

# North Trafford College of Further Education

**REPORT FROM  
THE INSPECTORATE  
1997-98**

THE  
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FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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

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## 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 Trafford College of Further Education

### *North West Region*

#### Inspected December 1997

North Trafford College of Further Education's self-assessment report was prepared as part of the strategic planning process and based on established quality assurance procedures.

Assessments were moderated by the relatively new self-assessment committee. The self-assessment report was evaluative, identifying strengths, weaknesses and action for improvement. In a few instances not enough attention was paid to the standards of teaching and learning or the outcomes of courses.

Inspectors were broadly in agreement with the findings of the report, concurring with all but two curriculum grades awarded by the college, one of which had underestimated the strengths of the provision.

The college located in Greater Manchester is of medium size, and offers courses in all 10 FEFC programme areas. It has taken the strategic decision to concentrate on vocational programmes and no longer offers full-time academic courses. Provision in seven programme areas was inspected. The college has made considerable progress since the last inspection, in particular in

management and quality assurance. Strategic planning processes, operational procedures, financial management and monitoring systems have improved. Quality assurance procedures are rigorously applied to all provision. Curriculum issues should be given more prominence in some course reviews. Students are well taught.

Lessons are marked by good working relationships between staff and students. Much good planning offers students a variety of learning styles and progressive skill development. In a few instances, lessons are not challenging enough for all students. Across the college achievements are improving. In many areas they are now above national comparators. The college has recently reviewed its support systems for students.

Practical support is good. The college is undertaking a comprehensive refurbishment of accommodation. Those areas already refurbished are of a good standard. Governors are aware that they need further training and development in order to serve the college more effectively. They have drawn up a realistic action plan to address identified weaknesses. To improve its provision, the college should: address low attendance and retention rates on some courses; ensure the new tutorial system is consistently implemented; improve library facilities; and take opportunities to disseminate good practice.

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

Curriculum area	Grade	Cross-college provision	Grade
Chemical engineering, science and information technology	2	Support for students	2
Building services	2	General resources	2
Engineering	1	Quality assurance	2
Business	3	Governance	3
Health, social care and childcare	2	Management	2
Teacher education and modern foreign languages	2		
ESOL and provision for students with learning difficulties and/or disabilities	2		

# Context

## The College and its Mission

1 North Trafford College of Further Education is of medium size and provides further education and training for Trafford in Greater Manchester and its surrounding areas. The main college centre at Talbot Road was originally a technical institute founded in 1939. The building was extended in the 1960s and a new entrance block was added in 1997. The second centre, at Moss Road, was originally an industrial apprentice training school and, at the time of the inspection, was undergoing considerable redevelopment. Teaching is also provided in the community, in Urmston and Old Trafford. An increasing amount of the college's training work takes place on employers' premises at venues throughout the North West.

2 The college is situated in the north of the borough of Trafford. The rate of unemployment is low in Trafford as a whole, but higher in the northern sector that includes Stretford and Old Trafford. For example, in July 1997 the unemployment rate was 4.4 per cent for the whole borough compared with a national figure of 5.6 per cent, but in one ward of Old Trafford it was over 15 per cent. Minority ethnic groups make up 9.5 per cent of the population of the nine northern wards compared with an average of 5.4 per cent for the whole borough. In 1996-97, 10.4 per cent of college students were from minority ethnic groups.

3 The college operates in a highly competitive environment. In Trafford there is selection for secondary education. There are five grammar schools and one grant-maintained school for pupils aged 11 to 18. In addition, within approximately a 10 mile radius of the college, there are four other general further education colleges and five sixth form colleges. In 1996, the post-16 participation rate in Trafford was 63 per cent. In the same year 49 per cent of year 11 pupils in Trafford gained five or more general certificates of secondary education (GCSEs) at grades C or above

compared with 45 per cent nationally. In a survey carried out by the Manchester Training and Enterprise Council (TEC) in 1995, 25 per cent of respondents had no national vocational qualification (NVQ) or its equivalent. In November 1997, the college had 7,057 enrolments of which 1,142 were full time and 5,915 part-time students. At the time of the inspection there were 239 full-time equivalent staff employed by the college of whom 139 were involved in teaching. Twenty-eight per cent of teachers were on fixed-term contracts.

4 The college offers courses in all 10 Further Education Funding Council (FEFC) programme areas. There are courses designed to provide access to higher education and a higher education foundation year for science and engineering is run in conjunction with Manchester Metropolitan University. The range of vocational further education courses includes those leading to general national vocational qualifications (GNVQs), NVQs, and several hundred other vocational outcomes. The college has made a strategic decision not to compete with neighbouring colleges and schools for full-time general certificate of education advanced level (GCE A level) or GCSE students.

5 The college's mission states that it aims to be 'the premier specialist Further Education Corporation; efficiently meeting both individual and corporate education and training needs'. The specialist provision includes courses in chemical process operations, assessor training, animal care, veterinary nursing and counselling.

# Context

## The Inspection

6 The college was inspected during the week beginning 1 December 1997. The college inspector and the reporting inspector had previously evaluated the college's self-assessment report and information about the college held by other divisions of the FEFC. The college submitted data on students' achievements for the three years 1995 to 1997 which were validated by an inspector against primary sources such as class registers and pass lists issued by examining bodies. The college was notified of the sample of its provision which was to be assessed approximately two months before the inspection. The inspection was carried out by 14 inspectors working for a total of 53 days and an auditor working for five days. Inspectors observed 113 lessons, and examined samples of students' work and a variety of college documents. Meetings were held with governors, managers, college staff and students, stakeholders and a representative of Manchester TEC.

7 Of the lessons inspected, 71 per cent were rated good or outstanding and 5 per cent were less than satisfactory. This profile compares favourably with the equivalent national averages for all colleges inspected in 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 69 per cent compared

with an average of 77 per cent for the sector in 1996-97 recorded in the chief inspector's annual report. The highest attendance rates were in chemical engineering, science and information technology at 80 per cent and the lowest in business at 60 per cent. 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	
NVQ	6	10	4	0	0	20
Other vocational	15	23	16	3	0	57
Other	12	14	7	3	0	36
Total	33	47	27	6	0	113

# Curriculum Areas

## Chemical Engineering, Science and Information Technology

### Grade 2

**8 Inspectors agree with most of the strengths identified in the college self-assessment report for this curriculum area. However, inspectors consider that the college overstates the quality of teaching and learning, and gave insufficient weight to the poor achievement rates on some courses.**

#### Key strengths

- provision which meets the needs of a wide range of clients
- well-managed courses
- lessons which are usually carefully planned and effectively delivered
- improving results on information technology
- good resources

#### Weaknesses

- some poor teaching
- some poor retention and achievement rates, the reasons for which have not been analysed

9 There is a good range of information technology courses which provide effective progression routes. For example, last year 32 students progressed to higher education from the access to higher education and national diploma courses. The Internet is used to deliver teaching materials across Europe. Courses in process plant operation are provided on 25 industrial premises. The college is one of the few providers of science NVQs. Achievement of these qualifications has assisted unemployed people to gain employment. BTEC national certificate and BTEC national diploma science students are taught together but the lessons do

not provide sufficiently differentiated activities to meet all students' needs.

10 Courses are well managed. Administrative matters such as timetabling, record-keeping and assignment scheduling are efficiently undertaken. Staff understand their responsibilities. The cycle of meetings at course and section level leads to efficient dissemination of information. However, attendance at some information technology staff meetings is low. Information technology staff do work together sufficiently on such tasks as designing assignments.

11 The majority of lessons were good. Teachers followed schemes of work, used clear lesson plans, and provided a good balance between theory and practical work. They gave effective support to individual students during information technology practical work. In chemical engineering and science, particularly when teaching small groups, or providing individual tutorials on industrial sites, they used teaching materials carefully tailored to students' requirements. Information technology lessons would be enhanced if teachers made more effective use of visual aids.

12 Students' achievements in information technology are improving. Some courses in 1996 had relatively low pass or retention rates but the results in 1997 were significantly better. The first diploma in information technology has had good results over the last three years. Some short courses achieve 100 per cent pass rates. The retention and completion rates of students on advanced vocational courses is above the national average. A few courses have poor achievement rates and the self-assessment report does not give sufficient attention to the possible reasons for this.

13 Teaching staff are well qualified. Part-time staff contribute valuable experience of using information technology in business. The information technology courses are supported



# Curriculum Areas

by good levels of modern hardware and software. Eight well-equipped science laboratories are serviced from a central preparation area. They provide good facilities for practical work. Specialist resources for process plant operation are excellent.

## **Examples of students' achievements in chemical engineering, science and information technology, 1995 to 1997<sup>1</sup>**

<b>Course grouping</b>		<b>1995</b>	<b>1996</b>	<b>1997</b>
Advanced vocational	Retention (%)	71	52	81
	Pass rate (%)	88	92	90
Intermediate vocational	Retention (%)	90	69	87
	Pass rate (%)	74	75	69
Other vocational	Retention (%)	91	83	87
	Pass rate (%)	45	68	84

*Source: college data*

*<sup>1</sup>does not include provision on employers' premises*

# Curriculum Areas

## Building Services

### Grade 2

**14 Inspection evidence supported the college's own assessment of the strengths and weaknesses in building services. The college's self-assessment of this area of provision was objective and evaluative.**

#### Key strengths

- an expanding range of provision that meets the needs of students and employers
- a high standard of teaching
- the high proportion of work on employers' premises
- good progression rates to employment
- the enthusiasm of staff who work well together to support students
- the good standard of students' work
- extensive, up-to-date specialist equipment
- employer participation in some course team reviews and the NVQ steering group

#### Weaknesses

- the lack of appropriate resources to link practical activities to theory
- overcrowded gas workshops
- poor student access to library and information technology facilities
- inadequate development of students' key skills in NVQ programmes

15 The college offers an expanding range of building services provision that meets the needs of students, employers and training providers. An increasing number of students are gaining employment because of the skills they have acquired at the college and the links teachers have with employers. The college did not mention this significant achievement in its

self-assessment. The college has difficulty finding work placements for students. To compensate for this, it is developing alternative ways in which it can provide training and assessment facilities for students requiring work experience. The views of employers on the quality of service provided are not routinely sought or analysed. Some employers do, however, participate in course team reviews and are members of an NVQ steering group.

16 Teaching is of a high standard and is well organised. Most teachers check students' understanding of the topics being covered but in a few cases, more effective use of questions would have ensured that the understanding of a greater number of students was tested. Some lessons were disturbed by students taking messages on mobile phones. Teachers try hard to encourage NVQ students to study on their own and to progress at their own speed. They try to link practical activities with theory, but in some cases, this is hindered by a lack of appropriate resources. This was not mentioned in the college's self-assessment. Students are often encouraged to work in groups on realistic practical tasks. Lessons and assessment activities are frequently undertaken on employers' premises which provides a valuable element of realism.

17 Staff are enthusiastic, appropriately qualified and industrially experienced, some having recently joined from specialist employers. The college has extensive specialist equipment, much of it recently donated by manufacturers. It has realistic training and assessment facilities. Workshop accommodation is clean and well maintained. Some workshop areas have desks inappropriately placed in working areas and have too little workspace. In workshops, teachers often have to strain to be heard above the noise from activities in other areas. Classrooms are generally clean, well decorated and suitably furnished. Some have good displays of related industrial material. The library facilities at the Moss Road Site are

# Curriculum Areas

inadequate and students do not have easy access to computers. The self-assessment report did not mention these weaknesses.

18 Students generally work hard and are well behaved and responsive. The standard of their practical work is good, and they work well in groups. Their portfolios of written work and research are generally comprehensive, but they make insufficient use of information technology to improve presentation. The overall retention and pass rates are significantly better than the average for colleges involved in the FEFC curriculum area survey, *Construction*. Poor retention and punctuality on a few courses are being addressed by the college. Some students withdraw from courses because they gain employment. Some students' key skills are weak. Some key skills are identified in NVQ unit specifications, but students are not always made aware they are developing them; nor are they well recorded. Some staff and students are not aware of the current requirements regarding key skills.

## Examples of students' achievements in building services, 1995 to 1997

Course grouping		1995	1996	1997
One-year vocational programmes	Retention (%)	99	84	86
	Pass rate (%)	60	60	85
Two-year vocational programmes	Retention (%)	75	73	66
	Pass rate (%)	50	45	76
NVQ	Retention (%)	*	100	100
	Pass rate (%)	*	41	87
Other vocational	Retention (%)	97	33	88
	Pass rate (%)	64	66	81

Source: college data

\*course not running

# Curriculum Areas

## Engineering

### Grade 1

**19 The inspection covered all aspects of engineering, which is the largest area of provision in the college. The self-assessment report assessed the three main engineering sections separately. Inspectors considered that the college understated the strengths in two curriculum sections, particularly with regard to the strengths in teaching and learning.**

#### Key strengths

- teaching and learning of a very high quality
- effective 'task-based learning' allowing students to work at their own pace
- good rapport between teachers and students
- detailed work schemes and lesson plans shared within teams and with students
- good planning and differentiation of work by teachers
- retention and achievement rates above national averages
- students' good practical and key skills
- well-laid-out workshops
- a wide range of courses meeting the needs of students and employers

#### Weaknesses

- the need for greater integration of mechanical and electrical/electronic curricula
- the late arrival of a few students at the start of lessons

20 The college offers a wide range of courses in engineering. These are well managed, meet the requirements of local industry, match the needs of students and, with a few exceptions, lead to nationally-recognised qualifications.

There is a need for greater integration of the curricula of mechanical and electrical/electronic engineering to meet the college's planned introduction of integrated GNVQ courses in engineering. Split-site working does not facilitate this. There are good links with employers. The college has established a good system for informing employers of the attendance and progress of day-release students. Some courses involve challenging, exciting high technology projects which have been devised in co-operation with employers and provide students with the experience of designing and planning investigations into real workplace problems.

21 Of the lessons observed 90 per cent were judged to be either good or outstanding and none were less than satisfactory. Inspectors concluded that the self-assessment report understated the strengths of teaching and learning in two curriculum areas. In all lessons, students were engaged in self-paced, 'task-based learning' in which they were given responsibility for planning their own work and, to a great extent, the management of their own time. They were able to negotiate an individual curriculum to meet agreed learning goals and produced work of a good standard. A few students arrived late at the beginning of lessons, disrupting the learning of others.

22 Teachers have a good rapport with students and provide them with a disciplined learning environment. Large groups of 'flexi-study' students undertake a range of different units and tasks which are combined to good effect in a single teaching session. These sessions were well planned and managed by teachers who were able to provide guidance in a range of multidisciplinary topics. The tasks around which sessions are constructed are well matched to students' individual learning needs.

23 The specialist work room and laboratory accommodation is well planned to meet the requirements of 'task-based learning' and allow students the opportunity to move easily between

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different activities in the same session.

Workshop accommodation is well laid out to meet curriculum requirements and to provide a safe working environment. Some specialist equipment in workshops is ageing but it is well maintained and still serviceable.

24 Students' achievements and retention rates are generally better than those published in the FEFC curriculum area survey, *Engineering*, and those published by awarding bodies. There are good levels of individual unit passes on courses, even for those students who have opted to accept a partial award in order to take up the opportunity of full-time employment. In classroom and practical activities, students demonstrate a good command of appropriate skills and techniques, including the key skills of information technology, literacy and numeracy. In workshops and laboratories they work competently and safely. Students' written work is of a good standard and some is exceptional.

## Examples of students' achievements in engineering, 1995 to 1997

Course grouping		1995	1996	1997
Advanced vocational	Retention (%)	88	88	77
	Pass rate (%)	81	90	81
Intermediate vocational	Retention (%)	92	100	100
	Pass rate (%)	82	100	90
Foundation vocational	Retention (%)	100	100	100
	Pass rate (%)	82	100	100
NVQ	Retention (%)	83	80	73
	Pass rate (%)	60	42	84
Other vocational qualifications*	Retention (%)	94	76	79
	Pass rate (%)	41	70	69
Professional and higher education	Retention (%)	96	91	87
	Pass rate (%)	84	88	86

Source: college data

\*includes City and Guilds of London Institute (C&G) courses

# Curriculum Areas

## Business

### Grade 3

**25 The inspection covered courses in business, administration, management and those leading to professional qualifications. Although in general inspection evidence supported the college's assessment of business provision, some weaknesses identified by inspectors were not included in the self-assessment report.**

#### Key strengths

- most lessons well planned and set in context
- good rapport between knowledgeable and experienced teachers and students
- most students are well motivated
- easy access to very good computing facilities
- provision being widened to meet more client needs
- some improving pass rates and some retention rates above the college average

#### Weaknesses

- in many classes the pace is slow with little differentiated learning
- lesson plans are not always used
- good practice in teaching is not disseminated
- students on several courses are not adequately supported by specialist resources
- low pass and retention rates in a number of areas
- inadequate specialist accommodation for some courses/groups of courses

26 There is good rapport between teachers and students. Many teachers use their commercial and industrial experience to enliven

their teaching. Most lessons are well planned and are set within a scheme of work which specifies expected outcomes. The best lessons are delivered in a lively manner, with the teacher regularly checking students' progress and offering guidance.

27 Some of the teaching is weak and some lessons did not achieve the outcomes specified in the schemes of work. Teachers did not encourage students to discuss key topics as a way of enlivening the lessons and checking that they had understood the underlying principles. In some advanced classes the treatment of the topic was determined by the needs of the least able students and was well below the standards expected. The self-assessment report failed to identify weaknesses of this kind and concentrated instead on matters relating to resources.

28 Some of the other resources used by business studies students are well below the standard of those commonly used in business. Many of the overhead projector slides used by teachers are handwritten and poorly presented; on some, the information they contain is inappropriate. A group of students was required to mark information on an outline of the British Isles. Since they had done no preparation they had brought nothing to help them with this task. There were no other resources provided so most copied from each other; they learned very little. Information technology facilities are accessible and good; industrial-standard software is used. Most of the accommodation used for business courses is appropriate though that used for management courses has few specialist resources. Accommodation for secretarial courses is dispersed around the college and is affecting the cohesion of this thriving section.

29 The range of courses offered is being widened in response to client needs. For example, in recent years more courses have been provided in the workplace to meet the needs of employers and new courses have been

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developed aimed at new client groups such as adults returning to study or seeking to progress to higher education.

30 The college's self-assessment report failed to highlight sufficiently the weakness in achievement and retention rates. There has been significant improvement in achievement rates on some courses, most notably in NVQs. Advanced vocational courses have seen a decline in both achievement and retention rates. Pass rates on intermediate level vocational courses have fallen by almost two-thirds between 1995 and 1997.

## Examples of students' achievements in business, 1995 to 1997

Course grouping		1995	1996	1997
Advanced vocational (excluding NVQs)	Retention (%)	52	46	49
	Pass rate (%)	84	62	65
Intermediate vocational (excluding NVQs)	Retention (%)	71	63	79
	Pass rate (%)	92	40	36
NVQ	Retention (%)	73	89	56
	Pass rate (%)	13	41	87
Other vocational	Retention (%)	81	76	64
	Pass rate (%)	39	67	65
Professional and higher education	Retention (%)	88	81	69
	Pass rate (%)	62	72	53

Source: college data

# Curriculum Areas

## Health, Social Care and Childcare

### *Grade 2*

**31 The inspection included a range of courses in health, social care and childcare as well as counselling. Inspectors considered that some strengths had been understated or overlooked in the college's self-assessment report, whilst some weaknesses were not identified.**

#### **Key strengths**

- well-planned schemes of work and appropriate lesson plans
- good student-teacher relationships which enhance students' confidence
- well-motivated students who learn independently and work well in groups
- good teaching, which encourages students to question and think for themselves
- good tutorial support
- good pass rates on most courses
- thorough course reviews that include action plans which are followed through

#### **Weaknesses**

- unsatisfactory pass rates on a few courses
- poor attendance and retention rates on some programmes
- failure to integrate key skills with vocational work
- not enough staff with qualifications and experience in early childhood education

32 The majority of courses have well-planned schemes of work and associated lesson plans which identify content, learning outcomes and assessment methods. This planning was reflected in well-structured lessons which involved an appropriate range of learning

methods. Teachers were skilled in encouraging students to think for themselves and express their views and feelings whilst at the same time keeping a clear focus on the desired learning outcomes. These outcomes were often checked with students at the end of the lesson. There are good working relationships between students and teachers. As a result students feel confident enough to contribute to discussions. Students enjoyed their lessons in information technology and were developing competencies to the expected level. However, this key skill was not well integrated with other aspects of courses. The development of numeracy skills is not given sufficient prominence. Students' development of literacy and communication skills is generally sound.

33 Achievement rates on some courses are good, particularly those on the full-time national diploma in childcare and the part-time courses in youth and community work and counselling. Some achievement rates are unsatisfactory, notably in national diploma health studies, access to higher education and dental surgery assistants courses. The numbers involved in the less successful programmes are much lower than those in the successful programmes. Students are generally well motivated, and enjoy their work. They show an ability to work and learn independently, and in small and large groups. Students attain satisfactory standards in their written work.

34 Course reviews are thorough. They include a detailed analysis of student recruitment, retention and achievement together with comments on the delivery of the curriculum. Action plans are written and these are followed through. Attendance and retention rates are low on some programmes. After identifying this as an issue through self-assessment procedures, managers and staff have worked hard to develop strategies to address and remedy the problem. Poor attendance is followed up assiduously. Induction programmes have been redesigned and tutors work well with their new students to establish a sense of group cohesion.



# Curriculum Areas

35 The staff are highly committed and hard working. They support each other well and work together effectively as a team within their sections. There are insufficient staff with qualifications and experience in early childhood education.

## **Examples of students' achievements in health, social care and childcare, 1995 to 1997**

<b>Course grouping</b>		<b>1995</b>	<b>1996</b>	<b>1997</b>
Advanced vocational	Retention (%)	90	57	66
	Pass rate (%)	97	96	75
Intermediate vocational	Retention (%)	80	89	82
	Pass rate (%)	25	38	22
Other vocational	Retention (%)	97	89	87
	Pass rate (%)	86	87	80

*Source: college data*

# Curriculum Areas

## Teacher Education and Modern Foreign Languages

### Grade 2

**36 In this curriculum area the findings of the inspectorate generally agree with those in the college's self-assessment report.**

#### Key strengths

- effective management with clear and equitable allocation of responsibilities
- well-qualified and generally well-deployed staff
- a wide range of courses responding to industrial and community needs
- a variety of methods and aids used to promote teaching and learning
- good retention rates in teacher education
- some foreign language students with oral skills of a high order
- good specialist resources in teacher education

#### Weaknesses

- insufficient differentiation of tasks to meet the needs of all language students
- a scarcity of resources to support language teaching
- poor attendance and retention rates in some language classes
- instances of lessons not being thoroughly prepared

37 Courses in modern languages and teacher education are effectively managed. Staff work well together. Responsibilities for managing courses are equitably divided and clearly defined. Eleven of the 17 teachers who work in this section of the college are employed on part-time contracts. There are well-established arrangements for ensuring that the part-time teachers are involved in the life of the college

and are kept well informed. The arrangements include a carefully-planned induction programme. Teachers are well qualified and most take advantage of the opportunities the college offers to undertake training related to their work. Several have specialist skills and knowledge that they have used to good effect in the development of new courses. Specialist resources for teacher education are plentiful and good. Those used in teaching modern languages are of a much poorer quality. The college has no language laboratory and there are no facilities for computer-assisted language learning. This makes it difficult for students to work alone on improving their language skills and for teachers to cater for individual learning needs. These weaknesses are highlighted in the self-assessment report.

38 Inspectors agree with the assertion in the self-assessment report that staff in this curriculum area are responsive to industrial and community needs. Recent developments include a flourishing course leading to the RSA Examinations Board (RSA) certificate in teaching Arabic to adults. A growing amount of teaching and assessment takes place on employers' premises. The college has an established reputation as a provider of foreign language courses that are tailored to the needs of companies. It is rapidly expanding its open learning programme in assessor training, both locally and nationally.

39 Teachers are enthusiastic, friendly and encouraging towards their students. Much teaching is of a good standard. There are schemes of work and lesson plans, written to a common format, for all courses. In the best foreign language lessons, teachers made extensive use of the foreign language and expected their students to do the same. Students used the foreign language freely and fluently, with few lapses into English. They used vocabulary and grammatical structures beyond what might be expected at their level of learning. A few lessons were not prepared

# Curriculum Areas

carefully enough. For example, in a number of language classes beginners and more advanced students were given the same tasks and expected to work at the same pace. Some teacher education classes were managed in a manner which provided a good role model for students, but a few were not.

40 Students on teacher education courses maintain well-organised course files and portfolios. The great majority of students on language courses are working towards qualifications that involve little written work. However, the written work they produce is carefully corrected.

41 The average attendance for all of the classes was 72 per cent. Attendance rates were poor in a number of language lessons; below 60 per cent in some cases. Retention rates are also a cause for concern in some language courses and the college recognises this in its self-assessment report. Pass rates for all courses have shown improvement over the previous three years.

## **Examples of students' achievements in teacher education and modern foreign languages, 1995 to 1997**

<b>Course grouping</b>		<b>1995</b>	<b>1996</b>	<b>1997</b>
Language courses	Retention (%)	82	72	80
	Pass rate (%)	54	66	80
Teacher education	Retention (%)	90	77	95
	Pass rate (%)	52	74	72

*Source: college data*

# Curriculum Areas

## ESOL and Provision for Students with Learning Difficulties and/or Disabilities

### Grade 2

**42 The self-assessment report on this curriculum area was comprehensive. Inspectors agreed with the college's judgements on the English for speakers of other languages (ESOL) provision, but considered that there was insufficient analysis of examination data. The section on students with learning difficulties and/or disabilities covered most of the points raised by inspectors, but did not always give the same emphasis to issues identified.**

#### Key strengths

- successful introduction of new courses for students with learning difficulties and/or disabilities
- a well-structured programme with five levels of classes for ESOL students
- standards of teaching range from satisfactory to excellent; ESOL is particularly good
- students' response in lessons is generally good
- students with learning difficulties and/or disabilities are benefiting from well-planned work placements
- ESOL teachers adapt learning materials well and use a range of teaching methods
- all students now have access to nationally-recognised qualifications
- staff work well together in teams; course documentation is generally thorough

#### Weaknesses

- erratic attendance in ESOL; a minority of students do not achieve well
- the lack of individual learning goals for students with learning difficulties and/or disabilities
- a limited range of teaching strategies for students with learning difficulties and/or disabilities
- few opportunities to review progress or access other provision for students with learning difficulties and/or disabilities

**43** The provision is well organised. The self-assessment report recognises progression as an important issue for students with learning difficulties and/or disabilities. The college has introduced a new range of courses this year. There are ESOL courses at five levels; formal teaching is supplemented by workshops and tutorials. Course documentation is generally thorough. ESOL schemes of work and lesson plans are comprehensive and include statements of intended learning outcomes. There is a need to set more individual learning goals for students with learning difficulties and/or disabilities. All staff have, or are working towards, appropriate qualifications and are very committed to the students. They work well together in teams. Resources are adequate to deliver the programmes, but ESOL students would benefit from greater access to information technology equipment.

**44** Staff prepare lessons thoroughly. In ESOL the main language skills are developed in ways which motivate students and help them to progress. In one lesson, on methods of travel, students were encouraged to talk about their own experiences helped by the skilful use of visual aids. In another class students with severe learning difficulties studied safety signs. The lesson was followed by a walk around the college identifying the signs. The students were able to practise what they had learned and the

# Curriculum Areas

session was very successful in raising their awareness. In a number of lessons for students with learning difficulties and/or disabilities, inappropriate teaching strategies were used.

45 Improvements are being made in the initial assessment of students with learning difficulties and/or disabilities. Students would benefit from more opportunities to review their individual progress. The college should also devise ways to give students greater opportunities for progression. The college has identified this as an area for action within its self-assessment report. Students with learning difficulties and/or disabilities now have access to nationally-recognised qualifications. Good progress has been made in finding employment opportunities for these students. A well-prepared and well-organised work experience programme has been developed. This is valued by students who have made good use of these opportunities.

46 The majority of ESOL students who choose to take examinations are successful although a few results are poor. Interpretation of the

figures is complicated by an open access policy on entry for examinations. Students are able to enter for examinations at levels above which teachers think they are capable. Attendance at some ESOL lessons is erratic and this was identified in the self-assessment report. A whole programme of classes is offered for each level but, in practice, students use the provision more flexibly to suit their individual needs. Staff have recognised this and are moving more towards individual learning programmes where appropriate.

## Examples of students' achievements in ESOL and provision for students with learning difficulties and/or disabilities, 1995 to 1997

Course grouping		1995	1996	1997
Certificate of advanced English	Retention (%)	*	*	*
	Pass rate (%)	33	56	57
First certificate in English	Retention (%)	*	*	*
	Pass rate (%)	69	78	43
Preliminary English test	Retention (%)	*	*	*
	Pass rate (%)	87	58	58
Pitman basic	Retention (%)	*	*	*
	Pass rate (%)	+	67	100
Pitman elementary	Retention (%)	*	*	*
	Pass rate (%)	+	75	83

Source: college data

\*retention rates are not calculated because students entered for more than one qualification

+data not available

# Cross-college Provision

## Support for Students

### Grade 2

**47 The college's self-assessment report covered the main areas of pre-entry, on-entry and on-course support. It did not include the issue raised by inspectors about the variability of standards of delivery of learning support.**

#### Key strengths

- effective admissions systems and induction programmes
- good links with a range of agencies
- a comprehensive tutorial policy which clearly explains students' entitlement to support
- an effective client service system offering careers guidance and welfare advice
- good procedures for helping students who wish to apply to higher education
- effective systems to identify students' learning support needs
- good practical support for students needing childcare or financial assistance

#### Weaknesses

- inadequate counselling services
- insufficient monitoring of the quality of learning support
- inconsistent implementation of the tutorial system
- inadequate support services at the Moss Road Site

48 Inspectors agree with the college's evaluation that admissions procedures and induction programmes are good. The college works hard to attract students, especially those from groups often under represented in further education. An active schools liaison programme involves 28 secondary schools in Trafford and

surrounding areas. The way courses are marketed takes account of the views of current students. Information about the college is placed in primary schools and supermarkets in order to attract women who may wish to return to education. Customised marketing to employers attracts students in work. Links with minority ethnic groups are established by guidance staff who speak Asian languages. An efficient centralised admissions system has been introduced. A team of well-qualified staff provides impartial guidance at all stages of admission. All students receive a comprehensive induction programme, which informs them about their rights and responsibilities. Monitoring of enrolment and induction is followed by action to improve any deficiencies. According to surveys carried out by the college, students' satisfaction with enrolments and induction procedures has increased over the last few years.

49 In response to identified weaknesses the college has recently revised its tutorial system. All tutors have had training in the new system. A comprehensive handbook explains their responsibilities in monitoring students' progress and ensuring tutees receive adequate careers and personal support. All tutors are required to produce schemes of work and records of work done in tutorials. There is some flexibility so that tutors can respond to particular needs. There are inconsistencies in the way the new system is being implemented. Students spoke of different levels of commitment by individual tutors; some tutees received high levels of support but, for a minority, tutorials were a cursory check on progress and a few were used to complete class work. Feedback from employers on support for students on day-release courses is very positive. The college acknowledges the need to monitor the new system and to disseminate good practice.

50 There is a guidance unit which covers welfare issues, counselling and careers. Careers officers visit all full-time student groups and this

# Cross-college Provision

is followed up with individual interviews. The guidance arrangements for part-time students are less formal. Students are made aware of the services through induction and tutorials, but a few students feel they needed more help. The unit supports well those students applying to higher education. A series of talks are arranged to help students with their choices. Last year 125 students applied to higher education and 100 were successful.

51 The college has an excellent crèche; students are very positive about the standard of care delivered. A principal's discretion fund is used to help students in financial difficulty. This has quadrupled the amount available from the access fund.

52 The college has improved and extended the learning support it offers students who need additional help with their studies. All full-time and most FEFC-funded, part-time students are given tests to identify those who need additional support. This is in addition to inviting people to identify their needs at enrolment and induction. The college accepts that it needs to continue to promote additional support to both staff and students to ensure all those who need help are receiving it. It should also monitor more carefully the quality of learning support being delivered, some of which is ineffective.

## General Resources

### *Grade 2*

**53 The self-assessment report is concise and evaluative in relation to resources. It makes reference either directly or via supporting evidence to many of the strengths and weaknesses subsequently identified by inspectors. Inspectors broadly agree with its conclusions.**

#### Key strengths

- a realistic accommodation strategy closely linked to the strategic plan
- good refurbished areas
- the welcoming environment provided by the high-quality new foyer at Talbot Road
- a sound information technology strategy supported by good-quality hardware and software
- efficient room utilisation
- good systems for disbursing funds to sections
- unobtrusive and efficient security systems

#### Weaknesses

- insufficient access to information technology provision
- libraries in need of further improvement and development
- restricted access to wheelchair users in some areas

54 The college has a thorough accommodation strategy. It is closely linked to the strategic plan and focuses on the consolidation and improvement of the existing accommodation. The budget and timescales of the strategy are realistic. A comprehensive programme of refurbishment and redecoration has been started. Those general purpose areas which have been refurbished provide a clean and well-decorated environment. Areas of the college which have not yet been decorated are dull and occasionally shabby. The new foyer at Talbot Road provides a welcoming environment and complements the architectural style of the original 1930s building. The college has invested in security systems for buildings and surrounding car parks, and both staff and students are happy with them. The identity cards of college members allow easy access to college premises, but lets the college control who

# Cross-college Provision

is able to enter. The self-assessment report highlights the intention 'to maximise efficacy and efficiency'. Room utilisation rates are good. The college monitors the use of accommodation carefully.

55 Arrangements for the disbursement of funds to sections for capital and consumable purchases work well. Bids for capital purchases are carefully scrutinised and prioritised at senior management level. Funding for consumables is allocated fairly. Where appropriate the allocations reflect additional needs for consumable funding based on historical evidence in the college. Funding also contains a performance-related element to reward sections where recruitment, retention and achievements are good.

56 There is a sound strategy for the development of information technology provision across the college. The quality of hardware and software purchased by the college for specialist resource centres and drop-in centres is good. The college has arrangements in place for managing student access to, and use of, information technology resources including the Internet. Nevertheless, access to information technology resources for some students, particularly at Talbot Road, is inadequate. Furnishings and workstation layout in some computer rooms are not conducive to safe and comfortable working. The lack of a computer network link between the Talbot Road and Moss Road sites limits access to management information at Moss Road where managers use a paper-based system. The courier service between the two sites is not wholly reliable.

57 Library provision has been recently improved. Library bookstock is modest and in some areas is insufficient to support the curriculum. Library usage by students at Moss Road is low and students consider that the opening hours are too short. There is no single catalogue for books and other learning materials

in the college. The library at Talbot Road is in need of redecoration. Refectory accommodation is adequate, but furnishings in some areas of the refectory at Talbot Road are poor. Students complain there is no 'non smoking' common room at either site.

58 Access for wheelchair users is difficult at the Moss Road Site, and there is no lift to provide access to the first floor for those with restricted mobility. Although there are ramps at the main entrances at Talbot Road, the doors at the front entrance and the internal fire doors in the building are not easily opened by those with physical disabilities. The self-assessment report acknowledges these weaknesses.

## Quality Assurance

### *Grade 2*

**59 Since it was last inspected the college has made considerable progress in developing its quality assurance arrangements which are now good. Inspectors concluded that the college's self-assessment provided a generally accurate account of the strengths and weaknesses of quality assurance.**

#### **Key strengths**

- well-established and comprehensive quality assurance procedures
- rigorous application of the quality assurance procedures to collaborative provision
- annually-reviewed, college-wide performance indicators and targets set at section level
- regular course reviews, involving staff, students and employers
- well-resourced staff development
- a charter in plain English, with clear standards and robust complaints procedures



# Cross-college Provision

- effective self-assessment by section teams

## Weaknesses

- inconsistent and incomplete internal verification arrangements
- course reviews which do not sufficiently highlight curriculum issues
- insufficient attention to teaching and learning in self-assessment

60 The college's mission, corporate objectives and strategic plan for 1997 to 2000 all clearly emphasise the importance it places on assuring quality of provision. The college's quality management system was originally based upon the BS 5750 system which was implemented first in the engineering department. It is here that it operates most effectively. It was then further developed as a whole college quality assurance system under the umbrella of BS EN 9002, but with additional procedures. Three cross-college committees oversee quality assurance. They are the quality assurance subcommittee of the academic board, and the more recently established self-assessment and quality assurance committees. The college's quality assurance procedures are as rigorously applied to collaborative provision and to training that takes place on employers' premises as to provision that is delivered in-house.

61 There are college-wide performance indicators which are reviewed annually. Course leaders and section managers set targets that are directly related to these indicators. Reports are required annually on progress made towards the achievement of targets. Course reviews are thorough, but do not give sufficient weight to curriculum issues. The quality assurance subcommittee reviews all reports and investigates thoroughly the reasons for targets not having been met.

62 Internal verification arrangements work well in some areas such as mechanical

engineering and building services. In other areas, such as health and social care and business, there is a need for further staff training and certification. This weakness is not mentioned in the self-assessment report.

63 Staff appraisal is designed to relate the review of an individual's performance to the duties he or she is expected to perform, and to assess staff development needs. The system makes provision for the assessment of teaching. It is intended that appraisal will, in future, be informed by the recently-introduced formal lesson observations. In some areas of the college insufficient emphasis is placed on helping staff to acquire pedagogical skills. The budget for staff development is generous, at around 2.5 per cent of staffing costs for 1996-97. The college gained Investor in People status shortly after completion of the inspection.

64 The college's charter is clearly written and contains standards the achievement of which are monitored and measured. The college encourages students to use the robust complaints procedure as one way of improving quality. All complaints are carefully recorded and investigated. Feedback and any necessary action are prompt. These effective areas of the college's work are recognised in its self-assessment report.

65 The self-assessment process is a relatively new development, but it is based on existing, well-established, quality assurance practice and strategic planning processes. It involves all staff. All curriculum area teams, the senior managers and governors conducted self-assessments. These were moderated by the self-assessment committee whose members include senior staff, some heads of sections, a governor and the college nominee to the inspection team. The college inspector attended some of the meetings as an observer. Grading was undertaken by the committee based on the evidence presented by sections and cross-college managers. The report was presented to the corporation for approval.

# Cross-college Provision

66 Comprehensive evidence supporting the college's self-assessment was clearly referenced and well presented to the inspection team. The results of lesson observations were not available until after the original report had been presented. Evidence from lesson observations was included in the updated version submitted a month before the inspection. Not enough detail was given in the report about students' experiences. On a few occasions the sections on teaching and learning covered information which was more closely related to specialist resources or curriculum management. Occasionally not enough weight was given to the outcomes of courses. At the start of three of the cross-college reports there was a useful summary of the progress made since the last inspection. Each part of the report had an associated action plan. Those for curriculum areas were detailed. Reference was made to college-wide performance indicators and the progress the college is making in their achievement. The data on students' achievements were accurate. There are a number of courses, largely modular and/or 'roll on roll off', for which data cannot be translated easily into conclusions about enrolment, retention and achievement. It would help the college to make judgements about achievements in these areas if the data were more clearly presented. The college noted this weakness in its report.

## Governance

### *Grade 3*

**67 The inspection team substantially agreed with the assessment of strengths and weaknesses identified by governors. Since the writing of the self-assessment report, actions have been taken to address the identified weaknesses, but there has been little time for improvements to take effect.**

#### **Key strengths**

- a good range of skills within the corporation, confirmed through a skills audit
- the corporation's role in reviewing the college's strategic plan and financial position
- a developing range of indicators against which governors can judge the college's performance

#### **Weaknesses**

- under involvement of governors in college activities
- insufficient governor training
- the corporation's inadequate monitoring of its own performance

68 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is adequate. 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.

69 The corporation meets termly and attendance at meetings is good. The 19 existing members have a wide range of experience covering, for example, business, education, finance, law, personnel and property. The corporation has a clear idea of the range of skills and experience currently available amongst its membership, having performed a skills audit. There is currently one vacancy for a student governor. The corporation has established an appropriate committee structure. The corporation receives reports from all of its committees. These are: finance and general purposes; audit; remuneration; and a recently-constituted search committee. The latter committee did not play an active role in the process of recruitment of two newly-appointed governors. The recruitment process has not

# Cross-college Provision

been described in a publicly available written statement. The college has an effective system for identifying people who are not eligible for appointment as governors and those who have become ineligible. The newly-appointed clerk to the corporation is independent and appropriately skilled but has not received any formal training since appointment.

70 The corporation plays a full role in the preparation of the strategic plan, which is discussed at governors' meetings before being formally approved. Governors and managers are developing a range of indicators against which college performance can be judged. These include financial indicators as well as students' achievements, retention, attendance and destinations. Surveys of students' and employers' satisfaction are regularly carried out and governors take note of the findings.

71 Senior managers attend corporation meetings to give briefings, interpret reports and offer training and development exercises to governors. Governors are aware of their lack of familiarity with curriculum matters. They are in the process of introducing a 'buddying' system to familiarise each governor with a specific curriculum or support area of the college.

72 There are induction procedures for new college governors and an annual training day for all governors. The self-assessment report acknowledges that further training would enable governors to participate more fully in corporation meetings. The corporation has adopted a code of ethics and a register of interests and the corporation has started the monitoring of its own performance. However, the code of ethics does not incorporate elements of best practice. The corporation is in the early stages of assessing and monitoring its own performance. It has recently established some performance indicators for itself but no review against these indicators has yet taken place.

73 Financial matters have been a major preoccupation of governors since the last

inspection. The college's self-assessment report states that the governors take responsibility for the close scrutiny of the college's finances. As evidence, it cites the fact that all governors receive copies of the college's monthly management accounts and that the corporation and finance and general purposes committee receive financial information at most meetings. However, the minutes of the corporation and finance and general purposes committee do not always demonstrate that the information was discussed.

## Management

### *Grade 2*

**74 Since the last inspection the college has made significant improvements to strategic planning processes, operational procedures and financial management and monitoring systems. Inspectors generally agree with the strengths and weaknesses identified by the college in the self-assessment report. However, a number of weaknesses identified by inspectors were not included in the report.**

#### **Key strengths**

- efficient deployment of staff and resources
- involvement of all staff in strategic and operational planning
- clearly-defined management structure
- good channels of communication between managers and staff
- financial monitoring and control systems which work well
- productive working relationships with a wide range of education and training organisations
- comprehensive, accurate and timely management information which is used to set and review targets

# Cross-college Provision

## Weaknesses

- insufficient emphasis at section and course levels on curriculum development
- failure to achieve course recruitment targets
- insufficient sharing of effective practice in teaching and learning across the college
- failure to use information effectively to identify new markets

75 The college senior management team comprises the principal, two vice-principals with responsibilities for operations, strategy and development, and three directors with responsibility for finance, information systems and client services. There are two curriculum groupings each led by a vice-principal. The technology group includes motor vehicle work, building services, mechanical and production engineering, electrical engineering and electronics and chemical engineering. The information, management, professional and caring studies group includes business information technology, secretarial, languages and teacher training, health, animal and childcare, social and community care and general education.

76 An established and well-documented annual strategic planning and review cycle involves all staff. The college management structure emphasises clear accountability and effective channels of communication. A fortnightly newsletter keeps staff well informed. The timing and sequencing of the frequent meetings at section, faculty and senior management levels encourages good attendance and ensures rapid reporting of decisions taken and action required. Staff feel well informed and involved in decision-making. All teaching and business support staff are assigned to curriculum sections within which reporting systems and line management responsibilities

are clear. Section staff share staff rooms and work well together in teams. Sections generally make effective arrangements to support and involve part-time staff. Communications between sections and faculties and between the two college centres are less effective. The main formal channels for sharing practice across the college are the regular meetings of all section managers. These focus primarily on operational issues. More should be done to disseminate effective practice in teaching and learning across sections and faculties.

77 The college has carefully outlined in its self-assessment report the improvements in its management information systems since the last inspection. Staff now benefit from a wide range of accurate information provided routinely or on request from the computerised information system. Staff confidence in the accuracy of the information and their easy access to it ensure that they use it regularly, particularly in target-setting and monitoring. Regular reports to section managers and course leaders enable them to track progress in achieving targets for recruitment, retention, attendance, achievement and course efficiency. In addition, staff can request other information on student and course performance. The well-staffed management information unit carries out stringent checks on the data provided by sections, including register checks every three weeks. The college's data returns to the FEFC and others are timely and accurate. Although managers use internal information to assist in target-setting, course recruitment targets are often missed.

78 The results of the work of the college's internal and external auditors support the statement in the college's self-assessment report that robust financial controls are in place. The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The finance team is appropriately structured, qualified and experienced. Managers monitor the college's financial position closely and take prompt action

# Cross-college Provision

to ensure the college's financial stability. Management accounts are prepared on time each month and the college returned its unqualified 1996-97 statutory accounts in accordance with the required deadline. There is some scope for improving the quality of the management accounts by incorporating, for example, the annual budget, out-turn forecast information and an extended management commentary.

79 Since incorporation, the college has operated efficiently on an average level of funding below the regional and national medians for general further education colleges. Its projected average level of funding for 1997-98 is £15.31 per unit. The median for general further education and tertiary colleges for 1997-98 is £16.72 per unit. The college achieved a surplus of £0.9 million in respect of 1996-97 and is forecasting a surplus of £0.2 million for 1997-98. A wide range of efficiency and quality targets are set, understood and used by curriculum managers to inform the allocation of staff and resources. Regular reports on course performance and on progress towards meeting targets further inform resource deployment.

80 Productive working links have been established with a range of external bodies. The college is involved in a number of local and regional partnerships. Its marketing unit gathers information from a wide range of sources to assist managers in planning. It carries out annual surveys of students and employers to obtain their perceptions and provides reports to all sections on the outcomes. The college is addressing the need to co-ordinate and strengthen industrial links with all sections. Good progress has been made in establishing an employer database for use by all college staff. An industrial liaison forum involving staff from different curriculum areas has recently been set up, but this is still in its early stages of development. Information about contacts with employers is not yet shared across

sections. The whole range of available information is not used fully to identify and penetrate new markets.

## Conclusions

81 The inspection team found the self-assessment report provided a useful basis for planning and carrying out the inspection. Most of the findings of the inspection team were in agreement with those in the college's self-assessment report. Inspectors placed more emphasis on students' experiences than the college had done. In a few instances, inspectors identified important strengths and weaknesses which had not been recognised by the college. Nevertheless, inspectors found the college to be realistic in its overall judgements about provision. In all aspects of cross-college provision, inspectors agreed with the grades awarded by the college. Inspectors judged the strengths of one curriculum area to have been overestimated by the college and one to have been underestimated.

82 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

## Student numbers by age (July 1997)

Age	%
Under 16	4
16-18 years	11
19-24 years	13
25+ years	71
Not known	1
Total	100

Source: college data

## Student numbers by level of study (July 1997)

Level of study	%
Foundation	25
Intermediate	34
Advanced	18
Higher education	4
Leisure/recreation (non-schedule 2)	19
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (July 1997)

Programme area	Full time	Part time	Total provision %
Science	150	1,425	20
Agriculture	68	6	1
Construction	13	891	11
Engineering	292	1,903	27
Business	50	479	7
Hotel and catering	25	324	4
Health and community care	124	508	8
Art and design	29	399	5
Humanities	112	903	13
Basic education	157	198	4
Total	1,020	7,036	100

Source: college data

## Staff expressed as full-time equivalents (September 1997)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	98	41	0	139
Supporting direct learning contact	32	0	0	32
Other support	66	2	0	68
Total	196	43	0	239

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

# College Statistics

## Three-year Trends

### Financial data

	1994-95	1995-96	1996-97
Income	£7,486,000	£7,128,000	£7,469,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£15.85	£16.03	£16.44
Payroll as a proportion of income	75%	63%	*
Achievement of funding target	101%	100%	*
Diversity of income	32%	29%	*
Operating surplus	£75,000	£400,000	*

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)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96)

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

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

\*data not available

### Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	22	2	18
	Average point score per entry	1.7	6.7	0.6
	Position in tables	bottom 10%	top 10%	bottom 10%
Advanced vocational	Number in final year	81	95	96
	Percentage achieving qualification	91%	88%	76%
	Position in tables	top third	top third	middle third
Intermediate vocational	Number in final year	*	58	49
	Percentage achieving qualification	*	83%	63%
	Position in tables	*	top 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 vocational	Pass (%)	86	80	74
	Retention (%)	75	65	68
Intermediate vocational	Pass (%)	85	71	56
	Retention (%)	84	80	77
Other awards including NVQs	Pass (%)	43	56	73
	Retention (%)	94	81	83
Professional and higher education	Pass (%)	61	69	61
	Retention (%)	93	90	94
Advanced academic*	Pass (%)	*	69	48
	Retention (%)	*	84	28
Intermediate academic**	Pass (%)	*	52	39
	Retention (%)	*	66	77

*Source: college data*

*Note: approximately 808 students are not represented because they are following courses which are modular, roll on roll off or a combination of both and the college does not produce their data in the standard format*

*\*the college does not offer full-time advanced level courses. There are a few students taking advanced*

*academic courses and these figures represent 42 entries for examination in 1996 and only 23 entries in 1997*

*\*\*the college does not offer full-time intermediate academic courses*



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