

**REPORT
FROM THE
INSPECTORATE**

Cirencester College

January 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

GRADE DESCRIPTORS

The procedures for assessing quality are given in FEFC Circular 93/28. In the course of inspecting colleges, inspectors are expected to assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out clearly in their reports. Inspectors also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. Each grade on the scale has the following descriptor:

- 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 04/94

CIRENCESTER COLLEGE

SOUTH WEST REGION

Inspected October-November 1993

Summary

Cirencester College in Gloucestershire is a major provider of further education courses for the south-east region of the Cotswolds with a rapidly-developing portfolio of courses for school leavers and adults. The college has a clear mission statement and strategic plan and draws on the varied industrial and commercial experience represented on the corporation board. High quality teaching and effective student support and guidance are reflected in the good examination results which students achieve. Staff are well qualified. They benefit professionally from a wide-ranging programme of staff training and development and are actively involved in planning and development through broadly-based membership of college committees and working parties. The college has good links with the local community but has been less successful in establishing effective relationships with local employers. Both governors and staff should be provided with more systematic information on aspects of the college's performance. Management systems are developing, but there is a general lack of awareness of the data available, and particularly of their value to course planning and review. Other weaknesses are that the existing quality assurance procedures are applied inconsistently across the faculties, learning support for students and the college's learning resource provision both require more effective co-ordination and the numbers of clerical and technical-support staff are insufficient and not best deployed. While teaching accommodation is generally good, there are inadequate security and access arrangements at the college's annexes.

The grades awarded to aspects of cross-college provision and curriculum areas as a result of the inspection are indicated below.

Aspects of cross-college provision	Grade
Responsiveness and range of provision	2
Governance and management	2
Students' recruitment, guidance and support	2
Quality assurance	3
Resources	2

Curriculum area	Grade	Curriculum area	Grade
Business management	2	Social sciences	3
Mathematics and computing	2	History geography, archaeology	2
Science and technology	3	Art and design	2
Community and leisure	2	Performing arts	3
Language and communication	2	Continuing and community education	2

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INTRODUCTION

1 Cirencester College was inspected during the period 16-18 November 1993. The team of seven inspectors also drew on specialist inspections carried out over the preceding six week period. In all, nine inspectors spent a total of 50 inspector days in the college. They inspected aspects of cross-college provision and work in continuing and community education, art and design, business and management, community and leisure, humanities, social sciences, mathematics and computing, modern languages, performing arts and science. Inspectors visited 95 classes, examined samples of students' work, and held discussions with governors, college managers, teaching staff, students, local employers, representatives of two partnership schools, community representatives and parents.

2 The inspection was carried out in accordance with the framework and guidelines described in Council circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of Cirencester College occurred early in the cycle, the opportunity for such a response was not available.

THE COLLEGE AND ITS AIMS

3 Cirencester College in Gloucestershire was established as a tertiary college in September 1991, following the amalgamation of Cirencester Joint Sixth Form Centre with the Cirencester centre of Stroud College. It operates from one main site, the Fosse Way campus, approximately three-quarters of a mile from the town centre. Limited use is made of two other sites, Victoria Road and the Forum, both situated close to the centre of Cirencester.

4 The college primarily serves the south-east Cotswolds region and provides a range of further education courses for both full-time students and part-time day and evening students. It employs approximately 200 staff, of whom 49 are full-time teaching staff (figure 1). There are just over 2,600 total enrolments, 728 of them full-time. Sixty-five per cent of enrolments are of students over 25 years of age, mainly on part-time vocational and recreational courses. An age profile of the enrolments is given in figure 2.

5 Post-16 students are recruited from a total of 28 schools and colleges across the region. The nearest other providers of post-16 education are the Sir William Romney School in Tetbury, 10 miles to the south-west, and the college of further education and three schools at Stroud, 12 miles to the west of Cirencester.

6 Approximately 76 per cent of full-time students are currently studying for General Certificate of Education advanced level (GCE A level) and advanced supplementary level (AS level) examinations, and there is a growing proportion of full-time students undertaking vocational courses,

including General National Vocational Qualifications (GNVQs), (figure 3). Part-time students are enrolled on a wide range of academic, vocational and recreational courses. A small number of students is enrolled on higher education courses.

7 Teaching is organised within seven faculties based on distinct areas of work: business and management studies; community and leisure; humanities and social sciences; language and communication; mathematics and computing; science and technology; and creative and performing arts. In addition, there is a cross-college student services function with direct responsibility for the recruitment, guidance and support of students, and for school and community liaison. A separate service function covers the area of external relations. Part-time enrolments are faculty based (figure 4). Faculties also resource the courses taken by full-time students but, because full-time students' programmes often consist of courses from more than one faculty, the responsibility for them rests with the cross-college student services function.

8 The south-east Cotswolds region is predominantly rural with a high proportion of small employers. Agriculture and horticulture are important local industries. Over the past five years, traditional manufacturing and construction industries have contracted sharply while service industries have expanded. The current unemployment rate is 7.6 per cent.

9 The college's mission statement sets out four central aims. These are broadly concerned with ensuring access for all students to a comprehensive range of study opportunities; the use and development of appropriate methods, systems and services; achieving recognition as a quality provider of education and training; and the efficient and effective use of resources.

RESPONSIVENESS AND RANGE OF PROVISION

10 The college is making an appropriate response to national education and training priorities both by extending the range of provision and by restructuring existing provision to broaden access.

11 The college offers a range of 33 subjects at GCE A level, 17 subjects at AS level, and 26 subjects for the General Certificate of Secondary Education (GCSE). There is considerable flexibility in the choices available to full-time and part-time students undertaking these courses. GNVQs are currently offered in business, design, and leisure and tourism, and there are firm plans to introduce a range of new GNVQ qualifications as they become available. National Vocational Qualification (NVQ) courses are offered to part-time students in business administration, management and care, and access to these qualifications is widened through an effective service for the accreditation of prior learning. There are clear procedures by which new courses are proposed and subsequently approved by the academic board.

12 Full-time students have the opportunity to attend additional vocational and general-interest courses of their choice in a wide range of

subjects, including information technology, but the demand for places on information technology courses is now outstripping availability. Students who have not achieved GCSE grade C in mathematics and English are entitled to receive additional support in these areas. There are good learning facilities for mathematics and the college has recently established a GCSE English workshop with a range of materials to suit the varying abilities of students. Strategies to ensure that all full-time students receive a broad and balanced programme of study should be advanced further. In most vocational courses, work-experience forms an integral part of the programme and is generally well organised

13 The college has links with the Gloucestershire Training and Enterprise Council (TEC) and operates a small youth training (YT) scheme. It has also received financial support from the TEC for a number of initiatives concerned with improving opportunities for adults. This support, together with clear college strategies for the development and consolidation of community links, has contributed to a significant increase in adult enrolments across a wide range of college programmes. Despite determined efforts to improve direct liaison with local employers, the college has had limited success.

14 Specific links with higher education institutions are limited but there are close links between the college and its two 11-16 partner schools in Cirencester and evidence of good links across a wider geographical catchment area through the South East Cotswolds Collegiate Board. The marketing of college courses to local schools is effective.

15 Responsibility for marketing is split between two of the assistant principals, with one responsible for market research and external funding, and the other for promotional activities. There is a clear cycle of marketing activities throughout the year but the college would benefit from the development of a cohesive marketing plan, linked to its strategic plan, which would incorporate more comprehensive market research.

16 There is a published equal opportunities policy which is monitored by an active cross-college working party. Provision for students with learning difficulties and disabilities is presently restricted to part-time courses and YT provision. The college has firm plans to expand and develop full-time opportunities for these students.

GOVERNANCE AND MANAGEMENT

17 There are 11 members of the corporation board in addition to the principal and staff and student representatives. Industry, commerce and the local community are well represented. A nominee of the local TEC will join the board early in 1994. Attendance at meetings is good and individual members are encouraged to make appropriate contributions to discussion. Many members have a good knowledge of the institution and of wider educational issues. However, the agendas for board meetings reflect limited aspects of the college's work. The financial and student-related information provided for the board of governors is insufficient to enable them to contribute fully to strategic planning.

18 The college must ensure that the conduct of its business is fully in accordance with its instruments and articles of government. It appears, for example, that staff members of the corporation exceed the permitted number and that there is no remuneration committee. The work normally associated with a remuneration committee is included in the business of the ad hoc committee whose minutes are not circulated.

19 Communication structures within the college are well developed, and there is an appropriate hierarchy of committees to promote consultation and assist with decision-making. There are college working parties on equal opportunities, quality assurance and NVQs, through which managers and full-time teaching staff have the opportunity to contribute to the development of the college's policy and practice. Meetings are clearly minuted and copies of the minutes are held in the college library.

20 Statements of financial performance and methods of budgetary allocation are not always disseminated to budget holders to assist them in managing their resources effectively. Summaries of the college's recurrent income and estimated expenditure for 1993-94 are shown in figures 5 and 6. The college's unit of funding for 1992-93, set by the local education authority, is recorded in the FEFC report, *Funding Allocations 1993-94*, as £2,445 per weighted full-time equivalent student. The median for general further education and tertiary colleges is £2,436.

21 The college strategic plan outlines key priorities and targets in terms of student numbers and new course developments. Many of these developments are supported financially through a specific strategic-planning fund. The planning process included consultation with staff across the organisation. Consequently, staff are aware of the college's aims and development priorities. The strategic plan is comprehensive, although it does not appear to be widely used by middle managers either for reference or planning purposes. At the time of the inspection, a cycle of review and further planning had just begun.

22 The management information systems section is staffed by a committed team who produce a range of data relating to students, enrolments and resource utilisation. The level of information provided to the principal is of a high quality but there is limited awareness across the college, and in particular among faculty heads, of the existing range of information which can be provided by the management information systems to support course planning and review.

23 Appropriate procedures are in place for setting enrolment targets. The college has been particularly successful in attracting high numbers of full-time students. In 1992, just under half of the 295 full-time students finishing their studies progressed to higher education courses and approximately one-fifth entered full-time employment. A similar picture is emerging for 1993. Destination data are collected and analysed by student services and distributed during December of each year. A telephone follow-up service ensures that the number of students failing to

respond is minimised. The college should ensure that sufficient staffing is available to undertake this task and that overall trends are fed in at an appropriate stage in the planning and review cycles.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

24 Students' recruitment, guidance and support are the overall responsibility of an assistant principal who leads the cross-college student services function. The assistant principal is assisted by three deans of study and a head of adult and community education. The overall structure works well and provides an effective system of information, guidance and support for students before entry and on course, although separate planning and review processes for adult students limit the development of a fully-integrated system.

25 College staff organise and participate in an extensive programme of information events, including open days, careers events, subject presentations and parents' evenings. In general, these work effectively. Information about trends in student choices and preferences is used in college planning.

26 There is a range of information, support and guidance available for adults. The adult guidance unit provides an effective and widely-appreciated service and it is extending its range of operations with the development of guidance credits.

27 Significant progress has been made in the accreditation of prior learning. Substantial numbers of staff are being taught to assess students' prior learning as part of their NVQ and GNVQ training in the assessment of students' competences. The college currently offers opportunities for the accreditation of prior learning in management, business and child care, and there are plans to extend these to all GNVQ courses.

28 Central arrangements for enrolment and induction to the college are generally effective. Intending students are encouraged to attend a pre-course information day in the previous June. In the absence of an overall framework, the quality of arrangements for course-level induction varies.

29 There are clear procedures for course transfer, co-ordinated centrally by the deans of study. Students wishing to change courses meet with their course tutor, personal tutor and dean of study before a decision is taken. The process is carefully documented and parents have the opportunity to comment.

30 The college has no overall policy statement on pastoral care but on-course tutorial support is generally effective. All full-time 16-19 year old students participate in a structured programme of tutorials. The tutorial system is overseen by the three deans of study and tutors meet regularly with their dean for review and information. There are satisfactory arrangements for the development and maintenance of students' personal records of achievement. Tutoring of adult students on discrete adult courses works satisfactorily but arrangements for adults on other courses are of variable quality. Personal counselling is available to students.

31 There is a comprehensive programme of advice and information events for students wishing to progress to higher education courses. However, careers advice through the county careers service is being significantly reduced and the college should review its own arrangements to ensure that adequate levels of advice are maintained.

32 The college has a clear commitment to provide effective learning support. In practice, the current arrangements are limited and effective co-ordination is lacking. Documentation and recording systems relating to recruitment do not ensure that students' needs are identified, recorded and responded to effectively.

33 Attendance is monitored both within faculties and by the deans of study. There are adequate procedures for dealing with poor attendance but no routine analyses of attendance patterns or retention rates.

34 Students are advised of their rights and responsibilities through the college induction programme and in a well-structured students' handbook. There are satisfactory channels for the representation of student views through the students' union, student forum, student places on the academic board and the student member of the corporation board.

TEACHING AND THE PROMOTION OF LEARNING

35 Heads of faculties have overall responsibility for co-ordinating schemes of work. Course documentation is generally comprehensive, carefully designed to ensure logical progression, and closely linked to examination syllabuses and assessment regulations. Where two members of staff are involved with the joint teaching of a subject area, co-ordination is generally good. On Business and Technology Education Council (BTEC) programmes, schemes of work are generally devised by course teams and this ensures that students receive a balanced programme of learning activities with clear aims, objectives and learning outcomes.

36 The quality of teaching and the design of learning activities were generally good. Strengths clearly outweighed the weaknesses in the majority of classes. Of the 95 classes inspected 10 were graded 1, 42 were graded 2, 34 were graded 3 and nine were graded 4.

37 Most of the lessons inspected were well prepared. Lessons had clear objectives and classroom activities were matched well to students' existing levels of knowledge and understanding. Teachers demonstrated a sound grasp of their subjects. Teaching methods were varied. There was appropriate use of video materials, specialist facilities and equipment. Good quality handouts to support specific learning objectives were a positive feature in many lessons. Students were encouraged to engage in discussion, either working as a whole class or in small groups, to debate issues raised by teachers and other students and to ask questions where further explanation was needed. Group activities were generally well managed, students taking responsibility for organising their research and report writing in discussion with teachers. In one art and design class,

where students were required to evaluate critically each others' work, the supportive contribution of the teacher enabled the students to respond positively and without embarrassment. The good relations between staff and students were a strong feature of the work inspected.

38 Practical work was a significant element in many of the subject areas. Activities were generally introduced clearly and underpinned with appropriate theory but, in some instances, insufficient time was set aside at the end of the lesson for the teacher to consolidate learning. A few lessons included extensive periods of dictated notes or copying from overhead projector transparencies neither of which made effective use of students' or teachers' time.

39 GCE A level students usually receive regular coursework throughout their programmes of study. Marking is generally consistent and punctuated by thoughtful and thorough teacher comments. Clear records of progress are kept. GCE A level project work and personal study options are used across a number of subjects including science, and art and design. Much of the work produced is of a high standard. In art and design, it is particularly varied and inventive. Art and design students use computer graphics packages but there is no agreed position on the levels of competence they are expected to reach in using these packages.

40 The standard of most of the coursework set on BTEC programmes is good. Business and finance students are set demanding and relevant assignments, although greater use could be made of statistical source materials and other reference data. The quality of work produced by these students is often high and they use information technology effectively. Family and community care assignments are based on practical tasks. The overall standard of assessment of students' work is good but marking policies for the correction of English errors on assignment-based programmes are not operated consistently.

STUDENTS' ACHIEVEMENTS

41 In most instances, effective course planning, careful integration of theory and practice, and good relations between staff and students have enabled students to understand their work and be confident about their progress. Most students demonstrate a high level of interest in their work.

42 Examination results are generally satisfactory, although the absence of precise information about students' qualifications on entry make it difficult for the college to evaluate its own contribution to students' achievements. Steps are being taken to implement systems for analysing the value added to students' qualifications between entering and leaving the college.

43 The college's first students on two-year GCE A level courses entered for their examinations in Summer 1993. The results in the majority of subjects were good: 84 per cent of the 583 students entered for examination achieved grades A-E. A 100 per cent pass rate was achieved in a number

of subjects including art and design, media studies and theatre studies. Other subjects with good pass rates included biology (90 per cent), business studies (93 per cent), chemistry (89 per cent), design (88 per cent), English (91 per cent), general studies (91 per cent) and physics (92 per cent). In geography, 64 per cent of the 28 students who passed achieved either an A or B grade. Pass rates in accounts (27 per cent) and computing (38 per cent) were poor.

44 In 1993, there were 110 entries for GCE AS levels across a wide range of subjects, with an overall pass rate of 59 per cent. Few students achieved high grades.

45 GCSE courses are taken by full-time and part-time students. GCSE results for 1993 indicated that 66 per cent of entries were graded in the range A to C, compared with an overall national figure of 63 per cent for 1992. In many subjects there are wide fluctuations in pass rates between the two years but consistently good pass rates have been obtained in modular mathematics. In English language, 56 per cent of the 62 entrants obtained grades in the range A-C in 1993.

46 Results of full-time vocational programmes, including BTEC first and national awards, NVQ programmes, and the City and Guilds of London Institute (CGLI) family and community care course are generally good. In 1993, there was a 100 per cent pass rate on the BTEC national diploma in business and finance course and on the CGLI community care course. Results for other BTEC programmes show an overall pass rate of above 90 per cent.

QUALITY ASSURANCE

47 The college has demonstrated a strong commitment to improving quality both through its achievement in July 1993 of 'The Investors in People' designation and through the introduction of procedures for quality assurance based on course reviews and questionnaires. Staff appraisal has been piloted and reviewed and is in the process of being introduced across the college.

48 The present arrangements for quality assurance are generally understood and supported by staff and students. There are a number of examples of improvements in accommodation and specialist resources, and in teaching and learning styles, which have been made at faculty level as a direct result of the review process. As a result of students' comments during a course review, the new humanities block incorporates a student study area. However, there is a lack of consistency in the application of review procedures across faculties and considerable variation in the format and rigour of targets and action plans. There is no accountability at faculty level for actions agreed as a result of course review. Academic board and the senior management team discuss, but do not formally respond to, course reviews, leaving action plans without a fully-documented response from management.

49 The data available to faculties at course review are limited. Information on enrolments, retention rates, students' progression and students' achievements are not used systematically to inform the action-planning process. Quality standards and benchmarks have yet to be defined in respect of internal and external service standards and of students' achievements. For instance, there are no formal targets for levels of success in external examinations.

50 The college has a staff-development policy, co-ordinated by a cross-college working group and chaired by an assistant principal. Responsibilities for the induction of new full-time and part-time staff are clearly allocated. Opportunities for both teaching and non-teaching staff to participate in a wide range of staff development activities are good. Systematic review of training and development needs is intended to be an integral part of the appraisal process but, until the appraisal scheme is fully implemented, reliance continues to be placed on informal systems. The college undertakes effective evaluation of training and development activities.

51 The process of gaining the 'The Investors in People' award has raised the profile of training and development among both teaching and non-teaching staff. Other benefits have included improved procedures, the introduction of updated job descriptions, publication of a staff handbook and the development of a code of conduct for good staff relations.

RESOURCES

52 Overall co-ordination of the college's learning resources is not fully effective and the deployment of support staff is not always satisfactory. In other respects, however, the college makes effective use of its financial, physical and human resources.

53 The main Fosse Way campus provides an attractive teaching and learning environment for students and the college makes maximum use of the site. Teaching rooms are clean, well furnished and well maintained. Wheelchair access to the ground floor of all buildings on the main site is possible. The college has a policy of siting specialist rooms at ground floor level and, with the exception of a language laboratory, it has been achieved. Utilisation of accommodation at the college's two annexes is low and the quality of accommodation at the Forum centre is generally poor. Security and access arrangements at both annexes are unsatisfactory.

54 Teaching staff are well qualified and experienced. There is a good match of staff to courses and student groups. Full-time academic appointment procedures are thorough. Although the college has made a significant number of non-teaching staff appointments over the past twelve months, clerical and secretarial support for faculties and cross-college service functions is inadequate. The adequacy of technician support varies across the college.

55 The range and quality of equipment available in specialist areas are generally appropriate to support the present range of provision. Faculty

materials budgets are generous, with the result that many subject areas have been able to build up extensive stocks of locally-held books, videos and other resources. Greater efficiency would result from a central cataloguing of these resources.

56 The library offers a pleasant learning environment for students, and provides a range of facilities which includes access to information technology, including CD ROM. There is a sufficient number of library staff and their deployment is sensible. Opening hours are organised to meet demands from both full-time and part-time students. Continued investment in library and learning resources is needed, both to update book stock in specific areas and to meet the particular demands of new GNVQ and other vocational courses. Co-ordination between the library and the faculties to identify appropriate levels of support is variable.

57 The policy of standardising the purchase of information technology equipment and software across the college and of extending the communications network across all main site buildings has been implemented successfully. The result is that information technology is more accessible and has the potential to be used with flexibility. There are limited opportunities for access to information technology equipment and associated learning materials outside formal teaching sessions.

CONCLUSIONS AND ISSUES

58 The college is making steady progress in implementing its mission to provide open access to a comprehensive range of high-quality education and training opportunities for all students over 16 years of age and to manage resources efficiently and flexibly. Particular strengths of the provision inspected are:

- the level of industrial and commercial representation on the corporation board
- a clear mission statement and strategic plan which staff understand and support
- a rapidly developing portfolio of courses which is well matched to national priorities and targets
- a system of committees and working parties to support discussion and decision-making
- effective links with the local community
- the strong and effective recruitment and guidance services for both school leavers and adults
- high standards of teaching
- good examination results
- a relevant and wide-ranging programme of staff training and development
- good accommodation for teaching and learning
- suitably-qualified and experienced teaching staff.

59 The college has to address the following areas if it is to continue its planned growth whilst maintaining and improving the present high standards of teaching and student achievement:

- the systematic preparation and distribution of information on the college's performance to governors and staff
- the development of stronger links with local employers
- the further development of management information systems
- the co-ordination of learning support
- quality assurance procedures and the consistency of their operation across faculties
- security and access arrangements at the Forum centre and Victoria Road annexes
- the number and deployment of clerical and technical-support staff
- the effective co-ordination of the college's learning resources

FIGURES

1 Staff profile (1993-94)

2 Enrolments by age (as of 1 November 1993)

3 Full-time enrolments (1993-94)

4 Part-time enrolments by faculty and by mode of study (1993-94)

5 Estimated recurrent income (1993-94)

6 Estimated expenditure (1993-94)

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

Figure 1

Cirencester College: staff profile (1993-94)

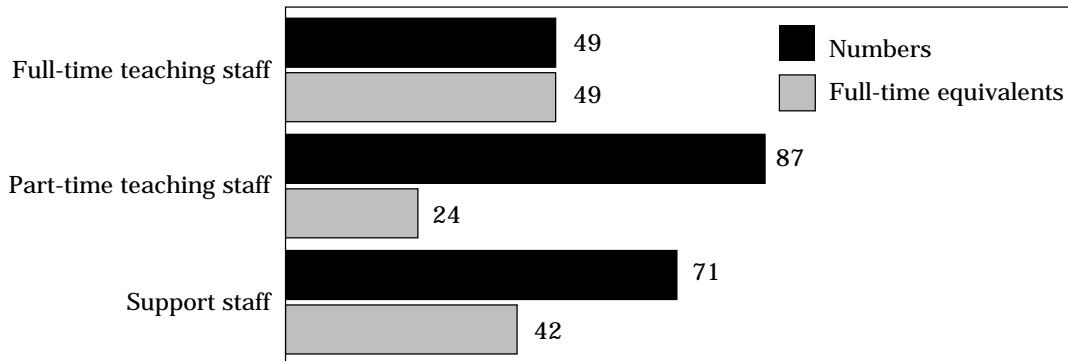
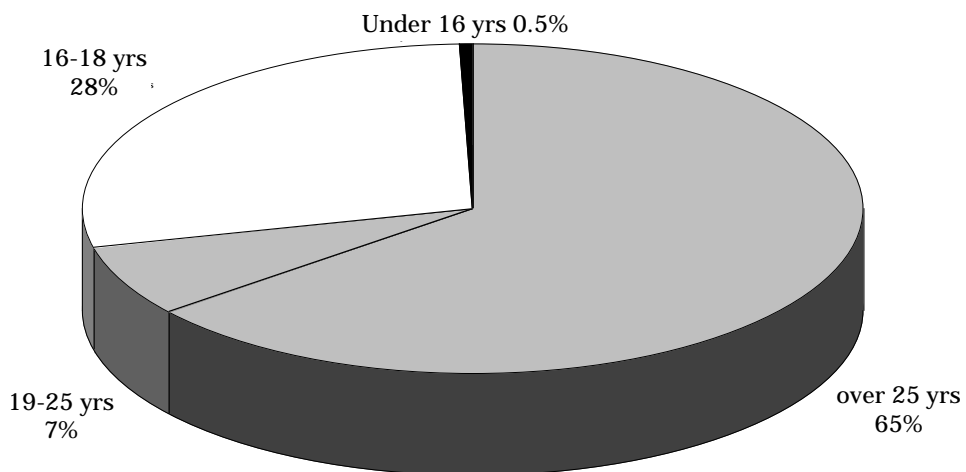


Figure 2

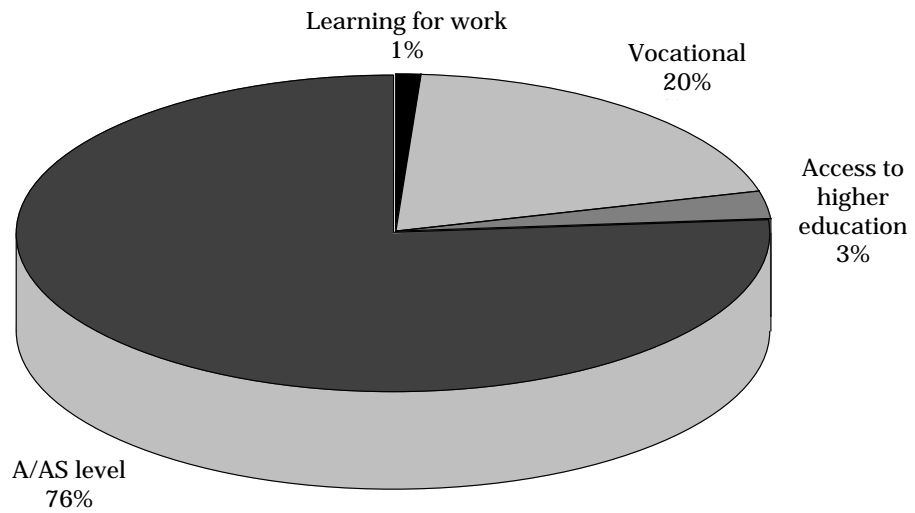
Cirencester College: enrolments by age (as of 1 November 1993)



Total enrolments: 2,610

Figure 3

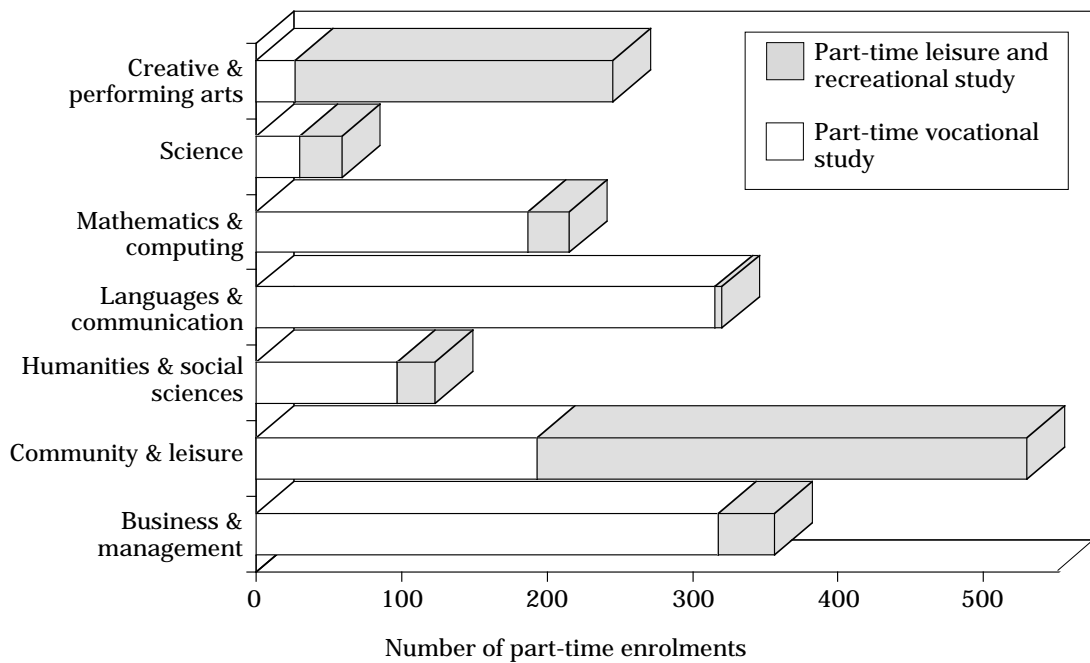
Cirencester College: full-time enrolments (1993-94)



Total full-time enrolments: 728

Figure 4

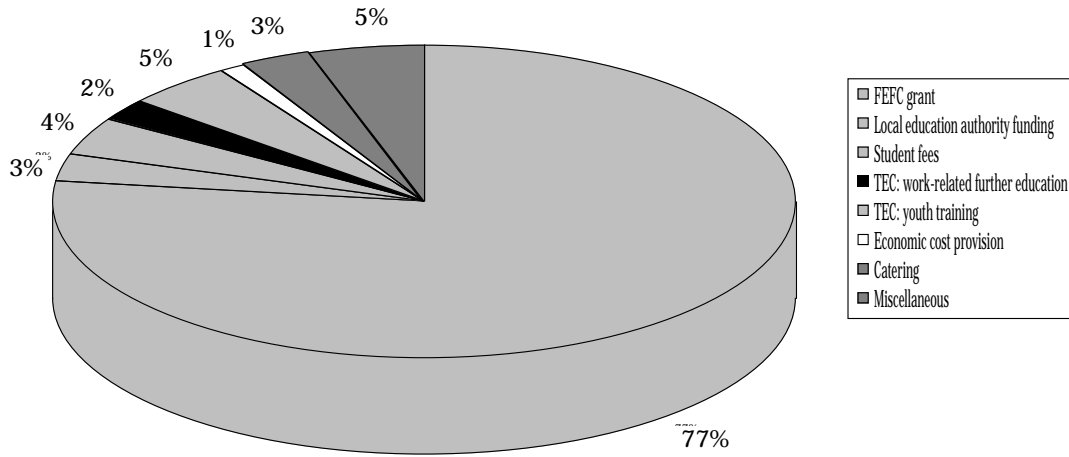
Cirencester College: part-time enrolments by faculty and by mode of study (1993-94)



Note: there are also 24 students receiving adult guidance

Figure 5

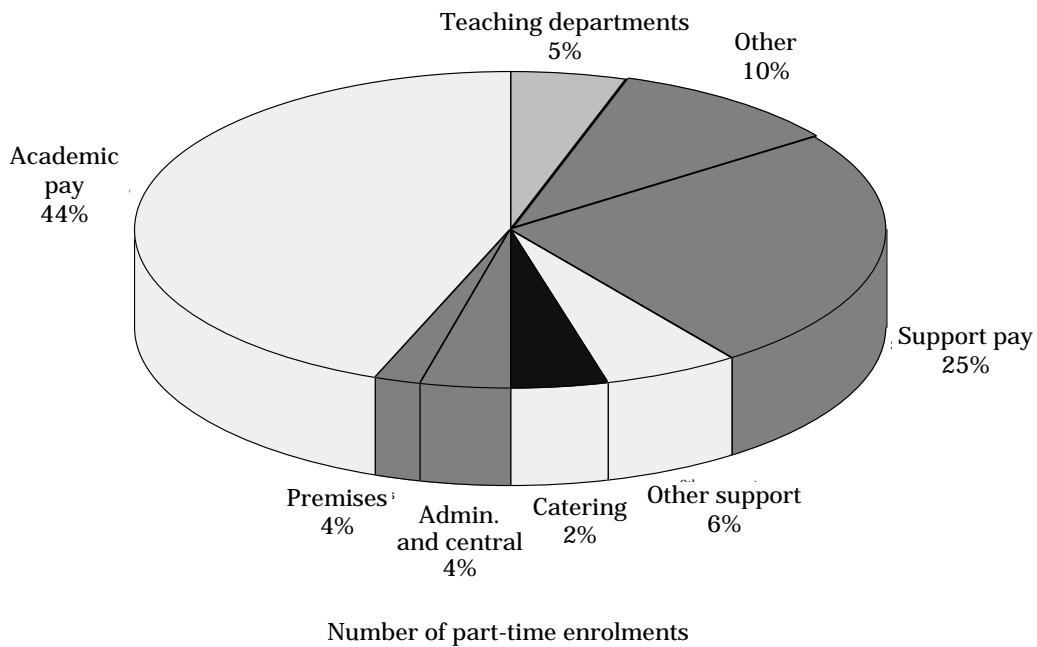
Cirencester College: estimated recurrent income (1993-94)



Total estimated recurrent income: £3,587,000

Figure 6

Cirencester College: estimated expenditure (1993-94)



Total estimated expenditure: £3,785,000

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