Salford College

***THE FURTHER EDUCATION
FUNDING COUNCIL***

The Further Education Funding Council (FEFC) 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 inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate 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.

Contents

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.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1997-98, are shown in the following table.

	Grade				
	1	**2**	**3**	**4**	**5**
	%	**%**	**%**	**%**	**%**
Curriculum areas	9	60	29	2	–
Cross-college provision	18	54	24	4	–

*Source: Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report
Sample size: 108 college inspections*

Student Achievements

Where data on student achievements appear in tables, levels of achievement are shown in three ways:

- as expected completions, which is the number of initial enrolments on qualifications where the student expected to complete the qualification in a given year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification

- as a retention rate, which is the percentage of qualifications which the students have completed as expected (or are continuing with the prospect of late completion). For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification

- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not shown.

Summary

Salford College

North West Region

Inspected October 1998

Salford College is the only general further education college within the city of Salford, Greater Manchester. Its self-assessment processes involve all staff and have evolved over the last three years. Inspectors agreed with the broad findings of the college's self-assessment report although in every area additional strengths or weaknesses were identified. Many of the weaknesses identified by the college were in the process of being addressed at the time of the inspection.

The college offers provision in all of the FEFC's 10 programme areas. Five of these programme areas were inspected at the college's three main sites and at a small number of other centres, including one where the college organises and manages outward collaborative provision. Aspects of cross-college provision were also inspected. The college places a high priority on the well-being of its students and support for them is outstanding. Provision is good in most of the curricular and cross-college areas inspected, although the grades awarded to the lessons inspected fell slightly below the national average. Governors are strongly committed to open governance, and staff welcome the accessible and collaborative style adopted by college managers. There is a strong commitment to the continuing development of quality assurance in the college. Arrangements for quality assurance are clear and well understood, but compliance at faculty level and the reliability of data remain weaknesses. Resources have improved since the last inspection. An impressive new campus has recently opened, and the college has made considerable investment in IT and other resources, but other shortcomings still remain. The college should: seek to improve the implementation of its quality assurance processes, including the consistency of course reviews, and ensure that the lesson observation programme appropriately informs these processes; continue to work toward improving students' achievements and retention in some areas; review programmes for students with learning difficulties; and improve governors' monitoring of financial performance.

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

Curriculum area	Grade
Information technology	2
Construction	3
Business studies and business administration	2
Childcare and counselling	2
Provision for students with learning difficulties and/or disabilities and adult basic education	3

Cross-college provision	Grade
Support for students	1
General resources	2
Quality assurance	3
Governance	2
Management	2

Context

The College and its Mission

1   Salford College is the only general further education college in the city of Salford, Greater Manchester. The college operates on three main sites at Worsley, Wardley and the newly opened City campus, which is close to the geographical centre of Salford. It also has four 'local access centres' which serve the needs of communities across the city. The college provides a broad range of vocational education and training opportunities across all of the 10 Further Education Funding Council (FEFC) programme areas. It recruits in a competitive environment: there are 11 other general further education colleges in Greater Manchester, seven of them within a 10-mile radius of the college, as well as two sixth form colleges in Salford itself.

2   Salford is identified as an area of urban deprivation. It is ranked the thirty-first most deprived local district in England and fourth in the North West. On average, 5.1% of its workforce is unemployed, and in some districts this rises to 10.4%. Levels of unemployment are particularly high among young people. Only 47% of school-leavers in the city continue in education beyond the age of 16 years, a figure which is well below the average of 55% for the Manchester Training and Enterprise Council (TEC) area, 66% for the North West, and 71% for England. Only 31% of Salford school pupils achieve five or more passes at grade C or above in general certificate of secondary education (GCSE) examinations, compared with the average of 44.5% for England.

3   At 15 May 1998, 11,042 students were enrolled at the college, 9,558 on vocational programmes and 1,484 on full-cost or recreational courses. Of the students enrolled on vocational programmes, 82% attend part-time. Of the students, 14% are studying at foundation level, 47% at intermediate level and the rest are on either advanced level or higher education courses. Over half the students are over 25 years of age and 10% come from minority ethnic backgrounds.

4   Working in partnership with others in the city is a central feature of the college's activities, and it has established industrial and community links in many vocational areas. Collaborative provision has been developed in partnership with community groups working in particular localities. This allows the college to cater for students who would not otherwise participate in education and training. These activities account for about 11% of the college's work.

5   The college mission is 'to provide high-quality education and training for the post-16 population of the city of Salford and its neighbouring areas, within an ethos of equal opportunity'. The college is committed to widening the participation of young people and adults in education and training, and addressing the problems of disaffection and low aspiration that prevail within the immediate locality. The college's major aims are to:

• develop and deliver a flexible curriculum
• provide each student with appropriate support
• establish a human resources planning and management framework
• provide an adequate, safe and cost-effective building stock
• ensure sound fiscal management
• strive for continuous quality improvement.

Context

The Inspection

6   The college was inspected during the week beginning 19 October 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. An inspector attended a governors' meeting before the inspection. The college was notified of the sample of provision which was to be assessed approximately two months before inspection. The inspection was carried out by 12 inspectors working for a total of 49 days and an auditor working for five days. Inspectors observed 86 lessons and examined numerous samples of students' work. They also examined a variety of documents, met governors, managers, other college staff and students, and held a telephone meeting with a representative of the TEC. The college's arrangements for its collaborative provision were inspected; visits were made to community venues in the locality and to the industrial premises of a partner employer.

7   The FEFC research and statistics division had provided the college and inspectors with data on students' achievements derived from the individualised student record (ISR) for the three years 1995 to 1997. In addition, the college submitted students' achievements data for 1998. Before the inspection these data were checked by inspectors against primary sources such as class registers and pass lists issued by examining boards but the data were found to be in error. The college revised the data, but during the inspection further errors and omissions were identified. Although the 1998 data were used to inform some inspection judgements, they were insufficiently complete to be published as part of this report. The tables showing data on students' achievements for the curriculum areas inspected therefore contain only information based on the ISR-derived data for 1996 and 1997.

8   The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons observed, 60% were judged to be good or outstanding, and 13% to be less than satisfactory or poor. This profile compares with the averages of 65% and 6%, respectively, for all lessons observed in 1997-98.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GNVQ	0	9	2	1	0	12
NVQ	0	13	6	3	1	23
Other vocational	9	13	4	1	0	27
Other*	2	6	11	5	0	24
Total (No)	11	41	23	10	1	86
Total (%)	13	47	27	12	1	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

Source for national average: Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report
*includes higher education, adult basic education and other provision

Context

9   The following table shows the attendance rates in the lessons observed, which were in line with the national average for all colleges inspected in 1997-98. The highest average attendance was in health and care at 88% and the lowest was in information technology (IT) at 72%.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Salford College	9.7	77
National average, all inspected colleges 1997-98	10.4	77

Source for national average: Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report

Curriculum Areas

Information Technology

Grade 2

10   The inspection of IT provision in the college included specialist courses in computing technology. Fourteen classes were observed. Inspectors agreed with the main issues identified in the self-assessment report, although too little emphasis was placed on the quality of teaching and learning. Weaknesses in students' achievements were insufficiently highlighted in the report.

Key strengths

- much good teaching and learning
- a broad range of activities undertaken by students
- practical work supported by high-quality study guides
- strong retention rates for most courses
- good pass rates for national diploma and general national vocational qualification (GNVQ) courses
- a wide range of courses
- access to up-to-date hardware and software on a timetabled and drop-in basis

Weaknesses

- several classes with large numbers of student absences and late arrivals
- some poor-quality schemes of work
- poor pass rates for some part-time courses

11   In its self-assessment report the college recognised as a strength the well-developed range of IT courses from introductory to advanced levels, allowing a number of progression opportunities. Most courses are available on either a part-time or full-time basis, providing a choice of attendance which eases students' progression from one level to the next.

Many of the introductory courses offered on a part-time basis allow flexible patterns of attendance to suit students' other commitments. The college did not recruit sufficient students to run its full-time GNVQ in IT at foundation level, and several other courses are run flexibly to accommodate low student numbers.

12   Teaching and learning is frequently good and occasionally outstanding. Lessons are well planned and many involve students in individual, small group and larger group work. One particularly effective lesson was designed to help students identify the main components of a microcomputer. This was achieved by the lecturer taking the computer apart, then discussing with the class the function of each component. Because of this 'hands-on' approach, students' interest in the topic was maintained throughout the lesson and all were keen to contribute to the discussion. The demonstration was well supported by explanatory handouts. In practical sessions, students use a good range of study guides and task books which allow them to work at their own pace. These guides have been developed by teachers and are available at three main levels to suit different courses. The college identified this strength in its self-assessment report. Several lessons observed had poor levels of attendance and were interrupted by students arriving late. Schemes of work are of variable quality; some are well written and detailed, indicating the sequence of work and the level of detail to be covered, while others consist solely of a list of topics.

13   Students' work is of an appropriate standard. Assessment tasks are clearly specified and the work is accurately marked. Students' portfolios of evidence are well organised and contain detailed feedback from teachers. Much of the evidence for national vocational qualification (NVQ) courses has been gathered in the students' workplace. Retention rates for most courses are at or above national averages. Pass rates vary. Students on GNVQ and national

diploma courses achieve good pass rates. Pass rates for a number of part-time courses are much poorer. The college did not place enough emphasis on evaluating students' achievements in its assessment of IT provision.

14 The college identifies as a strength the resources available to support IT. Many of the specialist courses in IT are based at the new City campus where students have access to up-to-date hardware and software on both a timetabled and drop-in basis. The main computing resources are housed in a large open-plan area which generally works well for individual students. However, it does not fully meet the needs of the course groups which also use it. Students on IT courses who are based at Worsley and Wardley also have access to modern hardware and software. Computer rooms are well planned, suitably furnished and attractively decorated. Teachers are generally well qualified and most hold assessor awards.

A summary of achievement and retention rates in information technology, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Foundation level courses	1	Expected completions	385	472	*
		Retention (%)	88	90	*
		Achievement (%)	72	77	*
Intermediate level courses	2	Expected completions	**	32	*
		Retention (%)	**	100	*
		Achievement (%)	**	6	*
Advanced level courses	3	Expected completions	23	**	*
		Retention (%)	83	**	*
		Achievement (%)	88	**	*
Higher level and other courses	various	Expected completions	249	360	*
		Retention (%)	86	84	*
		Achievement (%)	57	54	*

Source: ISR (1996 and 1997), college (1998)
*insufficient data available
**incomplete data

Curriculum Areas

Construction

Grade 3

15   The inspection covered NVQ courses in construction and building services crafts, and GNVQ courses at intermediate and advanced level. It included provision run by the college at the training centre of a national building company. Fifteen lessons were observed. Inspectors found that the college's self-assessment report had a number of shortcomings. They identified different strengths and additional weaknesses to those in the college's own assessment.

Key strengths

- significant investment in construction provision
- good and improving student retention
- high levels of student activity in most workshop sessions

Weaknesses

- serious shortcomings in workshop provision at the time of inspection
- ineffective teaching methods for mixed ability groups
- inadequate development of students' key skills
- some low achievement rates

16   In the introduction to its self-assessment the college outlines the significant investment it has made in construction provision. In the summer before inspection, the college relocated all construction provision to the new City campus. This relocation was a major task and was still being completed at the time of the inspection.

17   The college is a major provider of education and training for the decorative floor-laying industry, the wall and floor tiling industry and the building services engineering industry.

The college was reserved in its assessment of the range of its construction provision. In addition, it did not identify as a strength the effective partnership it has with a major national building company. This partnership provides successful trainees with excellent progression to employment with the company. Good learning opportunities are provided for over 100 local secondary school pupils, some who have a history of modest academic achievement. The college rightly identifies the need to develop higher level courses that will aid the progression of students.

18   Just over half of the lessons observed by inspectors were judged to be good or outstanding. In the weaker lessons teachers did not effectively cope with the varying needs of students working towards qualifications at different levels in the same class. The assessment of students' work is well organised, but marking does not always indicate errors clearly nor highlight ways in which work might be improved. Lessons were often hampered by accommodation difficulties which were still being resolved by teachers. The new workshops accommodate a wide range of crafts, some of which share adjoining floor spaces. Workshops are heavily used by different groups of students and currently suffer from overcrowding and cluttered floor areas.

19   Inspectors did not agree with the college's view that the development of key skills is a strength. Few students are aware that they are developing key skills during their vocational studies outside the specially timetabled 'key skills' periods, and they do not record the acquisition of these skills. The college requires students to attend communication and IT workshops, but some construction students report that the work undertaken is not always relevant to their studies.

20   Students work well, both individually and in groups. They are proud of their achievements and were able to describe the progress they are making at the college and in

Curriculum Areas

the workplace. Students generally produce work of a good standard. Some students' files and log books are poorly maintained and a few display poor note-taking skills. Insufficient use is made of IT by students to improve the presentation of their portfolios. The retention of students on courses is generally good and improving. There are examples of courses which have low levels of achievement. Statistical data on students' retention and achievements are not reviewed with sufficient rigour, nor are they always kept up to date, a weakness not acknowledged in the self-assessment report.

21   Teachers are generally well qualified and have good industrial experience. Many have multiple craft qualifications and update their skills to suit the changing needs of employers. Some teachers have recently been recruited from industry and they bring their understanding of current working practices to the college. Teaching and assessment facilities for building services engineering and for wall and floor tiling are extensive, and simulate real working environments. Other areas lack effective facilities for assessment. The range of learning materials is extensive. Some of the materials written by college staff are excellent, but many require improvement. There are few other construction-related learning resources such as videos and computer software. Most of these weaknesses in learning resources were not recognised in the self-assessment report.

A summary of achievement and retention rates in construction, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Foundation level courses	1	Expected completions	76	170	*
		Retention (%)	92	81	*
		Achievement (%)	93	96	*
Intermediate level courses	2	Expected completions	371	270	*
		Retention (%)	85	84	*
		Achievement (%)	77	82	*
Advanced level courses	3	Expected completions	117	167	*
		Retention (%)	82	84	*
		Achievement (%)	71	65	*

Source: ISR (1996 and 1997), college (1998)
*insufficient data available

Business Studies and Business Administration

Grade 2

22   The inspection covered a wide range of courses in business studies and business administration. Twenty-one lessons were observed. Inspectors agreed with the broad findings of the college's self-assessment report, but considered that insufficient prominence had been given to the evaluation of teaching and learning. Judgements were generally clear and supported by evidence, but in some cases the evidence did not substantiate the college's judgement. Some strengths were overstated.

Key strengths
- broad range of vocationally relevant administration provision
- most courses and lessons well planned
- students well supported in their learning
- improved retention rates and good students' achievements
- good computing facilities
- effective integration of key skills

Weaknesses
- some examples of poor teaching
- low retention rates in a number of areas
- teachers with insufficient recent and relevant business experience

23   Inspectors agreed with the college's assessment that it provides a wide range of opportunities for students to acquire relevant vocational skills in administration. Courses are offered at all levels and at times to suit most students. Students can join many of the courses in administration at any time of the year. In addition to the three main college sites, courses are offered in local access centres, including one for Asian women.

24   Courses and lessons are well planned and there is much good teaching. Inspection findings confirmed the college's view that students' progress is carefully checked by teachers. Help is readily available, and in some classes there are additional staff to support students with a learning difficulty and/or disability. A strength recognised by the college is the interesting and challenging course assignments devised by staff. Students on GNVQ, Association of Accounting Technicians and higher national certificate courses respond positively to the encouragement they receive to relate coursework to their experience in the workplace. Work is promptly assessed, but the quality of teachers' feedback is not always satisfactory.

25   In lessons, the atmosphere of mutual support and respect is exceptionally good. Two students who joined a class a few weeks late were individually assessed by the teacher and given introductory tasks to help them settle in the group and catch up on some of the topics already covered. Students often use study packs to work independently at their own pace, but some classes taught as a single group do not meet the needs of individual students who have differing levels of ability. A few lessons are dominated by the teacher who does not provide sufficient opportunities for students to contribute. Inspectors agreed with the college's assessment that key skills form an integral part of many courses. The college system for internal verification is implemented in the business and administration curriculum area, but verification takes place too late to ensure that the assessment is being carried out appropriately.

26   Retention rates across the range of business studies and administration courses are generally good, although they show considerable variation between different levels of course and between years. Retention is generally better on

lower level courses. The self-assessment report recognised as a strength that the retention and achievement rates on the national certificate course in housing and the GNVQ part-time courses are good. It also notes that retention and achievement rates on the GNVQ full-time courses are poor.

27 Business courses benefit from good specialist resources. Teachers on business administration and office technology courses prepare learning materials for students that are of high quality. Computing facilities on the main sites and at some local access centres are largely of a high quality. Business students have access to a substantial stock of videos, CD-ROMs and textbooks from college libraries and the business teaching area. Occasionally, there are shortages of computers at local access centres, and

students find the printers are unreliable. Some teaching rooms are bare and provide a dull environment; a few rooms are difficult for those who use wheelchairs to access. At one site, the training office can only be reached through a workshop. The office is linked to the college reception area but when it is used as a classroom there is noise and intrusion from passers-by. The college is aware of this problem and has plans to solve it. Inspectors agreed with the college's view that teachers in the business curriculum area have limited up-to-date, relevant industrial and commercial experience. Some part-time teachers do not have a regular opportunity to share their teaching experiences with other specialist teachers.

A summary of achievement and retention rates in business studies and business administration, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Foundation level courses	1	Expected completions	849	435	*
		Retention (%)	90	86	*
		Achievement (%)	76	66	*
Intermediate level courses	2	Expected completions	568	409	*
		Retention (%)	83	85	*
		Achievement (%)	67	70	*
Advanced level courses	3	Expected completions	420	356	*
		Retention (%)	79	70	*
		Achievement (%)	66	64	*
Higher level and other courses	various	Expected completions	50	39	*
		Retention (%)	82	87	*
		Achievement (%)	76	30	*

Source: ISR (1996 and 1997), college (1998)
*insufficient data available

Childcare and Counselling

Grade 2

28   The inspection covered courses in childcare and counselling from foundation level to higher education. Nineteen lessons were observed. Inspectors agreed with some of the judgements in the self-assessment report and identified further strengths and weaknesses in teaching, learning and students' achievements.

Key strengths

- effective curriculum management
- well-planned, purposeful vocational teaching
- theory carefully related to current work practice
- work experience well integrated with the curriculum
- fair assessments linking college and workplace learning
- accurate marking, and thorough moderation and verification systems
- good pass and retention rates on counselling courses

Weaknesses

- insufficient use of opportunities to develop key skills
- inadequate library resources
- poor retention on the diploma in nursery nursing course

29   Childcare courses are taught at Worsley as part of the faculty of health and care, and counselling courses are taught at Wardley as part of the faculty of management and professional studies. Inspectors agreed with the self-assessment report that the curricula of the two areas are effectively planned and managed. Teachers have established good links with the local community. These enable childcare students to experience a wide range of work placements, and counselling students to work in local health centres. The effectiveness of these links was not recognised in the college self-assessment report.

30   Course teams, which include student representatives, meet regularly to plan and review the curriculum. Student questionnaires are also used to inform decision-making. The views of students have led to changes in the way in which the curriculum is planned and taught. For instance, the number of college terms over which the diploma in nursery nursing is taught has been reduced. In both faculties, the lines of communication are clear and part-time staff are kept informed of college issues.

31   Lessons are well planned and structured to meet the vocational needs of students. Most teaching is good, with some outstanding practice. Teachers use a variety of teaching methods to help students develop and demonstrate their knowledge, understanding and skills. In the better classes, teachers explain complex theory by relating it to practical situations and demonstrations. Work experience is well planned and organised, and is integrated with the learning programmes of students on childcare courses. The progress of students in college and on work experience placements is carefully monitored. Assessments are appropriate and the tasks often draw together students' learning at college and in their workplace. Work schemes and lesson plans do not identify opportunities for the development of students' key skills, and teachers do not routinely use opportunities to develop and assess key skills in lessons. The college did not include these strengths and weaknesses in teaching and learning in its self-assessment.

32   Students' achievements are generally strong. Pass rates for students on counselling courses are significantly above national averages. Achievements on childcare courses are in line with national averages at intermediate and advanced levels, and are

above national averages on the higher national certificate course. Students' achievements on the diploma in nursery nursing are below national averages. These key strengths and weaknesses were not identified in the self-assessment report. Most students who complete their counselling or childcare course achieve an award and progress either to further or higher education or to employment. In class, students demonstrate levels of knowledge, understanding and skills which are appropriate to their course. Students observed in the workplace demonstrated good levels of practical skill and were able to relate their studies at college to the activities they undertook in the workplace. Students' written work was accurately marked by teachers who mostly provided useful and constructive comment on how the student might improve the standard of their work. Teachers regularly monitor the attendance of students, and tutors follow up reasons for their non-attendance.

33   Most of the college accommodation and the premises on which students undertake work placements provide a good environment for learning. A few lessons took place in classrooms that were too small for the number of students. Good-quality handouts were often used to reinforce students' learning. However, the number and range of textbooks available for loan to both counselling and childcare students are limited and, in some cases, the books are dated and no longer reflect current practice. Childcare students speak well of the private study and IT facilities at the Worsley site, but students on counselling courses at the Wardley site make insufficient use of the IT facilities. These strengths and weaknesses of specialist resources are not included in the self-assessment report.

Curriculum Areas

A summary of achievement and retention rates in childcare and counselling, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Foundation level courses in counselling	1	Expected completions Retention (%) Achievement (%)	272 87 80	181 81 100	* * *
Intermediate level courses in counselling	2	Expected completions Retention (%) Achievement (%)	** ** **	114 94 99	* * *
Advanced level courses in counselling	3	Expected completions Retention (%) Achievement (%)	139 86 92	187 93 85	* * *
CACHE diploma in nursery nursing	3	Expected completions Retention (%) Achievement (%)	91 69 71	69 75 65	* * *
Other advanced level courses in childcare	3	Expected completions Retention (%) Achievement (%)	64 69 70	96 98 96	* * *
Higher level and other courses in childcare	various	Expected completions Retention (%) Achievement (%)	** ** **	59 81 92	* * *

Source: ISR (1996 and 1997), college (1998)
*insufficient data available
**incomplete data

Curriculum Areas

Provision for Students with Learning Difficulties and/or Disabilities and Adult Basic Education

Grade 3

34   The inspection covered provision for students with learning difficulties and/or disabilities and adult basic education courses. Seventeen classes were observed. The self-assessment report provided a clear and objective account of the strengths and weaknesses of the provision and inspectors agreed with most of the judgements it contains.

Key strengths

- careful planning to support the development of inclusive learning

- strong commitment to students who are often excluded from further education

- effective initial assessment and individual learning programmes in adult basic education

- the good progress made by the majority of adult basic education students

Weaknesses

- ineffective initial assessments of students with severe learning difficulties

- poor lesson plans on courses for students with learning difficulties

- insufficient variety in the teaching methods used in some adult basic education courses

- inappropriate programmes for students with severe learning difficulties

35   As recognised in the self-assessment report, the college is increasingly successful in recruiting students with learning difficulties to courses across faculties. A good start has been made in establishing progression routes from discrete provision for students with learning difficulties to vocational programmes. It is doing this, for example, through the family literacy project it organises in liaison with local schools. Well-established links with a range of external agencies help the college to identify the educational needs of local communities. The college is active in developing provision to meet the needs of students who often find it difficult to access further education, such as those with a mental illness. The college's local access centres are successful in attracting students who would find it difficult to join courses at the main college sites. The college recognises that, in seeking to widen the range of students joining its courses, it now needs to encourage new groups of students to enrol for courses in adult basic education. There are regular meetings for teachers, including part-time staff, and communication between staff is effective.

36   In adult basic education, inspectors agreed with the self-assessment report that an improved system of initial assessment has led to effective individual learning programmes. Students are provided with detailed individual learning programmes which outline their short-term and long-term goals. These are then used to good effect in the classroom to help plan what each student needs to learn. The majority of adult basic education lessons do not include a range of teaching methods. Opportunities are lost in class to enliven activities by using audiovisual equipment or realistic learning materials such as newspapers. The use of IT is incorporated into the key skills course, but apart from this computers are seldom used as a learning tool in the part-time programme.

37   Students on the adult basic education programme are making good progress and gaining in skills and confidence. Not all students wish to work towards a qualification but, where appropriate, they are helped to gain accreditation for their work. Students are encouraged to reach their full potential. For example, many of the students in the classes

observed had made good progress from RSA Examinations Board (RSA) level I to II, and they intended to progress to a GCSE course in future.

38   The discrete courses for students with learning difficulties place too much emphasis on teaching that focuses solely on the requirements of course accreditation, a weakness acknowledged in the college's self-assessment report. Schemes of work and lesson plans are poor. The initial assessments of some students are ineffective, individual learning programmes are underdeveloped, and teaching methods do not always match the declared purpose of the lesson. In the best lessons for students with learning difficulties there were numerous opportunities for students to learn practical skills.

39   Students with learning difficulties develop confidence and competence as they learn to cope with the college environment, and some progress from discrete programmes to more advanced vocational courses. However, teaching on the discrete programmes concentrates too much on skills that students find difficult, such as literacy, and gives them insufficient opportunities to build upon their strengths. This significant weakness was not acknowledged in the college's self-assessment report.

40   There is a good range of specialist equipment to support students with disabilities. Resources to support independent learning in adult basic education are inadequate. This was not recognised in the self-assessment report.

A summary of achievement and retention rates in provision for students with learning difficulties and/or disabilities and adult basic education, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
C&G 3793 Wordpower	1	Expected completions	436	208	*
		Retention (%)	80	76	*
		Achievement (%)	25	56	*
C&G 3794 Numberpower	1	Expected completions	98	78	*
		Retention (%)	79	85	*
		Achievement (%)	25	53	*
RSA numeracy	1	Expected completions	12	15	*
		Retention (%)	92	67	*
		Achievement (%)	82	60	*

Source: ISR (1996 and 1997), college (1998)
*insufficient data available

Cross-college Provision

Support for Students

Grade 1

41   The college has built on the considerable strengths that were identified at the time of the last inspection. Inspectors agreed with the judgements in the self-assessment report, but identified a small number of additional strengths and weaknesses.

Key strengths

- well-managed and coherent arrangements for supporting students
- extensive school and community links
- purposeful induction programmes
- a flexible tutorial system with a strong focus on the individual
- good-quality learning support
- practical support for students with disabilities
- readily available guidance on higher education and careers
- a popular programme of extra-curricular activities
- thorough analysis of students' destinations

Weaknesses

- some insufficiently detailed records and action plans

42   When the college was inspected in 1996 it already had robust and extensive arrangements for supporting students. The continuing commitment to provide each student with appropriate support is clear from the college's mission and its strategic and operational plans. A reorganisation of management in June 1998 has strengthened teamworking and lines of communication. Careful planning of the college structure, policies, and procedures is designed to strengthen the college's approach to inclusive learning.

43   Inspectors agreed with the judgement in the self-assessment report that pre-course guidance is well structured and easily accessible, and is effective in steering students to the appropriate course of study. The college's staff work hard to attract students of all ages and abilities. An experienced schools liaison team maintains close and diverse links with sixteen 11 to 16 schools in Salford and with 29 elsewhere. There is strong pre-entry support for pupils with learning difficulties and/or disabilities. Staff organise events specifically for adults, and publicity material is widely circulated. Marketing staff run stands in shopping precincts, and distribute leaflets widely, for example, in supermarkets, public houses and betting shops. Formal links with numerous community organisations are effective in attracting into the college people who would not traditionally have used it. The links with organisations concerned with mental health are particularly strong. A strength which was not included in the self-assessment report is the college's well-established and widely-used system for accrediting students' prior learning. Productive induction programmes are adapted to the requirements of different courses and age groups. Questionnaires show that 94% of students in 1995-96 and 1996-97 rated their induction as good or excellent.

44   The tutorial system is flexible and successfully serves the needs of the individual. The great majority of students express satisfaction both with the formal and informal support they receive. The activities in the tutorials observed by inspectors were purposeful and appropriate. All students have a personal tutor and a weekly or termly allocation of tutorial time which is proportional to the number of hours they attend college. Frequent training helps tutors to understand their roles and responsibilities. Well-designed documentation assists them in recording and monitoring the activities they have undertaken with their students. A few tutors fail to record information on time and in sufficient detail.

Students on full-time and substantial part-time courses are expected to evaluate their own achievements and, in consultation with their tutors, to develop action plans setting out their learning objectives. A minority of action plans are insufficiently detailed to be helpful. Two qualified counsellors and other staff trained in giving advice on welfare and benefits supplement the work of tutors.

45   The college's managers set great store by good attendance, punctuality and retention rates. Measures have recently been introduced to strengthen existing arrangements, but it is too early to judge their effectiveness. Exceptionally good attendance and progress are rewarded through a scheme funded by the TEC. Learning support is comprehensive, and there is a robust system for evaluating its success. Around 70% of students needing support take it up, a figure which staff are seeking to increase. Students with disabilities receive appropriate practical help. Assistance for students with dyslexia is exemplary.

46   All students, including those on outward collaborative provision, have access to good-quality careers advice and guidance. Two advisers from Careers Partnership, which serves the boroughs of Salford, Manchester, Tameside and Trafford, work closely with the college's three qualified staff to give students impartial advice on further and higher education and on employment opportunities. This advice is supplemented by talks from guest speakers arranged within faculties, by careers events, and by visits to universities and employers. The college is one of the first in the country to be assessed for a careers quality kitemark.

47   All students have the opportunity to take part in a popular programme of extra-curricular activities, which includes sports and community work. The student union is encouraged to play an active role in the life of the college. The president is a member of the academic board and corporation, and has ready informal access to senior managers. The destinations both of

full-time and part-time students are carefully monitored and analysed.

General Resources

Grade 2

48   As well as judgements on general resources, the self-assessment report includes strengths and weaknesses in resources from all curriculum areas, and a separate report on library resources. The changes that have taken place since the self-assessment report was prepared have rectified many of the weaknesses it identified. Inspectors found a number of additional strengths.

Key strengths
- steady progress in implementing the comprehensive accommodation strategy
- good-quality accommodation and facilities at the new City campus
- an ample supply of modern computers
- high standards of interior cleanliness and maintenance
- well-equipped and easily-accessible centres for student support

Weaknesses
- some classrooms mismatched to the size of group using them
- insufficient books in a minority of curriculum areas
- poor communal facilities on the Worsley campus

49   The college's clear and comprehensive accommodation strategy was prepared in November 1997. Inspectors agreed with the college's self-assessment that this is being effectively implemented. The accommodation strategy aims to dispose of surplus and unsuitable accommodation and reduce the costs associated with multi-site working. The college

has made steady progress in this strategy, aided by a close working relationship with the local authority. During 1997-98, the college vacated two sites and in September 1998 it replaced them with a single new building, the City campus. This provides accommodation based in an imaginatively converted industrial building, offering a spacious, stimulating and secure working environment for students and staff. Students also benefit from being able to use sporting and library facilities at the neighbouring university. Students' ready access to recreational sports facilities is recognised in the self-assessment report.

50   Accommodation at the Worsley and Wardley sites is not of the same high standard as that at City campus. The main building at Worsley is an elegant and well-maintained period building. The exterior condition of the Wardley building and of several buildings at Worsley is poor. By 2001, many of the poorer buildings will be disposed of or refurbished, and the college's strategy meanwhile has been to concentrate expenditure on maintaining a good working environment. The interiors are well painted and very clean. Vigilant caretaking ensures that there is little litter and no graffiti. Most classrooms are pleasant and adequately equipped with serviceable furniture, whiteboards and overhead projectors. A minority are drab and uninviting, and a few have poor ventilation and inadequate lighting. Inspectors observed that in a number of lessons the room was not well matched to the size of the group. Corridors and public areas are brightened by informative and colourful displays.

51   Each of the three main sites has a prominently located and well-resourced student support centre which is open throughout the year. Except at the City campus, refectories are too small for the numbers using them and they become overcrowded at peak times. There are large communal areas at the City and Wardley campuses, but provision at Worsley is inadequate. As identified in the self-assessment report, the college has provided good access for people with disabilities. All campuses have stair lifts and ramps. Only the upper floors on the Worsley campus are inaccessible to wheelchair users.

52   Inspectors agreed with the college that the availability of IT equipment has increased greatly since the last inspection, and is now very good. An IT steering group has been effective in guiding purchasing. The ratio of computers to students is high, at 1:6, and a large proportion of the machines are modern. An up-to-date and efficient network connects the three sites. Facilities at the City campus are particularly good, and include a multimedia suite with video-conferencing equipment. Each of the three learning resource centres attached to the three libraries contains a computer drop-in facility, a wide selection of independent learning packages and a growing number of CD-ROMs. The bookstock is still too small for the number of readers, but has increased by over two-thirds since the last inspection. Local access centres have a lending service and students have adequate opportunities to use IT. Links between the learning resource centres and curriculum areas are insufficient to ensure that books and resources are available in time to meet demand. The college recognises that improvements are needed to strengthen access to the internet and to support the electronic transfer of information.

Cross-college Provision

Quality Assurance

Grade 3

53   Inspectors agreed with most of the college's judgements about its arrangements for quality assurance but identified some additional weaknesses.

Key strengths

- a strong commitment to the continuing development of quality assurance
- clear and well-understood quality assurance arrangements
- a willingness to listen and respond to students' concerns
- a well-developed system of lesson observations
- a valued and effective system of staff development

Weaknesses

- weak links between some elements of the quality assurance framework
- some poor monitoring, review and evaluation reports
- underdeveloped arrangements to validate the self-assessment reports
- insufficient emphasis on the quality of teaching and learning in the self-assessment report

54   Inspectors recognised the college's commitment to developing further a culture of continuous improvement, a strength identified in the self-assessment report. Using measures relating to the 1995-96 teaching year, the college set challenging targets for achieving year-by-year improvements in the effectiveness of key areas of the college's work over the following three years. The targets cover teaching and learning, student services, finance and estates. The college's commitment to further development is underlined by the formation of a quality department and the establishment of three subcommittees of the academic board which are primarily concerned with issues relating to self-assessment and quality assurance.

55   College policies and procedures are brought together in a quality manual which is updated regularly. A separate manual sets out comprehensive arrangements for quality assurance in collaborative provision. This was identified as a strength in the self-assessment report. A system of auditing concentrates mainly on checking that the programme files in curricular areas meet the standards identified in the quality manual. Inspectors found that the audit system has not worked effectively in all curricular areas. Some files, including those covering collaborative provision, were of a good standard, while others were incomplete or contained out-of-date documents.

56   A major part of the college's quality assurance arrangements cover the monitoring, review and evaluation of courses, and ways to obtain students' and employers' views of the college. The procedures operate smoothly and are well understood by staff, a strength included in the self-assessment report. At key points during the teaching year, programme teams receive relevant statistical information including details of enrolments, retention and achievements and an analysis of students' responses to questionnaires. They use this to help them judge the effectiveness of their provision. The quality of the monitoring, review and evaluation reports prepared by programme teams varies from good to poor, a weakness omitted from the self-assessment report. In the best examples, teams analyse their performance carefully against targets and take appropriate action to remedy weaknesses. The weaker reports provide poor analysis of students' achievements; there is little acknowledgement of weaknesses; and action plans to bring about improvements are vague.

57   The college takes seriously students' comments and opinions about the quality of its provision. Students are represented at programme team and faculty meetings. They spoke highly of the ways in which the college dealt with issues once they were drawn to their attention, a strength not identified in the self-assessment report. Posters in corridors publicise the improvements made in response to students' comments. Formal and informal complaints are monitored systematically. Data relating to the last three years show that the number of complaints is falling.

58   Since the last inspection the college has successfully introduced an appropriate system of lesson observations to assess and improve the standards of teaching. This was included as a strength in the self-assessment report. Lesson observations by line managers began in 1996, and they are used as a mechanism to identify good practice and individual staff development needs. A small team of managers and staff with expertise in teacher education carry out additional observations, and this has been effective in improving the consistency in grading between programme teams and faculties. However, information from lesson observations is not yet used extensively to inform judgements about the quality of teaching and learning in self-assessment reports. The proportion of lessons observed by inspectors which were judged to be poor or less than satisfactory was double the national average.

59   The college's self-assessment processes involve all staff, and have evolved over the last three years. The self-assessment report includes an action plan. Many of the weaknesses identified by the college were in the process of being addressed at the time of the inspection. Inspectors did not agree with the college's judgement that its self-assessment process is rigorous. For example, there are no formal arrangements to test the validity of evidence to support judgements or to validate grades. Because individual reports were compiled in response to a series of set questions, curriculum areas failed to pay enough attention to the quality of teaching and learning. Some reports omitted key weaknesses relating to students' achievements. The college has detailed plans for 1998-99 to adapt its self-assessment processes so that they link more effectively with existing quality assurance arrangements and the setting of strategic objectives.

60   Staff development and training plans are closely linked to the achievement of the college's strategic objectives. Needs are clearly identified through the appraisal process and by programme and support teams. A helpful staff training handbook includes details of a broad range of courses offered by the college. The college has strengthened its arrangements to evaluate the effectiveness of training and staff development activities, eliminating a weakness identified in the self-assessment report. The college's commitment to its staff has been recognised through the recent reaccreditation of its Investor in People award.

Governance

Grade 2

61   The inspection team agreed with many of the strengths and weaknesses identified in the self-assessment report but identified a few additional strengths and weaknesses.

Key strengths
- an open style of governance
- exemplary standing orders and a comprehensive handbook for governors
- effective induction and training
- a significant contribution to strategic planning

Weaknesses
- some poor attendance at corporation and committee meetings

• insufficient monitoring of the college's financial performance

62   The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is adequate. With the exception of the corporation's failure formally to approve the annual estimates of income and expenditure before the start of the financial year, 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.

63   The corporation has 19 members, six of whom are women. There are currently no vacancies. Membership includes two members of staff and a governor from a minority ethnic group. As recognised in the self-assessment report, governors have a range of appropriate expertise. Newly appointed governors receive a comprehensive handbook and a mentoring scheme has recently been introduced. Governors are well trained for their role. A training steering group identifies training needs and makes arrangements for presentations from both college managers and external speakers, and for governors to attend courses.

64   The corporation meets at least once a term. Governors receive a wide selection of detailed papers, and minutes are produced to a high standard. The conduct of corporation and committee meetings is determined by an exemplary set of standing orders. The clerk to the corporation closely monitors attendance at meetings and makes a formal report each year. Average levels of attendance at meetings of the corporation and the finance and personnel committees during 1997-98 were low, at less than 70%. There are no attendance targets. Governors who attend less than half the meetings during the year are interviewed and may be asked to stand down. The corporation is supported by seven committees: finance; audit; personnel; estates and services;

curriculum and general purposes; remuneration; and a search committee. All have comprehensive and appropriate terms of reference and reporting arrangements to the corporation are good.

65   Inspectors did not agree with the college's views on the effectiveness of financial monitoring. The finance committee meets termly and reviews the college management accounts and financial performance indicators at each of its meetings. However, only the chair and vice-chair of the corporation receive the management accounts between meetings. The finance committee is closely involved in setting the budget, and in July 1998 approved the financial forecasts for 1998 to 2001 under delegated authority from the corporation. Corporation endorsement was not given until September 1998. This is contrary to the requirements of the articles of government, the college's financial regulations and the committee's own terms of reference. The audit committee operates effectively and has drafted its first annual report to the corporation in accordance with Council Circular 98/15, *Audit Code of Practice*.

66   Inspectors agreed with the self-assessment that the corporation is strongly committed to open governance. Corporation and committee minutes and papers are available for inspection in the college's libraries, and the minutes are prominently displayed on noticeboards at the three main sites. Meetings of both the corporation and its committees are open to the public, and an annual general meeting was held for the first time in June 1998. This meeting was publicised through an advertisement in a local newspaper and through letters to interested parties. The college publishes an annual report which is widely circulated. All governors have completed a register of interests, as have members of the college's senior management team and other staff with significant financial responsibilities. The register is updated annually and is open to public scrutiny.

67   Inspectors agreed that the governors' involvement in developing and monitoring the college's mission and strategic plan is a strength. The corporation has an annual residential conference which takes place at an appropriate point in the planning cycle. Governors also have ample opportunity to influence and comment on the strategic plan at board and committee meetings throughout the year. The senior management team provides reports which help governors to identify and discuss curricular issues, current educational practice and operational matters which influence the plan. Governors are aware of the strategic contexts and risks involved, and sometimes request additional reports and explanations from managers. Governors monitor students' achievements against local and national comparators.

68   Governors take an active interest in college affairs. They are encouraged to form links with particular curriculum areas and staff welcome their involvement. For example, governors sit on college development committees for students with learning difficulties and/or disabilities, and for inclusive learning; they take part in advisory panels; they help with the recruitment and selection of staff; and they have supported the development of IT provision in the college. Governors regularly attend presentation evenings and other important college events.

Management

Grade 2

69   The inspection team considered the college's self-assessment report to be a clear and accurate statement of strengths and weaknesses.

Key strengths
- an open and collaborative style of management

- full participation of staff in the strategic planning process
- effective human-resource planning and management
- the positive promotion and monitoring of equal opportunities
- effective marketing and collaborative partnerships

Weaknesses
- some ineffective implementation of procedures and controls
- inconsistencies in the input of information and the recording of students' achievements

70   The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. Management accounts are produced monthly, directly from the accounting system, and reviewed by the budget committee. There are, however, some important omissions from the content of the management accounts. They do not, for example, contain monthly cashflow information. This omission was reported to the college by the FEFC audit service in June 1995. The college's financial regulations and procedures are comprehensive and have recently been updated. The internal auditors have concluded in their 1997-98 annual internal audit report that, in most areas, the college has an adequate framework of internal control.

71   In June 1998, the college's management structure was reorganised and key college functions clarified and reinforced. The new structure reflects the college's organisational priorities for inclusive learning, widening participation, the introduction of new information learning technologies and project-based management. Full consultation with staff underpinned and endorsed the changes to management roles and responsibilities. A 20-strong college management team, comprising

senior and middle managers and functional heads, was formed to broaden decision-making and steer the implementation of the new structure. Frequent meetings of the team have improved co-ordination and helped to develop a shared understanding of responsibilities. Staff welcome the open and collaborative management style and the easy access they have to senior managers. Inspectors confirmed the college's view that there is a strong commitment to effective communication. They also confirmed that its values and aims are understood and supported by staff who are kept well informed of strategic and operational matters. As the self-assessment report recognised, not all managers are sufficiently skilled in implementing procedures and controls at faculty, programme area and course levels.

72   Staff were involved in revising the college's mission statement. The statement is supported by six main aims which in turn are reflected in detailed strategic objectives and an operating plan. Inspection findings confirmed that managers are successful in involving all permanent staff in the strategic planning process. Course and programme area teams identify development needs and targets through the regular review of their provision, and their findings contribute to faculty and management reviews of the college's operation. Operational statements clearly relate to strategic aims. Labour market and other sources of information are used to identify areas for development. There are good examples of needs analysis at programme area level, but this is not common practice. New strategies for improving student retention are a major priority for managers, but action to address retention at programme level is uneven.

73   Establishing a framework for human resource planning and management is a key strategic aim of the college. A comprehensive range of personnel policies, practices and guidelines is thoroughly and consistently applied. A priority has been to ensure the continuity and quality of staffing in the college, and this has involved a reduction in casual contracts and the introduction of 12-month contracts, where possible. This continuity of employment means that staff are able to make a greater contribution to teamwork and programme development. Inspectors agreed with the self-assessment report that staff are effectively deployed within the college.

74   The department running the college's management information systems has a team of nine staff who are responsible for meeting the overall information needs of the college. They provide information on students' retention and achievements and other issues on a weekly basis to the college management team and faculty managers. Information on students who leave their course early, and their reasons for doing so, is analysed and presented to the college's curriculum committee. Staff welcome the responsiveness of the management information system, but inspectors confirmed the college's view that the inconsistency and inaccuracy of the information on students' achievements provided by faculties remains a significant weakness.

75   The marketing unit uses a range of effective approaches to promote the college. The unit draws upon a number of different sources such as labour market intelligence, and information from the college's liaison with agencies and the community. Relationships with local schools are well established and these are used to support and promote the college's recruitment. Links with employers are monitored centrally but operate at programme area level. The college has developed a database of local businesses and organisations, and inspectors confirmed the college's view that it has been successful in developing many partnerships and collaborative arrangements. Relationships with the TEC are fruitful and involve a range of activities and programmes. The college's productive relationships with many organisations in the Greater Manchester area include other further education providers.

76   Ensuring equality of opportunity is an important aspect of the college's mission and it permeates most of the college's work. Equality of opportunity is reinforced by a comprehensive and well-publicised policy, and its implementation is effectively monitored. The equal opportunities and charter monitoring group meets twice a term. It receives regular information on the implementation of the policy across the college, and discusses a range of issues and statistics on age, gender, ethnic origin and disability. The group reports to the college management team on a regular basis, and managers and governors monitor progress in this area.

Conclusions

77   Inspectors found the college's self-assessment report an effective basis for planning and undertaking the inspection. They agreed with the broad findings of the self-assessment report in both the curriculum areas and in relation to aspects of cross-college provision, although in every area additional strengths and/or weaknesses were identified. Inspectors agreed with most of the grades awarded in the college report with the exception of those for construction and quality assurance, both of which received grades lower than that awarded by the college, and general resources which was graded higher by the inspection team.

78   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 (May 1998)

Age	%
Under 16	1
16-18 years	28
19-24 years	14
25+ years	57
Not known	0
Total	100

Source: college data
Note: does not include leisure/recreation (non-schedule 2)

Student numbers by level of study (May 1998)

Level of study	%
Foundation	14
Intermediate	47
Advanced	24
Higher education	2
Leisure/recreation (non-schedule 2)	13
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (May 1998)

Programme area	Full time	Part time	Total provision %
Science	203	1,262	15
Agriculture	0	21	0
Construction	423	185	6
Engineering	211	296	5
Business	160	1,815	21
Hotel and catering	59	92	2
Health and community care	483	1,164	17
Art and design	52	600	7
Humanities	46	1,854	20
Basic education	92	540	7
Total	1,729	7,829	100

Source: college data
Note: does not include leisure/recreation (non-schedule 2)

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 40% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1997)

	Perm-anent	Fixed term	Casual	Total
Direct learning contact	124	5	44	173
Supporting direct learning contact	45	4	0	49
Other support	134	10	0	144
Total	303	19	44	366

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£11,500,000	£11,513,000	£11,141,000
Average level of funding (ALF) Out-turn to 1997; funded 1998	£19.01	£18.79	£17.74*
Payroll as a proportion of income	67%	66%	69%
Achievement of funding target	99%	96%	97%
Diversity of income	25%	27%	24%
Operating surplus	£451,000	£580,000	-£111,000

Sources: Income – Council Circular 97/35 (1996), college (1997 and 1998)
ALF – Performance Indicators 1996-97 (1996 and 1997), Funding Allocations 1997-98 (1998)
Payroll – Council Circular 97/35 (1996), college (1997 and 1998)
Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997), college (1998)
Diversity of income – Council Circulars 97/35 (1996), college (1997 and 1998)
Operating surplus – Council Circulars 97/35 (1996), college (1997 and 1998)
*provisional data

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	–	232	9	–	795	380
	Retention (%)	–	99	56	–	92	83
	Achievement (%)	33	100	20	69	90	58
2	Expected completions	–	457	453	–	1,371	1,457
	Retention (%)	–	80	82	–	75	79
	Achievement (%)	72	67	64	81	76	63
3	Expected completions	472	823	1,007	1,164	1,853	2,031
	Retention (%)	79	84	84	82	80	80
	Achievement (%)	59	67	58	67	72	61
4 or 5	Expected completions	132	490	539	2,048	2,261	2,084
	Retention (%)	80	88	94	81	83	85
	Achievement (%)	81	85	89	92	68	68
Short courses	Expected completions	81	101	144	1,271	6,337	1,432
	Retention (%)	93	82	89	99	95	90
	Achievement (%)	77	65	27	72	24	76
Unknown/ unclassified	Expected completions	69	261	836	221	1,068	1,445
	Retention (%)	80	94	90	90	85	89
	Achievement (%)	80	70	31	94	68	44

Source: ISR
–ISR data not colleceted

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