were enriched by the infectious enthusiasm of teachers who used current references and illustrations to bring subjects alive. In history sessions, students used compact disk read-only memory (CD-ROM) databases and computer software to interrogate information and build up databases of historical facts. Students of English and communications experienced a good range of learning activities which included a lot of practical work in small groups. In one excellent GCE A level class, the teacher had prepared a range of resources for group work, including computers loaded with interactive packages on synthesised speech. Within a short time, and working through a graded series of exercises, students became aware of the importance of phonemes in the study of language. On an access course, teachers had adapted the materials and the activities to suit adult students. In a minority of sessions teachers did not prepare sufficiently thoroughly and on some GCSE and basic English courses students required more individual support.

52 Most of the teaching on the teacher education and counselling courses was of a high standard. Sessions were well planned and teachers varied their approaches to provide work which was appropriately challenging for students of very different ability and experience. For example, one teacher taught the same basic counselling course to two groups; one of adults and another of 16-year-old GNVQ students. The aims of each session were identical but the approach took into account the differences in the learners and the experiences they brought to sessions. In many other sessions, teachers deliberately demonstrated the skills they were trying to get students to develop. They also helped students to make appropriate connections with probing questions which encouraged them to reflect on their own learning.

53 Teachers of students with learning difficulties were committed to their work and had developed positive working relationships with the

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students. Some students were benefiting from the opportunity to undertake vocational training such as painting and decorating. However, many teachers did not understand fully the educational implications of students' learning difficulties and consequently their teaching methods were often inappropriate. Teachers set tasks for students without giving proper attention to the learning which the tasks would provide. All students, whatever their level of ability, were expected to carry out the same work, which meant that the work was insufficiently challenging for the majority of students. There were too few opportunities within lessons for students to think for themselves and to accept some responsibility for their own learning. There was insufficient recording of students' progress within lessons and too few opportunities for students to assess their own work and that of their peers.

### **STUDENTS' ACHIEVEMENTS**

54 All pass rates and comparisons with national averages are for 1994-95 unless otherwise stated.

55 Data on students' achievements, retention rates and destinations are generally collected and analysed separately for the Sir William Turner Centre and the rest of the college. Value-added analyses are only available for GCE A level subjects studied at the Sir William Turner Centre. The college has not yet identified its contribution to the achievement of national targets for education and training. College figures for 1994-95 show that 86 per cent of students who enrolled on full-time courses were still attending at the end of the academic year.

56 In science, written project work was generally of a high standard. In a few cases, students experienced difficulty in presenting results in a scientific manner. For example, in one session, they used inappropriate scales for a graph showing the results of experiments. In 1994-95 the GCSE pass rate at grades A-C was above average for sixth form colleges nationally although the number of successful students compared with those who originally enrolled was low. The pass rates for GCE A level chemistry and biology were above the national average for sixth form colleges while the pass rates in physics have been below the national average for two consecutive years. The proportion of GCE A level students gaining the higher A-C grades was below the national average for sixth form colleges in all three science subjects. However, a high proportion of successful students entered higher education to pursue courses related to their GCE A level subjects. On some GCE A level courses the retention and completion rates were very low. For example, only 5 out of 19 students on the national diploma in science (sports studies) completed the two-year course.

57 In mathematics and computing, students generally achieved satisfactory standards in class and in assessed work. Students results at GCE A level and GCSE compared well with those for all sixth form colleges

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although a value-added analysis showed that GCE A level students were generally under achieving in relation to their previous performances at GCSE. Results for GCSE mathematics at the Sir William Turner Centre were above the sector average in 1993 and 1994, but there was a sharp deterioration in 1995. In the same period 1993-95, GCE A level computer studies achieved pass rates of between 80 and 90 per cent compared with an average of 76 per cent for all sixth form colleges in 1994-95. Although retention rates on full-time computer studies courses were low, students who completed these courses achieved good standards of professional practice. The retention rate and examination results for GCSE mathematics on the main site were poor. Of the 196 students enrolled, 108 entered the examination and of these, only 32 per cent were successful at grades A-C.

58 Construction students were aware of, and took good account of, safety regulations in their practical work. They were able to apply their number and communication skills to vocational contexts, but information technology skills were not integrated effectively with other aspects of assignment work. Most students valued their learning experience. They were interested in the work they were doing although they were rarely encouraged to take responsibility for their own learning. Retention rates and levels of achievement were high on a minority of courses. On the gas safety courses, for example, all 42 part-time day-release students completed and achieved the award. Retention rates and levels of achievement on many other programmes were low. For example, of the 16 students starting an NVQ level 2 part-time course in plastering in 1994, only nine completed the course and only one achieved the qualification.

59 Engineering trainees at Teesside Training Enterprise were highly motivated, enjoyed their training and responded enthusiastically to the simulated industrial environment in which they worked. Retention rates and pass rates in examinations were high. In 1995, the retention rate for first-year trainees was 87 per cent and the pass rate for second-year trainees achieving NVQ level 2 within the target time of 18 months was 95 per cent. Excellent examination results were also achieved in a minority of the college-based courses. For example, computer-aided design, basic engineering competences and advanced fabrication and welding courses all had 100 per cent pass rates. In many other engineering courses, the proportion of students who completed their studies and who gained their qualification was low. For example, of the nine students who began a national diploma in electrical engineering, five completed the course and of these only one passed. Some students, even on courses with poor pass rates, produced written assignments that were of near professional standard.

60 In business courses, core skills, particularly the use of information technology, were generally well developed. The GNVQ advanced programme had numeracy exercises that were given an industry-related context. Students' written work was well presented, showed a good grasp of the business world and sound application of knowledge and

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understanding although it was not always comprehensive in its coverage. In business administration subjects, particularly shorthand, the medical secretaries programme, wordprocessing and typewriting at elementary levels, examination pass rates, as a percentage of those entered, were good. Over 80 per cent of students who entered the GNVQ advanced course achieved the award. High pass rates were achieved by students on introductory management and accounting technician courses. Pass rates on NVQ administration programmes were less satisfactory; under 50 per cent of students achieved the full award after their first year of tuition. Just over 35 per cent of students registered on the GNVQ intermediate business programme gained the full award in each of the last two years. On the national certificate business programme, retention levels have averaged less than 50 per cent over the last two years and for business administration programmes the average was only 60 per cent. The college itself was unable to provide information on the achievements of students on the business courses franchised to the North East Chamber of Commerce: the examination results for administration, accounting, insurance and sales courses were good but those for retail and warehousing were poor. Retention rates on some of these courses were often below 50 per cent.

61 Students on courses in health and social care generally performed well in external examinations. They enjoyed their studies and were developing appropriate levels of knowledge and understanding of the subjects they were studying. Much of the work was practical and students were able to apply numerical and communication skills in vocational contexts. Some foundation and first-year students failed to develop the study skills required for parts of their course. On some of the newer vocational courses too many students left courses early, without achieving their qualification. For example, of the 33 students who began the GNVQ advanced course in 1994, only 13 enrolled for the second year.

62 Students on GCE A level courses in art and design taught at the main site achieved pass rates above the average for general further education colleges and those at the Sir William Turner Centre achieved pass rates above the average for sixth form colleges. The percentage of students gaining grades A-C varied between subjects but was often high. High-quality creative work was seen on most courses. Retention rates on the vocational courses were sometimes low, but those who did complete were often successful in gaining places in art colleges or higher education.

63 In English and communication studies standards of performance varied. In GCSE English, the pass rate for students on the main site was above average for general further education colleges and for students at the Sir William Turner Centre it was above average for sixth form colleges. Where students' results were compared with their entry score, most students were shown to have improved their performance by one grade during their time at the college. GCE A level results were below sector averages both in terms of pass rates and the percentage of those achieving the higher grades A-C. GCE A level results at the Sir William Turner Centre

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have worsened over the last three years. The proportion of A-C and A-E grades have both fallen: in 1995, the figures were 20 per cent and 73 per cent respectively, compared with national averages for sixth form colleges of about 54 per cent and 90 per cent. Value-added analysis indicated that students were not performing as well as predicted. Results in many of the other humanities subjects were at or above the national averages for sixth form colleges. In 1994-95, there were 100 per cent pass rates in GCE A level economics, geography and history, and the percentage of students gaining grades A-C were high in the majority of subjects. Most of the counselling and teacher training courses had retention rates of over 95 per cent. Students were developing skills and knowledge to an appropriate professional standard and all those who completed their courses in 1995 passed their examinations.

64 Information about the achievements of students with learning difficulties and/or disabilities was not held centrally. The lack of individual programmes with stated aims and objectives against which progress could be monitored made it difficult for staff to make judgements about students' achievements. Some students worked competently and with confidence in practical sessions. In other sessions, students appeared to be underachieving because the work was not sufficiently challenging.

65 Both Sir William Turner's Sixth Form College and Cleveland College of Further Education submitted information on students' achievements, 1993-94, to the then Department for Education (now the Department for Education and Employment). However, because the two colleges had ceased to exist at the time the department published its performance tables, they were not included in the tables. Figures provided by the college for the Sir William Turner Centre show that 89 students aged 16-18 entered for two or more GCE AS/A level examinations in 1993-94 and scored an average of 14.3 points per student (where A=10, E=3). This would have placed this college in the top third of colleges in the sector, based on data published in the 1994 tables by the department. Statistics provided by the college show that only 49 per cent of students taking NVQs at levels 2 or 3 were successful in gaining their awards.

66 Data available from Sir William Turner's Sixth Form College for 1993-94 showed that of 115 leavers, 78 per cent continued their studies on a course in further or higher education. Figures for students leaving the Cleveland College of Further Education were not available.

#### **QUALITY ASSURANCE**

67 At the time of the merger, the board of the corporation made a commitment to develop a framework for quality assurance and this was expressed as an objective in the strategic plan for 1995-96. The college's preoccupation with financial matters, however, has meant that the development has been given a low priority. The lack of a detailed action plan and the failure to identify clearly those responsible for developing the quality assurance system have hindered progress.



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68 Course and section reviews are at an early stage of development. Different review practices were in operation prior to the merger and these are gradually being standardised. In the past, many of the vocational sections relied solely on reports from examining and validating bodies whilst the Sir William Turner Centre used national pass rates and a national value-added analysis. Each section now completes an annual review based around the collection of a limited range of student data including enrolment, retention, achievement and destination. Reviews are discussed with senior managers of the college who collate the data and present a summary report to the corporation board. Currently, the college has no formal system for setting standards and targets at course or section level, and teams do not monitor routinely the appropriate charter commitments. There is no common approach to collecting information for the course reviews. Some course teams carry out surveys of students' perceptions, some review assessment practices and some seek the views of employers. The good practices which exist have yet to be extended to all teams.

69 The college has International Standards Organisation (ISO) 9001 accreditation for its full-cost work only. A senior manager has responsibility for extending the systems but progress is slow. The North East Chamber of Commerce and Teesside Training Enterprise operate to ISO 9001 standards. The college has relied on the internal quality assurance procedures of each franchisee to assure itself of the quality of its provision and these procedures have not been integrated with the college's own quality assurance procedures. Data relating to the franchised provision are not collected routinely. The college does not have an overview of the progress or achievements of students on franchised courses.

70 On each of the vocational courses there are identified personnel and procedures for ensuring that requirements of the awarding body are met. Reports from external verifiers and moderators go to the vice-principal and to appropriate middle managers for action. Issues arising are discussed at section meetings although procedures for identifying and monitoring the actions which may be required are weak. The college does not have a sufficiently robust system of internal verification to deal with the expanding range of NVQs and GNVQs.

71 An interim charter was produced for the first year of the new college. This was subsequently reviewed and a new charter drafted by a working party which included senior staff and a governor. The draft was widely distributed within the college for consultation. The charter is a well-produced, attractive document which covers the areas designated in the national charter for further education. It contains a number of service standards although standards in several areas, for example levels of student attendance, remain unspecified. It also identifies student procedures for complaints and appeals. There is no section for employers or for parents. Many of the large number of students on franchised and community provision did not receive a copy, those who did found it was largely irrelevant because the charter had not been adapted to meet their

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circumstances. There is a commitment to review the document annually and produce a report, although mechanisms for this have not yet been established.

72 The college has a staff-development policy, underpinned by a strategy for implementation which is working well. One per cent of the payroll budget is allocated to staff-development activities each year. A staff-development committee sets the criteria for the allocation of resources, in line with the college's strategic plan, and produces an annual training plan based on the needs identified by individuals and teams. Teaching and non-teaching, full-time and part-time staff, are invited to identify their development needs after initial discussions in the sections. Each section is given a budget to meet agreed needs. The college has prioritised initial teacher training and assessor awards in 1995-96. The need to update staff experience in industry or commerce has not been recognised as a priority. The systems for evaluating and sharing the outcomes of staff development are inadequate, and are currently under review. An agreement with the University of Teesside enables a number of teaching staff to take part in the university's own staff-development programme.

73 Prior to the merger, both colleges had used previously agreed systems for appraising teaching staff. These systems are in abeyance although some teachers have continued with informal appraisal meetings. A new system is being developed for all staff. The college made a commitment in March 1995 to achieve Investor in People status by the end of December. A statement of intent has been signed with Teesside TEC and work is under way.

74 The college produced a self-assessment report using the headings set out in Council Circular 93/28, *Assessing Achievement*. The report was detailed but much of the content was descriptive. Critical evaluation of the college's strengths and weaknesses was lacking.

## **RESOURCES**

### **Staffing**

75 Despite recent reductions in the number of full-time and part-time teachers and the merger of the two colleges, staff morale is generally high. Teachers are deployed effectively and efficiently across both sites of the college. They are appropriately qualified; over 70 per cent of the full-time staff hold a teaching qualification and more than half hold a relevant assessor award. Some teachers are disadvantaged by their lack of recent industrial or commercial experience. A staff handbook has recently been issued to all full-time teaching staff.

76 Support staff are appropriately qualified and generally sufficient in number to meet current needs. In one or two areas, technician support is inadequate. Support staff have good working relationships with teaching staff and many attend course and other team meetings. Staffing has

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recently been increased in the library at the Sir William Turner Centre to enable the library to remain open for longer periods. Administrative support for academic staff meets current needs and is centrally provided across both main sites.

### **Equipment/learning resources**

77 Most teaching rooms are adequately equipped with whiteboards and overhead projectors, but the quality of the furniture and other equipment varies between the centres. The college has established a programme to re-equip rooms but it is falling behind schedule. There is no overall co-ordination or management of general and specialised learning resources, and the college lacks a formal replacement policy for equipment. An assets register, covering the whole college, was not completed until the summer of 1995.

78 There is a secure and well-developed learning centre at the main site which includes library facilities, study spaces and computer-equipped work areas where technicians provide good support. The centre has extensive opening hours during weekdays. The learning centre at the Sir William Turner Centre is not as well equipped. Facilities for students to work in the learning centres are adequate but the number of study spaces does not meet demand at some times of the year.

79 The computerised library service in the learning centre at the main site is well managed; it has a reasonable stock of books and periodicals. The full potential of computerisation has yet to be realised. For example, it is not used to monitor usage or, at the Sir William Turner library, to manage the resources. Recent book purchases have been based on needs identified by teaching teams. Academic resources, including books and videos, which are kept by course teams and sections, are not recorded on a central catalogue. The budget for the central purchase of books has been reduced in the current year to around £13.00 for each full-time equivalent student. The library service assists the teaching teams by purchasing and distributing the text books required for full-time students.

80 Some areas of the college have good levels of well-maintained specialised equipment. There is a ratio of one computer to every seven full-time equivalent students across the college. An information technology policy is in place but the targets to be achieved are not identified and there is no framework for ensuring that policy is implemented. The college is moving towards establishing standards for all computers and software. It has recently been part of a successful regional bid to the competitiveness fund to provide external network links (Internet).

### **Accommodation**

81 The college has developed an accommodation strategy to take account of all four sites currently occupied. However, because of the imminent reorganisation of local government it has decided to wait before updating the strategy. Three of the college sites were originally built as schools and

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their design is less than ideal for current use. Main entrances at all centres are not clearly identified. The central reception area at the main site operates during the day only and the location of the evening reception is not adequately signposted. The main site is clearly visible from the road and enjoys good public transport links, but the extensive campus has not been attractively developed or landscaped. All the sites are generally well cared for and maintained to an appropriate standard. Site security has recently improved. The capacity of the college car park at the main site is inadequate during the evening. Within all buildings there are large open areas most of which are under used. The student social areas, including the student common room at the main site, are unattractive. The college has no strategy for energy management; and this causes problems at the West Dyke Centre, where some of the classrooms are inadequately heated during teaching sessions.

82 The allocation and use of specialised teaching rooms has been improved. Staff in some curriculum areas have taken the initiative in altering and adapting rooms. Most rooms at the Sir William Turner Centre are used as base rooms for a particular subject area or course. Many are well furnished and well decorated. In other parts of the college some of the teaching rooms provide students with a less attractive environment for learning. The walls in many of the rooms and most of the corridor areas are bare; there are few examples of students' work on display. Although students with restricted mobility have access to most ground floor rooms, they are not able to use rooms on higher levels. Accommodation for teaching staff at the main site is crowded, and there are few telephones. Facilities for part-time teachers are poor.

### **CONCLUSIONS AND ISSUES**

83 The college is making progress in achieving its mission, but much remains to be done if it is to build upon its achievements. The strengths of the college are:

- the determination of members of the board and college managers to deal with the problems facing the college
- the progress made in bringing together two colleges with different traditions
- the wide range of subjects and courses offered full time and part time
- the imaginative arrangements for franchising provision
- good staff morale despite recent difficulties
- teachers who are well qualified and experienced
- a tutorial system which is generally well organised and effectively delivered
- good levels of specialist equipment including computer equipment.

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84 The college should address:

- weaknesses in the systems and controls to support financial recovery
- an insufficiently-structured strategic plan and the inadequacy of the operating statement
- inadequate use of measures to assess the performance of the college and the board
- inaccuracies in the statistical information produced for managers, the board and the FEFC
- poor quality of the learning experiences for students with learning difficulties and/or disabilities
- weak systems for identifying and supporting students' basic skills
- the lack of leadership and direction for the college's quality assurance initiative
- inadequate arrangements for monitoring the work of franchisees
- low retention and completion rates for students on some courses
- insufficient sharing of good practice between teachers and across subjects and sites
- the drab appearance of some teaching rooms and general circulation areas.

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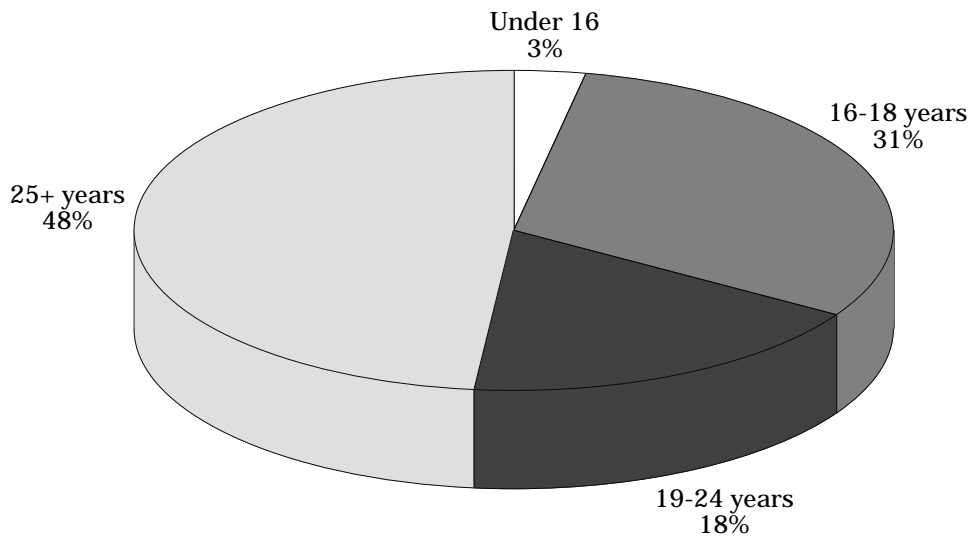
**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

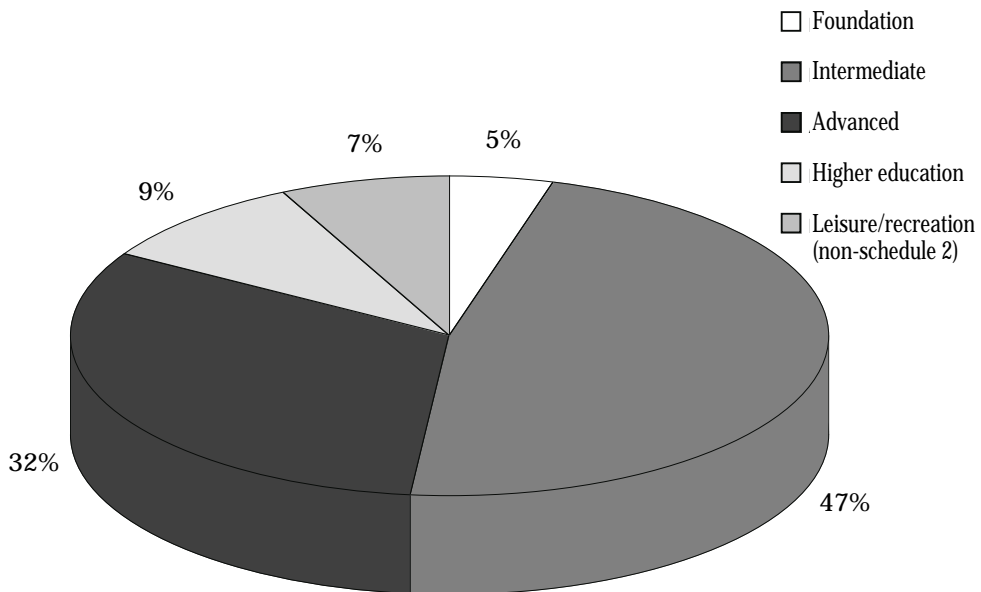
**The Cleveland Tertiary College: percentage enrolments by age (as at July 1995)**



Enrolments: 8,367

**Figure 2**

**The Cleveland Tertiary College: percentage enrolments by level of study (as at July 1995)**

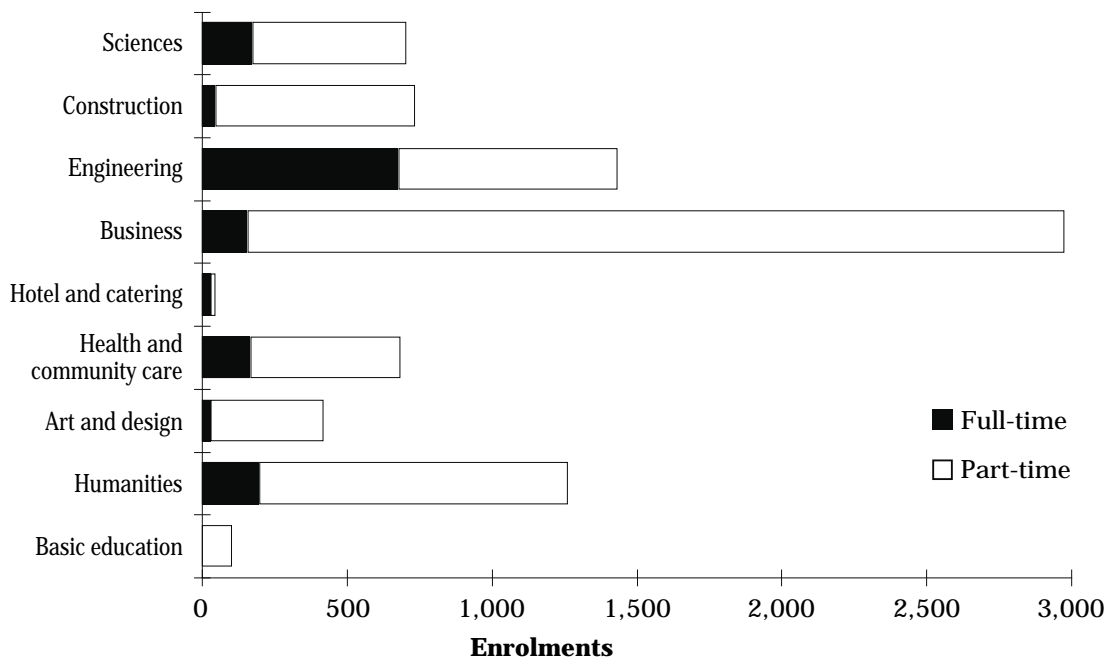


Enrolments: 8,367

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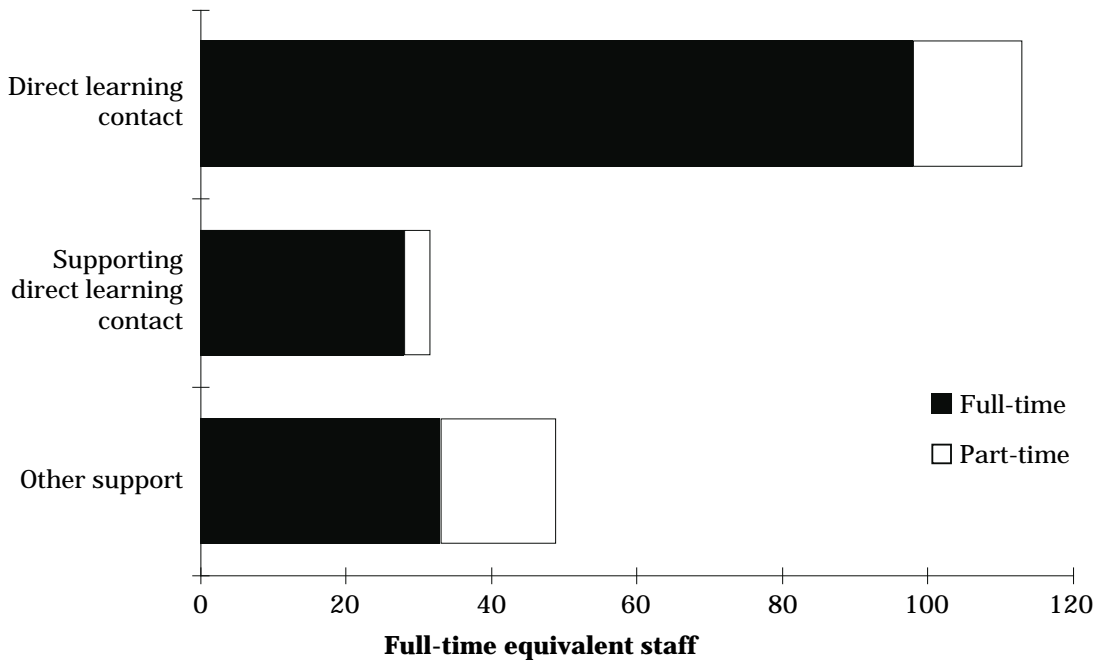
**Figure 3**

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



**Figure 4**

**The Cleveland Tertiary College: staff profile - staff expressed as full-time equivalents (as at September 1995)**



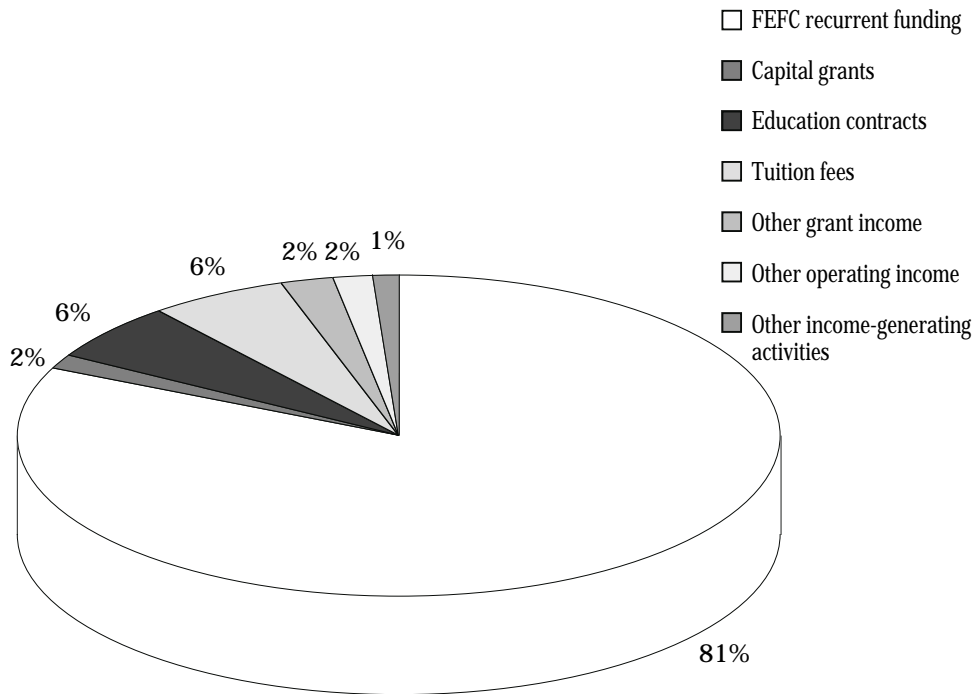


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**Figure 5**

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**The Cleveland Tertiary College: income (for 12 months to July 1995)**

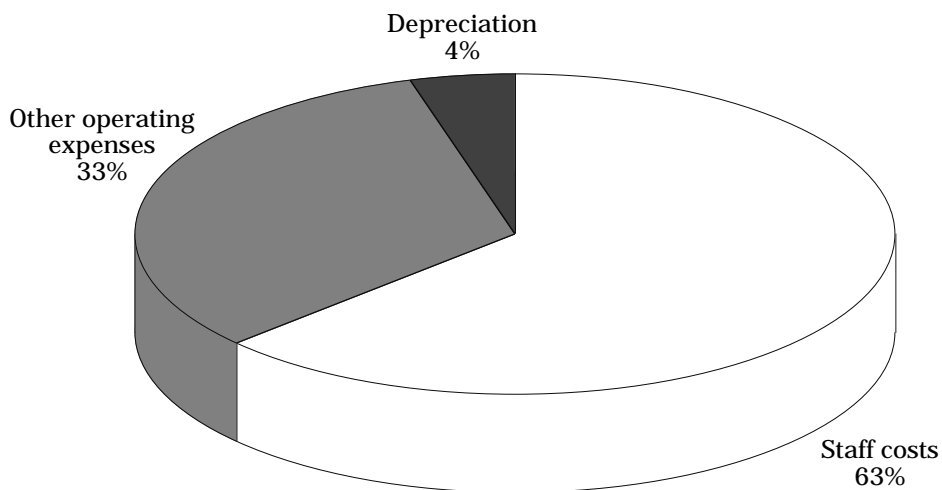


Income: £7,295,000

**Figure 6**

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**The Cleveland Tertiary College: expenditure (for 12 months to July 1995)**



Expenditure: £7,988,000

*Note: this chart excludes £35,000 interest payable and other operating expenses includes £862,000 payable under franchise arrangements.*

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