

North Lindsey College

**REPORT FROM
THE INSPECTORATE
1997-98**

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

**THE FURTHER EDUCATION
FUNDING COUNCIL**

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 01203 863000
Fax 01203 863100*

© FEFC 1998

You may photocopy this report. A college may use its report in promotional material provided quotes are accurate, and the findings of the inspection are not misrepresented.

Contents

Paragraph

Summary

Context

The college and its mission 1

The inspection 7

Curriculum areas

Engineering (including motor vehicle studies) 9

Leisure, sport and tourism 14

Childcare 20

Hairdressing and beauty therapy 25

Art and design (including performing arts) 30

Cross-college provision

Support for students 35

General resources 41

Quality assurance 46

Governance 56

Management 63

Conclusions 71

College statistics

Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Aggregated grades for aspects of cross-college provision, curriculum areas and lesson observations, for colleges inspected during 1996-97, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	59	30	2	–
Cross-college provision	18	51	27	4	–
Lesson observations	19	42	31	7	1

Source: *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report.* Grades were awarded using the guidelines in Council Circular 93/28, *Assessing Achievement*.
Sample size: 122 college inspections

Retention and Pass Rates

Where data on students' achievements appear in tables, levels of achievement are shown in two ways:

- as a retention rate, which is the proportion of students who completed a course in relation to the number enrolled on 1 November in the first year of the course
- as a pass rate, which is the proportion of students which passed examinations in relation to the number entered. Pass rates for GCE A level are quoted for grades A to E unless otherwise specified. Pass rates for GCSE courses are quoted for grade C or above unless otherwise specified. Pass rates for vocational and professional awards are for successful completion of the full award.

Summary

North Lindsey College

Yorkshire and Humberside Region

Inspected May 1998

North Lindsey College is a general further education college located in Scunthorpe. The process of self-assessment was rigorous and involved substantial numbers of staff. The report was thorough and its judgements were supported by comprehensive evidence including a large number of lesson observations. Inspectors agreed with the judgements reached by the college in all cross-college areas, and all curriculum areas except one. In this area, inspectors awarded a higher grade to reflect the substantial progress made towards implementing the action plan.

The college is the main vocational education and training provider for North Lincolnshire, offering courses in nine of the FEFC's 10 programme areas. Inspection took place in four of these programme areas. Courses are offered from foundation to postgraduate level. A wide range of support is provided for students at the college; arrangements for identifying and responding to additional support needs are a particular strength. College managers are open, energetic and supportive of staff. Management structures are effective and understood by staff. Governors bring a broad range of skills and experience to the corporation; they closely monitor financial performance. Quality

assurance procedures are comprehensive and demonstrate a commitment towards continuous improvement. Standards of teaching are good or better; over 34 per cent of observed lessons were judged to be outstanding. There are high results in some external examinations.

Substantial improvements have been made to the accommodation since the last inspection, particularly in the upgrading of some specialist facilities. The college should address: some unsatisfactory retention and achievement in leisure and tourism, and engineering; some inconsistencies in the quality of course reviews; shortcomings in the management information system; the establishment of a capital equipment replacement policy; and better monitoring by the corporation of non-financial issues.

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

Curriculum area	Grade	Cross-college provision	Grade
Engineering (including motor vehicle studies)	2	Support for students	2
Leisure, sport and tourism	2	General resources	1
Childcare	1	Quality assurance	1
Hairdressing and beauty therapy	1	Governance	2
Art and design (including performing arts)	1	Management	2

The College and its Mission

1 North Lindsey College is a general further education college located on a single campus in Scunthorpe. It originated as a technical college to serve the needs of the steel industry but it has since diversified its provision. The college primarily serves the unitary authority of North Lincolnshire which has a population of just over 152,000. Sixty-three per cent of college students come from the town of Scunthorpe.

2 The economy of North Lincolnshire is dominated by employment in manufacturing and construction. In Scunthorpe, these two sectors account for over 40 per cent of the local workforce with British Steel being the largest employer. The local economy is becoming diversified with the main growth areas in electronics, food processing, distribution, care and welfare. Unemployment in the Scunthorpe area has fallen to 5.6 per cent, close to the rate of 5.7 per cent for Yorkshire and Humberside as a whole. Only 1.6 per cent of the North Lincolnshire population are from minority ethnic groups.

3 All secondary schools in Scunthorpe are 11 to 16, but there is sixth form provision in schools in the outlying towns of Brigg and Barton. A sixth form college is situated on an adjacent campus in Scunthorpe. The nearest further education colleges, in Doncaster, Grimsby, Hull and Lincoln, are all over 20 miles away. Attainment at the end of compulsory schooling in the area was just below the national average: in 1997, 40 per cent of pupils in North Lincolnshire aged 16 achieved five or more general certificate of secondary education (GCSE) subjects at grade C or above, compared with 44.5 per cent for England as a whole. About 70 per cent of the college's activity is funded by the Further Education Funding Council (FEFC). For the year 1996-97, FEFC-funded enrolments comprised 6,773 students of whom 75 per cent studied part time. Twenty-three per cent of students were 16 to 18 years

old. Other important areas of college activity include the significant recruitment of students on to training programmes funded by the training and enterprise council (TEC), higher education provision and commercial courses for local businesses.

4 The college offers a wide range of courses in all FEFC programme areas except agriculture, from foundation to postgraduate levels. It is an associate college of the University of Lincolnshire and Humberside. Courses lead primarily to vocational awards, including the general national vocational qualification (GNVQ) and the national vocational qualification (NVQ). The college has decided not to duplicate provision offered at the local sixth form college: the range of general certificate of education advanced level (GCE A level) and GCSE courses is therefore not extensive.

5 In July 1997, the college directly employed 319 full-time equivalent staff on permanent or fixed-term contracts. Part-time teaching staff are contracted through an external agency and represent 7 per cent of total full-time equivalent staff. The main elements of the organisational structure are the principalship and the senior management team. The principalship comprises the principal, two vice-principals, the corporation secretary/director of estates, and the director of finance. The senior management team comprises the principalship, the three heads of faculty, directors for staff support, student services, resources, curriculum, and quality, and the business development manager.

6 The mission of the college is to be responsive to the needs of the region by providing high-quality education and training which encourages and supports lifelong learning. In fulfilling its mission, the college aims to:

- foster closer links with industry, schools and the community throughout the region
- develop its understanding of the needs of existing and potential customers

Context

- promote flexible and diverse learning opportunities
- contribute actively to the achievement of national targets for education and training
- improve student success
- ensure that advice and support meets the needs of the individual learner
- promote equal opportunities and parity of esteem
- value the contribution of all staff and offer opportunities for development
- ensure quality through continuous improvement using performance indicators
- manage activities effectively and efficiently.

The Inspection

7 The college was inspected during the week beginning 18 May 1998. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other divisions of the FEFC. The college submitted students' achievements data for the three years 1995 to 1997 which were checked by an inspector against primary sources such as class registers and pass lists issued by awarding bodies. It was notified in February 1998 of the sample of provision to be inspected. The inspection was carried out by 11 inspectors and an auditor over a total of 48

days. It covered aspects of work in four of the FEFC's programme areas. Inspectors observed 70 lessons, including one personal tutorial, and examined students' work and college documentation. They met college governors, staff at all levels and groups of students. They discussed the work of the college with representatives from the Humberside TEC, higher education, the local sixth form college, the local education authority (LEA), local secondary schools, the Humberside Careers and Guidance Services, community and commercial partners.

8 Of the lessons inspected, 73 per cent were rated good or outstanding and 3 per cent were less than satisfactory. This profile of grades is better than the national average for all lessons observed during 1996-97, according to *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report*.

The average level of attendance in the lessons inspected was 77 per cent with an average class size of 10.8 compared to an average of 14.1 students on the register. These figures mirror the national profile, according to the same report. The highest recorded attendance was 84 per cent in engineering and the lowest, 69 per cent, was in hairdressing and beauty therapy. The following table shows the grades given to the lessons inspected.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GNVQ	4	7	2	1	0	14
NVQ	8	8	5	1	0	22
Other vocational	11	10	10	0	0	31
Other	1	2	0	0	0	3
Total	24	27	17	2	0	70

Curriculum Areas

Engineering (Including Motor Vehicle Studies)

Grade 2

9 Inspection covered provision in general engineering and motor vehicle studies. Sixteen lessons were observed. The self-assessment report was comprehensive and evaluative. Inspectors agreed with the overall judgement of the college on the quality of engineering provision.

Key strengths

- a wide range of courses linked to the needs of local employers
- work-related practical sessions
- effective systems for monitoring students' progress
- good retention and achievement on part-time courses
- good standards of students' written work
- well-equipped motor vehicle workshops

Weaknesses

- insufficient integration of theory with practical activities
- excessive copying of teachers' notes
- some poor retention and achievements on full-time courses

10 Inspectors agreed with the self-assessment report that the wide range of courses, funded by the FEFC, the TEC and local employers, was a strength. Management of courses is effective and efficient. Provision funded by the FEFC includes both full-time and part-time day-release courses. The college is a managing agent for TEC-funded courses, including modern apprenticeships. There are good opportunities for progression from foundation level to higher education. Opportunities also exist for students to transfer between courses to suit their learning

needs and developing career aspirations. Short courses, paid for by employers, are an important and growing area of engineering provision. For example, the college has a large portfolio of clients for safety courses and is a national centre for training in the gas supply industry. Liaison with schools is enhanced through established curriculum centres which have been developed to provide 'taster' courses in engineering and motor vehicle studies for primary and secondary school pupils.

11 The grade profile of lessons observed by inspectors matched that awarded by the college as part of its self-assessment: of the 16 lessons observed by inspectors 10 were judged to be good or better. Teachers have clear schemes of work, detailed lesson plans and maintain records of completed work. The progress of students is effectively monitored through well-developed recording systems. In the best teaching, good use is made of students' industrial experience to review previous work and inform new topics. Teaching methods which enable second-year students on NVQ level 3 programmes to mentor students in their first year, effectively develop their supervisory skills. In practical work, the tasks set were demanding and appropriately work related. Students used work-based evidence, assessed at college, to demonstrate particular competences. In some of the engineering lessons, practical work was not always integrated with theory and in engineering science, there was insufficient practical work. Where the teaching was less effective there was excessive copying of teachers' notes and teachers failed to direct their questions at the full range of students. There was little use of information technology (IT) in the preparation of teaching materials.

12 As the self-assessment report identified, students' retention rates are often equal to or better than those for similar courses published in the FEFC national curriculum survey for engineering. The figures for the national and higher national certificate programmes are well

Curriculum Areas

above survey averages. Retention on the first year of the full-time national diploma is poor; however, college records indicate that a significant number of those who left the course before completion, transferred to other programmes or to modern apprenticeships managed by the college. For most courses, students' pass rates are comparable to those in the national survey. Pass rates for national and higher national certificate programmes are above the survey average whilst the national diploma and the City and Guilds of London Institute (C&G) part 2 courses are below. Students' written work examined was of a good standard. Assignment work for the national certificate and diploma courses was particularly well presented, demonstrating a good range of IT skills.

13 Staff qualifications and industrial experience are appropriate for the range of courses currently offered. Workshops and laboratories are well equipped and properly supported by technicians. The motor vehicle workshops are of a particularly good industrial standard. Parts of the older engineering workshops are in need of refurbishment; some

computer-aided engineering equipment is dated. As identified in the self-assessment report, there is little use of display materials in engineering classrooms. Although classrooms are well decorated and furnished, many do not have window blinds or projector screens.

Examples of students' achievements in engineering (including motor vehicle studies), 1995 to 1997

Course grouping		1995	1996	1997
Higher national certificate	Retention (%)	100	95	88
	Pass rate (%)	91	88	93
National certificate	Retention (%)	100	91	100
	Pass rate (%)	89	88	92
National diploma	Retention (%)	64	52	44
	Pass rate (%)	61	100	67
NVQ level 2	Retention (%)	77	56	60
	Pass rate (%)	82	80	68
C&G parts 1, 2 and 3	Retention (%)	79	76	78
	Pass rate (%)	63	73	68

Source: college data

Curriculum Areas

Leisure, Sport and Tourism

Grade 2

14 Inspectors observed 10 lessons in leisure, tourism, sport and recreation programmes. The self-assessment report was thorough, evaluative and supported by a detailed action plan, against which progress had already been made. Inspectors agreed with most of the judgements contained in the report.

Key strengths

- productive links with employers
- good standards of teaching
- widespread use of IT in students' assignment work
- good GNVQ intermediate pass rates
- provision of a significant number of additional qualifications to enhance employment opportunities
- well-equipped and extensively used fitness centre
- well-qualified staff who use their industrial experience to good effect

Weaknesses

- some dull or poorly managed lessons
- insufficient attention given to developing numeracy and grammatical skills
- poor retention on GNVQ advanced course
- restricted progression opportunities to higher level programmes

15 Provision in leisure, tourism, sport and recreation comprises mainly full-time vocational courses at intermediate and advanced level. Some of the additional elements that form a part of these programmes of study provide valuable qualifications in their own right; they enhance the employment prospects of full-time students and also serve to attract a small number of adults who wish to study part time. They include sports coaching and leadership awards,

airline ticketing and Association of British Travel Agents certificates. A distinctive and popular feature is the opportunity for students to learn British Sign Language, a qualification recognised as important to travel and leisure businesses. Relationships with employers are good; a large number of them contribute to annual course reviews, and they provide well-organised work experience. There are strong links with local schools and the LEA. Although there is breadth of provision within programmes, there are few opportunities for progression to higher level programmes. The college identified this as a weakness in its self-assessment report.

16 Staff in the programme area are well qualified. Teachers have relevant industrial experience, which they keep updated and use to improve their teaching. Informal communications among staff are strong, although attendance at course team meetings is inconsistent. There are effective and well-understood systems for monitoring and reviewing students' performance and for drawing up and implementing action plans. Course reviews have led to demonstrable improvements in provision.

17 The self-assessment report identified that staff have detailed schemes of work and plan lessons thoroughly and inspectors agreed with this. Much teaching is good or outstanding, particularly in travel and fitness related subjects. In the best lessons, the differing abilities of students are taken into account. For example, in a well-organised revision workshop on world air fares and ticketing, students were revisiting topics that they had found difficult. The teacher circulated, giving individual help or short bursts of tuition to small groups. In a minority of lessons the teaching is dull and fails to provide students with work which is sufficiently challenging. The key skills of oral communication and the use of IT are well taught. The development of numeracy skills is not well integrated with the curriculum. Attendance at numeracy lessons is poor.

Curriculum Areas

18 The majority of students work diligently in lessons. Many develop good oral skills. For example, in one outstanding lesson, two intermediate level students gave presentations on their recent work experience. They had prepared their talks thoroughly, spoke clearly and purposefully, and held the attention of their audience. Most written assignments are well presented and show students to have good wordprocessing skills. Teachers by contrast, sometimes provide insufficient written feedback and do not always correct significant grammatical and spelling errors. Pass rates and retention rates for GNVQ intermediate are well above the national average; over 60 per cent of students achieved a merit or distinction grade in 1997. Recent retention rates for advanced level students are less satisfactory. Pass rates for the Association of British Travel Agents certificates are good at the primary level.

19 Specialist resources have improved considerably since the last inspection. The college's fitness centre, which is run as a profitable business with some 3,000 users, provides a working and training environment of the highest standard for students following NVQ programmes. The professionally managed travel shop gives an increasing number of

students work experience and assessment opportunities but has restricted opening hours. There is a large, attractively decorated base room for travel students. Although there is no sports hall, gymnasium or swimming pool on the campus, the college has well-organised arrangements for using leisure centres belonging to the local authority. A number of the general classrooms used for theory lessons provide poor working conditions.

Examples of students' achievements in leisure, sport and tourism, 1995 to 1997

Course grouping		1995	1996	1997
GNVQ advanced	Retention (%)	73	72	55
	Pass rate (%)	66	67	63
GNVQ intermediate	Retention (%)	82	69	89
	Pass rate (%)	46	69	76
World-wide air fares	Retention (%)	*	73	91
	Pass rate (%)	*	100	58
Association of British Travel Agents certificates primary	Retention (%)	*	100	91
	Pass rate (%)	*	78	84

Source: college data

*course not running

Curriculum Areas

Childcare

Grade 1

20 Thirteen lessons in childcare were observed in total. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report. Action has been taken to address most of the weaknesses.

Key strengths

- the high quality of most teaching
- the integration of teaching with work experience
- the organisation and monitoring of work experience
- high retention and pass rates
- the wide range of additional qualifications available
- organisation and management of courses
- progression within college and to work

Weaknesses

- underdeveloped key skills
- insufficient professional updating of staff

21 An appropriate range of childcare courses is provided from foundation to advanced level. Qualifications in learning support are also offered at certificate and advanced levels; NVQs are available in playwork. Modes of attendance include full-time, part-time, day and evening courses. Inspectors agreed with the conclusion in the self-assessment report that the organisation and management of all courses is effective. Comprehensive handbooks are provided for all courses. There are close links with employers and other childcare professionals.

22 A wide range of appropriate teaching methods is used to promote learning and motivate students. Teachers are innovative in

planning, organising and resourcing activities which stimulate and encourage students' involvement. Group work is well planned and managed. Students enjoy this participative method of learning and work confidently. Teachers are skilful in using questioning techniques to further students' knowledge and understanding. Good use is made of students' work experiences to provide integration with theoretical topics. In a small minority of lessons, insufficient time was spent introducing the topic and relating it to previous learning. Overhead projectors are not widely used. As the self-assessment report identified, the integration of key skills is underdeveloped on most courses except the GNVQ foundation programme. Work experience is effectively planned and monitored. Students are given helpful written and oral feedback.

23 Assignments are well designed and supported by clear guidelines. Grading is fair and feedback to students provides good advice on how their work could be improved. The standard of students' written work is high. Inspectors agreed with the judgement in the self-assessment report that students' achievements are excellent with pass rates consistently above sector averages. For example, there has been a 100 per cent pass rate on the advanced diploma in nursery nursing over the last three years. Retention rates are also consistently high. Attendance on all courses is good: the average attendance during the inspection was 82 per cent. Students are able to achieve a wide range of additional qualifications which include Wordpower and Numberpower, first aid, food hygiene, health and safety, manual handling and lifting. The materials for Wordpower and Numberpower have been adapted to make them vocationally relevant. A high proportion of students progress to other courses in the college or move into employment. In 1997, 93 per cent of students completing the diploma course obtained employment; 88 per cent of the intermediate level cohort progressed to advanced level.

Curriculum Areas

24 All course groups have been allocated base rooms which are well resourced and equipped. Good examples of students' practical work are displayed in the classrooms. The library has an extensive range of current texts and other learning resources. As the self-assessment report recognised, staff have appropriate qualifications and professional experience, although in most cases this is not recent and no significant professional updating has taken place. However, action is being taken to address this issue.

Examples of students' achievements in childcare, 1995 to 1997

Course grouping		1995	1996	1997
Diploma in nursery nursing	Retention (%)	90	83	82
	Pass rate (%)	100	100	100
Certificate in childcare and education	Retention (%)	81	95	85
	Pass rate (%)	69	89	77
C&G practical caring skills	Retention (%)	94	90	79
	Pass rate (%)	100	83	86
Certificate in human development, childcare and family life	Retention (%)	97	71	72
	Pass rate (%)	86	100	94

Source: college data

Curriculum Areas

Hairdressing and Beauty Therapy

Grade 1

25 The inspection covered a range of courses in hairdressing, beauty therapy, complementary therapy and sports therapy. Fifteen lessons were observed. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report.

Key strengths

- outstanding teaching facilities
- effective curriculum management
- a wide range of courses at all levels
- good and often outstanding teaching
- high standard of students' practical work
- outstanding achievement of qualifications
- high retention rates

Weaknesses

- poor planning in a small number of lessons

26 Inspectors agreed with the judgement in the self-assessment report that the college offers a full range of hairdressing, beauty therapy and complementary therapy courses which meets the needs of a wide group of students and local employers. The courses offered include NVQ levels 1, 2 and 3 in hairdressing and beauty therapy which can be studied full time, part time or by means of a flexible study route, courses in sports therapy, and a range of short day and evening courses in complementary therapy. Close links with employers have been established through the provision of work placement opportunities for all full-time students. The majority of these students progress to related employment or further education. Courses are effectively and efficiently

managed by a cohesive team of staff. There are regular minuted team meetings and course files are well maintained and provide evidence of extensive course planning and review.

27 Inspectors agreed with the conclusion in the self-assessment report that teaching is of a high standard, particularly in beauty therapy. Teaching is well planned and a variety of teaching methods and learning activities is used to meet the needs of individual students and extend their knowledge and understanding. In hairdressing, for example, reception skills were developed through activities involving role-play techniques and extensive use of the telephone. All students participated fully and, following the activity, there was effective debriefing by the teacher. Practical tasks were performed to a high standard. For example, in one lesson, beauty therapy students performed facials, pedicures, manicures and leg waxing to a professional standard, whilst paying good attention to hygiene and customer care. In one outstanding lesson, a blind student in an aromatherapy class, supported by a co-worker, effectively carried out a massage treatment to a high standard as part of an assessed task. In a small number of lessons, the teaching was poorly planned and, as a result, there was a lack of variety in the teaching methods used and less productive use of students' time.

28 Students' achievements in this area are outstanding and justifiably identified as such in the college's self-assessment report. For example, there were 100 per cent pass rates in sports therapy, reflexology, and part-time NVQ levels 1 and 3 in hairdressing in 1997. On full-time programmes, pass rates in hairdressing have improved significantly over the last three years. For example, on the NVQ level 3 programme, the pass rate in 1995 was under 40 per cent; in 1997 it was over 70 per cent. Pass rates on full-time NVQ beauty therapy courses average over 80 per cent. Retention rates for the current year are also high: they average 90 per cent for part-time and 84 per

Curriculum Areas

cent for full-time programmes. Students' portfolios of evidence are particularly well organised and presented. They receive clear feedback from staff which includes action-planning and target-setting for future learning.

29 Hairdressing and beauty therapy courses are housed in a new teaching facility which provides outstanding accommodation and a stimulating learning environment. The large reception area contains displays of students' achievements and photographs of work for competitions, visits and exchange trips with European students and staff. Within the reception area, there are excellent opportunities to practise client care, organise bookings making use of a computerised till as well as develop retailing skills selling a range of hair and beauty products. In the salons, the facilities match industrial and commercial standards. For example, the hydrotherapy unit is used by the local professional football team on a regular basis. Practical work is supported by an extensive bank of models who are encouraged to request a wide range of simple and complex treatments.

Examples of students' achievements in hairdressing and beauty therapy, 1995 to 1997

Course grouping		1995	1996	1997
NVQ level 3 beauty therapy	Retention (%)	*	83	86
	Pass rate (%)	*	100	78
NVQ level 2 hairdressing	Retention (%)	76	70	79
	Pass rate (%)	63	57	83
NVQ level 1 hairdressing	Retention (%)	94	88	75
	Pass rate (%)	80	73	100
Complementary therapy awards	Retention (%)	*	100	100
	Pass rate (%)	*	87	100

Source: college data

*course not running

Curriculum Areas

Art and Design (Including Performing Arts)

Grade 1

30 Inspectors observed 15 lessons in art and design and performing arts courses. The majority of provision in this programme area leads to awards in art and design. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report.

Key strengths

- good or outstanding teaching
- an effectively managed curriculum
- a high standard of students' work
- extensive updating of staff skills
- high standards of retention and achievement
- purpose-designed accommodation of high quality

Weaknesses

- insufficient technician support
- poor punctuality and attendance by performing arts students

31 A broad range of provision is offered from intermediate level to a higher education bridging programme. Large numbers of students are consistently recruited on to the national diploma in art and design, the GCE A level art course, and the GNVQ intermediate in art and design. Most courses are effectively managed and include regular minuted team meetings which student representatives attend. An effective teamworking approach is applied to all aspects of the planning and teaching of art and design courses.

32 Lessons are well planned and well taught, a strength indicated in the self-assessment report. Teachers have developed detailed schemes of work and lesson plans. Assignments

are written to a standard format and timetabled at regular intervals in a course calendar.

Teaching methods focus on practical work and encourage students to explore their own ideas. Briefs for art and design projects are related to the needs of industrial clients. Students have also produced posters for plays or logos for the different college facilities. This approach ensures that students are properly prepared to meet the demands of future employment. Staffing changes have restricted the vocational experience for performing arts students. In this area, there were some instances where poor punctuality or attendance was not dealt with effectively. Key skills, where applicable, were effectively integrated with vocational themes.

33 Students enjoy their studies and appreciate the support and guidance provided by staff. The overall practical and creative skills which they displayed were often of a high standard and they produced some stimulating, original work. As the self-assessment report identified, students' external achievements compare favourably with sector pass rates. In 1997, three of the key courses in art and design had pass rates of 100 per cent, with good or outstanding levels of retention. In GCE A level art, retention and pass rates have been 100 per cent for the past two years, with over 30 per cent of students achieving grades A to C. Achievement on the GNVQ intermediate performing arts course, introduced in 1996, was unsatisfactory. The college plans to reintroduce the first diploma where 100 per cent pass and retention rates were recorded in 1996. The self-assessment report recognises that achievements on part-time programmes do not match those for full-time students but attributes this to students perceiving their learning goal as recreational rather than leading to external accreditation.

34 Staff are well qualified and many have recent and relevant professional experience which they use effectively to promote the work-related nature of the curriculum.

Curriculum Areas

The self-assessment report appropriately notes that communications with part-time staff require strengthening because of their irregular attendance at team meetings. The specialist accommodation available for art and design is of a high standard and includes ample space for individual workstations. Students confirm that they have ready access to IT equipment. The lack of lighting equipment in performing arts restricts the scope for more technically ambitious productions. Inspectors agreed with the judgement in the self-assessment report that technician support is inadequate.

Examples of students' achievements in art and design (including performing arts), 1995 to 1997

Course grouping		1995	1996	1997
Foundation art and design (pre-degree)	Retention (%)	100	100	100
	Pass rate (%)	100	78	100
GCE A level	Retention (%)	100	100	100
	Pass rate (%)	92	100	100
National diploma	Retention (%)	83	82	90
	Pass rate (%)	100	100	100
National diploma in performing arts	Retention (%)	71	47	87
	Pass rate (%)	58	71	85
GNVQ intermediate	Retention (%)	67	76	89
	Pass rate (%)	88	90	88

Source: college data

Cross-college Provision

Support for Students

Grade 2

35 A wide range of support is available to students. The tutorial system has been recently redesigned to deliver the college's student entitlement more effectively. Inspectors agreed with the judgements made in the self-assessment report.

Key strengths

- the wide range of support available to students
- informative pre-entry information and guidance
- extensive careers guidance
- effective arrangements for responding to additional support needs

Weaknesses

- tutorial provision not fully supported by all teachers
- revised tutorial roles too recent to assess their effectiveness

36 The college provides attractively presented information to guide prospective students in their choice of study programme. In addition to well-designed prospectuses and course leaflets, the college uses video, radio, and cinema media to promote its courses. Promotional activities include open days, and advice and enrolment days throughout the year. Links with local schools are well developed: a schools liaison team works closely with over 30 schools and produces a regular campus newsletter with information about college activities. In 1996-97, over 2,000 pupils attended 'taster' sessions at the college, offered across the main vocational areas. The self-assessment report correctly noted the emphasis given to parental involvement: regular parents' evenings are organised at the college for prospective students

and for the discussion of progress reports provided for students aged 16 to 18.

37 The admission of full-time students is administered centrally by a customer services team located in a recently established advice and information centre. This team co-ordinates all initial enquiries and arranges subsequent interviews. All prospective full-time students are offered an interview before enrolling on their course. Applicants who are undecided have a preliminary impartial guidance interview. Extensive careers advice and guidance is delivered according to a service level agreement with the Humberside Careers and Guidance Service. A well-resourced, careers room and additional careers information, including computer software, is available in the college library. Full-time students have a named careers adviser and follow an individual programme.

38 A college induction programme appropriately prepares full-time students for their studies. The programme is monitored and, in the last survey, almost all full-time students considered their induction to be beneficial. Students are provided with a college information file and personal organiser which they value. Students' rights and responsibilities are made clear to them in the information file and at induction. An induction checklist allows students to confirm that all elements of the programme have been provided. Induction for part-time students is less effective: in a recent survey, 36 per cent found induction 'very useful'; 35 per cent found it 'useful in parts'.

39 The additional support needs of students are identified at initial interview, through basic skills assessments during induction, or by tutors or students at any stage of a learning programme. Inspectors agreed with the self-assessment report that there are effective arrangements for identifying and responding to students' additional support needs. A guide for tutors provides important information and advice about addressing students' additional

Cross-college Provision

needs. Links between tutors providing additional support and course tutors have recently been established. Although the take up of additional support, relative to those diagnosed as benefiting from it, was low in 1996-97, it is now over 75 per cent. Of the 121 students who received additional support in 1996-97, 86 per cent subsequently achieved their primary learning goal. Students with learning difficulties and/or disabilities study programmes in different vocational areas across the college. They are well supported by teams of experienced learning and care assistants who closely monitor their progress against individual learning support plans. A students' 'opening doors' committee actively monitors and reports on issues of accessibility and support for this group of students.

40 The self-assessment report noted as a weakness that tutorial provision is not fully recognised and supported by all lecturers. Responsibility for tutorial support is now shared between course tutors and a recently appointed tier of student advisers. Course tutors review students' vocational progress; student advisers undertake personal reviews, provide information and advice about financial matters and co-ordinate a personal development programme. The progress reviews undertaken by course tutors with full-time students are thorough and a comprehensive personal record file is maintained by students. The self-assessment report recognised that the completion of students' national records of achievement has been less consistently administered. Because the revised tutorial system has only been in operation since September 1997, it is too early to assess whether the new roles introduced are fully effective. A small team of counsellors and a college chaplain provide advice on personal issues; a particular strength is the sexual health advice available to students. Financial support is available for students who are experiencing particular difficulties: a student charity raises and disburses around £6,000 a year in grants and loans to students.

General Resources

Grade 1

41 There have been substantial improvements to accommodation and learning resources since the last inspection in 1994. Inspectors agreed with most of the judgements made in the self-assessment report about general resources but concluded that the weaknesses identified had either been addressed or were not major.

Key strengths

- high-quality, attractive accommodation
- good standards of maintenance and care
- some outstanding new accommodation
- an extensive range of modern computers and software
- good range of services and facilities for students and staff
- easily accessible facilities and services to support students with disabilities

Weaknesses

- there are no significant weaknesses

42 The college has demonstrated a strong commitment towards improving its accommodation. It has disposed of buildings away from the main campus so that accommodation is now consolidated on to a single, attractive, 10.2 hectare site. Both the buildings and grounds are maintained to a high standard. A particular strength noted in the self-assessment report, and confirmed by inspection, is the extensive improvements made to the accommodation since the last inspection, at a cost of over £3 million. These include new computing facilities; specialist accommodation for hairdressing and beauty therapy, motor vehicle studies and fabrication and welding; a fitness suite; a refurbished training restaurant;

Cross-college Provision

and a business administration training office. A new 'children's centre', comprising a nursery and crèche with 72 places, was constructed in 1996. It offers an after-school and holiday play scheme for the children of staff, students and the public. A 10-year maintenance programme for the buildings is reviewed and updated annually. Car parking facilities are extensive with over 500 spaces available on the campus.

43 The college reception area offers a spacious and welcoming environment. Displays in public areas throughout the campus are good and produced by the college's own reprographics service to a high, professional standard. Most classrooms are bright, attractive and appropriately furnished; a small number lack displays of students' work which would give them a clear vocational identity. Inspectors agreed with the self-assessment report that the use of a computer programme to ensure a match of class size to rooms available is a strength. On-site sports and leisure facilities include sports fields; a nine-hole putting course, designed and developed by trainees; a dance studio; and a fitness suite. There are four separate catering outlets for staff and students, each providing a different menu. The 'Pulses' restaurant, for example, attached to the leisure centre, has a healthy eating menu. All refectories are used as meeting and social areas for staff and students.

44 As the self-assessment report identified, students benefit from an extensive range of high-quality IT and other learning resources. In the last three years, the college has invested £1.3 million in computing equipment and additional purpose-built accommodation. There is good access to the internet and industrial standard software to support teaching. There are 550 computers available for students' use giving a ratio of full-time equivalent students to computers of 9:1. The college recognises that there are insufficient computers for staff use, an issue which is addressed in the self-assessment report action plan. The library bookstock

supports the majority of courses effectively. A wide range of journals and periodicals is also available to students, together with CD-ROM and video resources. A central reprographics service provides a high-quality document production facility which uses industrial-standard colour copiers and desktop publishing software. Additional photocopying is available throughout the college for use by both staff and students.

45 The college has been successful in ensuring that its accommodation and specialist resources are accessible to students with mobility difficulties: over 99 per cent of facilities can be reached by wheelchair users. A wide range of specialist equipment is available to support students with learning difficulties and/or disabilities including, hearing induction loops, symbol assisted and speech activated software, and a Braille embosser.

Quality Assurance

Grade 1

46 Inspection evidence supported the judgements about strengths and weaknesses in quality assurance contained in the self-assessment report.

Key strengths

- a strong commitment to quality assurance
- clear and comprehensive quality assurance procedures that lead to measurable improvements
- a rigorous and accurate self-assessment report
- a robust and self-critical assessment process involving all staff
- good use of performance indicators and targets at college level
- staff development and review which is linked to personal and college priorities

Cross-college Provision

Weaknesses

- absence of measurable targets to improve performance in some course reviews

47 There is a strong commitment by the college to quality assurance and continuous improvement. The college has made substantial progress in developing its quality assurance systems since it was last inspected in 1994. The overall coherence and rigour of the quality assurance process has led to significant improvements in the college's work and there have been major improvements in the programme areas inspected.

48 The self-assessment report recognised the well-developed policy and comprehensive procedures for quality assurance which are well documented and linked effectively to the planning cycle. Their implementation is monitored by the 'quality' director and a quality planning group, as part of an annual cycle of quality monitoring. There are effective arrangements to ensure the quality of collaborative provision. These include regular meetings, the observation of teaching and learning, and co-operative working for verification. Collaborative providers are encouraged to use the college staff development programme. The college has an internal verification committee and common documentation and systems have been introduced to support this process.

49 A self-assessment process was introduced by the college in 1996. It follows a three-year cycle, covers all college activities and has involved a wide range of staff. It requires areas of the college to identify their own strengths and weaknesses with supporting evidence, prior to cross-college teams undertaking an independent assessment. These teams include representation from the corporation and external consultants and, as expertise has developed, staff membership of the team has

widened. Self-assessment procedures are set out in a clear and informative staff handbook. The process of self-assessment, supported by lesson observation, is robust and has been instrumental in engendering self-critical attitudes. An analysis of the grades awarded for lesson observation by the college is included as an appendix to the self-assessment report. The grades awarded by the inspectors for lesson observation were higher than those awarded by the college.

50 The college produced a rigorous and accurate self-assessment report. Inspectors endorsed all of the grades in the report except one, which was awarded a higher grade. The report was clearly presented and an evaluation of the self-assessment process was included as a preface to the report. Comprehensive evidence sections included quantitative data to support judgements. Action plans addressed weaknesses and included target dates with named staff responsibility. Progress in relation to the action plans was regularly monitored by a quality planning group.

51 The college has introduced standard documentation for course reviews. The documentation has been redesigned to encourage more evaluative writing and is being further refined to link more closely with the agendas for course team meetings to support ongoing evaluation. The self-assessment report recognised that there are some weaknesses in how course review documentation has been completed. Of the course reviews for 1996-97 which were sampled, some showed little evaluation of the effectiveness of teaching and learning. Measurable targets and specific action to improve weak performance were not clearly identified. In the best practice, however, there was evidence of evaluation and improvement, including detailed action-planning and the monitoring of the progress made towards meeting targets.

52 Course reviews and action plans are monitored by faculty heads and inform faculty

Cross-college Provision

reviews. Unsatisfactory performance is discussed by course teams and programme area managers and at faculty boards of study. The review of teaching and learning is now a standard item on course team agendas. Faculty reviews and associated action plans are appropriately evaluative and supported by performance data. Inspectors agreed that the monitoring of these reviews by the quality director and sampling on an annual basis by the quality planning group is a strength. The annual review and evaluation report produced by the quality director also draws on the reports produced by all college functions. Examples of improvements made in service areas include an 11 per cent improvement in response time for reprographics work in 1996-97.

53 Performance indicators and targets have been clearly identified at college level and, where possible, performance is benchmarked against other similar colleges. The college has identified the further development of performance indicators as one of its strategic objectives. Enrolment and retention data are published monthly in faculty bulletins. Reasons for poor performance are actively pursued by senior managers to ensure that appropriate action is taken.

54 Inspectors agreed with the self-assessment report that the views of students are actively sought. Students' perceptions are gathered through detailed questionnaires and, following analysis, results are fed back to course teams. Full-time and substantial part-time courses usually have student representatives on course teams. Feedback is obtained from parents but attempts to gather employers' perceptions have met with poor response. Reports from external verifiers are centrally analysed and termly reports are circulated to all staff. Action points to correct weaknesses are carefully monitored. The college charter is clearly written, and a Braille version is available. Service standards for charter commitments are monitored by the student services team and quality planning

group. The college encourages students to use its complaints and suggestions procedures; complaints are recorded and investigated. The charter is subject to a regular review process.

55 A system of staff review applies to all teaching and support personnel. Staff value the opportunity to discuss their individual needs and agree opportunities for personal development. Although staff review is not formally linked to performance, a task group has been set up to develop this link and revised procedures are to be introduced in September 1998. Staff development needs are also identified by course teams and faculty heads and the staff development programme reflects personal and college priorities. For example, there is clear evidence of progress towards meeting targets set for the proportion of staff with assessor and teaching qualifications. The staff development programme has supported new teaching and learning methods and the promotion of key skills; a management development programme has been introduced in collaboration with the University of Hull. Around 88 per cent of teaching staff and 58 per cent of support staff attended staff development events in 1996-97. The college was awarded Investor in People status in 1996.

Governance

Grade 2

56 Governors undertook their own self-assessment and monitored the overall college self-assessment report. Inspectors largely agreed with the judgements contained in the report. The weaknesses outlined in the report are being addressed.

Key strengths

- the broad range of skills and experience within the corporation
- the contribution of governors to strategic planning

Cross-college Provision

- regular monitoring of financial issues at corporation and committee meetings
- measures to ensure probity

Weaknesses

- aspects of the monitoring of the college's non-financial operations
- weaknesses in the training of governors

57 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

58 The corporation has a determined membership size of 16 with no vacancies. Five of the governors are women. Between them the governors have a range of relevant skills and professional expertise covering the areas of higher education, business, finance, law, human resources, engineering, construction, the steel industry, trade unions and local politics. Governors are highly committed to the college: corporation and committee meetings are frequent and overall attendance is good. The student governor takes full part in decision-making at corporation meetings; her contributions are highly valued by other members. Both the chair and the vice-chair are enrolled on part-time courses at the college.

59 The corporation is supported by a number of committees, although the terms of reference do not fully describe their intended roles and responsibilities. The clerk of the corporation is experienced and services all committees except remuneration. The business of the corporation is handled efficiently although there are no standing orders to determine how meetings should be organised. Timely and appropriate agendas are supported by a wide selection of detailed papers. Reporting arrangements to the

corporation are good. Management accounts are produced monthly and, as noted in the self-assessment report, are discussed in detail at corporation and employment and finance committee meetings.

60 The corporation operates in an open manner. A meeting cycle for committees is set a year in advance and is widely publicised. Minutes are lucidly written, clearly record decisions taken, and are available to the public. Governors subscribe to a code of conduct which the corporation has recently adopted. The register of interests, which is available for public inspection, covers all governors and their immediate families and extends to senior budget holders. Guidance on the completion of the register is, however, insufficiently detailed.

61 Inspectors agreed with the college's conclusion that governors have a clear view of the mission of the college and contribute well to its strategic direction. Governors have also played an important part in establishing the strategic aims and reviewing the draft strategic plan. Progress in meeting the objectives in the annual operating plan is monitored by the corporation. In some cases, progress towards meeting targets is written in general terms and fails to show clearly whether the targets have been fully achieved. The corporation has overseen the development of a library of well-documented key college policies. In some cases, reports on the implementation of policies are insufficiently comprehensive. For example, whilst the corporation receives regular updates on issues relating to health and safety, it does not receive an annual summative report in order to determine the effectiveness of the policy. Governors receive regular reports on a range of college operations, including students' achievements, liaison with employers and curriculum matters.

62 The college identified as a weakness in its self-assessment report that the corporation does not have a programme of induction for new members. A formal programme has now been

Cross-college Provision

introduced. As part of governors' professional development, college staff make presentations on topical issues about further education. Other training is undertaken by governors, for example, through attendance at meetings to consider strategic planning issues. However, a training needs analysis undertaken some years ago has not been updated and there has been no resulting programme of activities. Governors are members of different college committees dealing with issues such as health and safety, equal opportunities, student hardship, and students with learning difficulties and/or disabilities.

Management

Grade 2

63 Inspection largely confirmed the judgements contained in the self-assessment report. The judgements were supported by a detailed analysis of a wide range of evidence. The college is taking action to address the weaknesses.

Key strengths

- active, supportive and open management
- well-understood management structures
- good communications
- good financial management
- procedures to establish the college's strategic direction
- successful diversification of income
- extensive links with the community and commercial organisations

Weaknesses

- shortcomings in management information systems
- aspects of development planning and implementation of action

- no capital equipment replacement policy
- the underuse of market information to inform new course provision

64 College managers have an open, energetic and supportive style. Inspectors agreed with the judgement in the self-assessment report that the management structures are effective and well understood by staff. A consistent approach to curriculum change is promoted through a team of six cross-college co-ordinators who are responsible to a curriculum director. This team liaises with programme co-ordinators within the faculties to promote good practice in, for example, additional studies and GNVQ developments. An extensive range of planning groups and management teams, each with comprehensive terms of reference, support new college developments. For example, programme co-ordinators meet regularly with the curriculum director and there is a college-wide key skills steering group. Meetings of committees are timetabled for the year, facilitating good attendance. As the self-assessment report identified, there is some overlap in the roles of the cross-college co-ordinators and the heads of faculty. This is to be addressed by the revision of job descriptions. The report also recognises the need to raise the profile of the equal opportunities co-ordinator through more focused events for staff and students.

65 Communications across the college are good, a strength recognised in the self-assessment report. They are promoted by the meetings calendar and the wide circulation of the different minutes. Whole-college and faculty meetings, a range of newsletters, electronic mail and internal postal communications, together with the 'open door' policy operated by managers, also assist effective communications.

66 The college has successfully addressed the weak financial position of 1994-95 and 1995-96 during which its annual historical cost deficit

Cross-college Provision

was over £500,000. By a process of voluntary and compulsory redundancy and close monitoring of costs, the college made a small surplus in 1996-97 whilst operating at an average level of funding of £17.54 per unit. The proportion of income spent on staffing has been reduced from 77 per cent in 1996-97 to the current level of 68 per cent. The college has met a range of financial targets as set out in its strategic plan. A significant proportion of its income comes from sources other than the FEFC. The self-assessment report recognised that there is no capital equipment replacement policy, resulting in a failure to co-ordinate systematically the purchase of new equipment.

67 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The finance department is headed by a qualified accountant who is a member of the principalship. The management accounts are produced monthly and illustrate variations in planned and actual income and expenditure. They do not include longer-term cashflow and income and expenditure forecasts. Both the principalship and senior management team consider the accounts as a formal agenda item at their meetings. Governors who are not on the employment and finance committee also receive regular management accounts. Budget holders receive appropriately detailed and timely reports which reconcile to the monthly management accounts.

68 The procedures to develop the strategic plan are systematic and involve widespread consultation. A set of strategic aims has been developed which are derived from the college's recently amended mission. The college's strategic objectives for the period 1997 to 2000 have been developed from, and are clearly linked to, these aims. Many of the objectives are supported by numerical targets to facilitate monitoring of their achievement. Achievement of the college's overall performance in meeting its objectives is regularly monitored and the

college successfully met a range of operational targets in 1996-97. Operational targets at programme and faculty level are not clearly cross-referenced to the college's overall aims. Not all faculties and programme areas establish operational objectives and chart their progress towards meeting them with sufficient rigour.

69 The college has extensive links with commercial and community organisations. During the inspection, representatives from a number of organisations confirmed the speed and quality with which the college responded to their needs. The success of these links is reflected in the college's diverse sources of income. Whilst the college derives clear operational objectives from market information derived from the Humberside TEC and other sources, the information it gathers from its own operations is largely unco-ordinated. Programme co-ordinators report that they do not always consider labour market information when establishing new or changed provision. The college, in its self-assessment report, recognised weaknesses relating to the collection and use of market information.

70 As the self-assessment report stated, there are weaknesses in the management information systems. A network of modern computers links all buildings on the campus except one. There is a college intranet and electronic mail system. However, the software systems are not fully co-ordinated and much of the information needed by managers has to be specifically requested and is available only in paper-based form. The financial system is being replaced this year and there are plans to replace the other software systems next year. The college has a good record of providing information to the FEFC.

Conclusions

71 The self-assessment report provided a valuable basis for planning the inspection. The process of self-assessment was evaluated as an

Cross-college Provision

introduction to the main report and demonstrated the substantial involvement of staff. It indicated action to increase the participation of employers and students in future self-assessment cycles. Comprehensive evidence sections were provided for each aspect of the report which included the analysis of a wide range of quantitative data. The report was supported by between 10 and 20 lesson observations in each programme area, the outcomes of which are comprehensively tabulated in an appendix to the report. Judgements and evidence for the curriculum grades were usefully demarcated into teaching and learning, students' achievements, curriculum content and organisation and specialist resources components. A curriculum overview provided a helpful context to preface each programme report. Inspectors agreed with the judgements reached in the report in all cases except one which they concluded had improved significantly since the self-assessment was carried out. In most of the aspects inspected, the grades awarded have improved since the last inspection.

72 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

College Statistics

FEFC-funded student numbers by age (July 1997)

<i>Age</i>	<i>%</i>
Under 16	1
16-18 years	23
19-24 years	14
25+ years	61
Not known	1
Total	100

Source: college data

FEFC-funded student numbers by level of study (July 1997)

<i>Level of study</i>	<i>%</i>
Foundation	39
Intermediate	31
Advanced	26
Higher education	4
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

FEFC-funded student numbers by mode of attendance and curriculum area (July 1997)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	142	718	13
Construction	67	236	4
Engineering	283	369	10
Business	139	1,031	17
Hotel and catering	167	145	5
Health and community care	389	1,657	29
Art and design	196	264	7
Humanities	262	597	13
Basic education	45	66	2
Total	1,690	5,083	100

Source: college data

Staff expressed as full-time equivalents (July 1997)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	152	2	22	176
Supporting direct learning contact	47	3	0	50
Other support	108	7	0	115
Total	307	12	22	341

Source: college data, rounded to nearest full-time equivalent

College Statistics

Three-year Trends

Financial data

	1994-95	1995-96	1996-97
Income	£9,798,000	£9,252,000	£9,823,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£17.48	£17.27	£17.54
Payroll as a proportion of income	82%	76%	68%
Achievement of funding target	96%	98%	108%
Diversity of income	35%	31%	32%
Operating surplus	-£569,000	-£548,000	£88,000

Sources: Income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

ALF – Performance Indicators 1995-96 (1994-95 and 1995-96), Funding Allocations 1996-97 (1996-97)

Payroll – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96), college (1996-97)

Diversity of income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Operating surplus – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	102	97	123
	Average point score per entry	2.8	3.0	3.4
	Position in tables	bottom third	bottom third	middle third
Advanced vocational	Number in final year	226	198	201
	Percentage achieving qualification	89%	87%	78%
	Position in tables	top third	top third	middle third
Intermediate vocational	Number in final year	*	147	123
	Percentage achieving qualification	*	65%	63%
	Position in tables	*	middle third	middle third

Source: DfEE

Note: the majority of the college's students are 19 years of age or older

The achievements of these students are not covered in published DfEE performance tables

**1994-95 intermediate vocational results not available*

College Statistics

Three-year Trends *continued*

Students' achievements

		1994-95	1995-96	1996-97
Advanced academic	Pass (%)	52	54	56
	Retention (%)	72	66	74
Intermediate academic	Pass (%)	44	60	59
	Retention (%)	69	67	67
Advanced vocational	Pass (%)	86	85	79
	Retention (%)	83	79	80
Intermediate vocational	Pass (%)	65	71	67
	Retention (%)	83	77	78

Source: college data

FEFC Inspection Report 106/98

**Published by the
Further Education Funding Council
September 1998**