

Beverley College of Further Education

REPORT FROM
THE INSPECTORATE
1999-00

THE
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FUNDING
COUNCIL

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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.

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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.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	–
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college 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 students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. 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 included.

Summary

Beverley College of Further education

Yorkshire and Humberside Region

Inspected December 1999

Beverley College of Further Education is a general further education college which has developed effective partnerships with external organisations to provide good-quality programmes to students with diverse needs. In preparation for the inspection the college produced a comprehensive, evaluative self-assessment report. The judgements in the report are well supported by strong evidence. Staff, governors and representatives from partner organisations participated in the self-assessment process. Inspectors agreed with most of the judgements made by the college about the strengths and weaknesses of its provision. Since the last inspection there have been many improvements in the quality of the college's provision.

The college has a strong commitment to widening participation in education and providing lifelong learning opportunities for students in its catchment area. A significant number of the college's courses are provided in partnership centres which the college has established through collaborative links with other organisations. Arrangements for monitoring the quality of this provision, some of which is franchised, are particularly rigorous. Standards of teaching are generally good.

Students' achievements have improved significantly in the past year. Retention has been poor on some programmes but action taken to address this is leading to improvements. Students receive good support from their tutors. Most accommodation is of a high standard and students have access to good-quality equipment and resources. Quality assurance arrangements are comprehensive and have led to improvements in the college's work. Inspectors found no significant weaknesses in management. Governors take an active role in strategic planning and pay close attention to the quality of the college's provision. Senior managers provide strong leadership and have been successful in creating an ethos of trust and collaboration within the college and with external partners. The college should continue to work towards improving retention and pass rates on some courses; improve the planning and teaching of some programmes for students with learning difficulties; and address inadequacies in the quality of some tutorials, some learning support and the evaluation of some courses.

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

Curriculum area	Grade	Cross-college provision	Grade
Business	2	Support for students	2
Health and social care	2	General resources	2
Basic skills and ESOL	2	Quality assurance	2
Provision for students with learning difficulties and/or disabilities	3	Governance	1
		Management	1

Context

The College and its Mission

1 Beverley College of Further Education is a small general further education college in a rural area of East Yorkshire. The college has significant contracts from the Home Office to provide education and training at Wakefield and Full Sutton prisons. The college operates in a competitive environment. All secondary schools in the county have sixth forms and three local schools, one of which is adjacent to the college, offer general certificate of education advanced level (GCE A level) and general national vocational qualifications (GNVQs). An agricultural college 2 miles from Beverley offers vocational programmes. Hull, 12 miles away, has a large general further education college and two sixth form colleges. Close collaboration between the college and other providers has eliminated wasteful competition.

2 The college has developed extensive partnerships with schools, employers and voluntary organisations and a significant number of its courses are provided in centres which it has established in collaboration with its partners. These partnerships have led to innovative approaches in education and training to widen participation and support lifelong learning. The college provides a significant programme of adult education at its main site in Gallows Lane and in several schools and community centres as part of a contract with East Yorkshire Community Education Service.

3 Many of the college's students are recruited from the East Riding of Yorkshire and Hull. Participation rates at age 16 are approximately 73% in the East Riding and currently 46% in Hull. The East Riding is a predominantly rural area which has seen a decline in the full-time agricultural workforce by 18% between 1984 and 1994 and has pockets of economic and social deprivation. Hull is identified as an area of deprivation. It is ranked the twenty-sixth most deprived local district in England and has:

- the lowest educational attainment, measured by general certificate of secondary education (GCSE) results, in the country
- a high number of 17 year olds no longer in education
- the lowest proportion of people having undertaken job-related training
- the lowest gross weekly full-time earnings
- the highest claimant unemployment rate
- one of the lowest rates of usage of computers at both work and home.

4 The college provides courses in nine of the Further Education Funding Council's (FEFC's) programme areas. Programmes are offered from pre-foundation to higher levels and include GNVQs and national vocational qualifications (NVQs) as well as part-time GCSE and part-time GCE A level courses. Higher level courses include higher national certificates and access to higher education programmes.

5 The senior management of the college comprises the principal, two assistant principals, two directors, the college accountant and finance manager and the personnel manager. The curriculum is managed in four sectors. The college employs 54 full-time equivalent teaching staff on full-time or fractional contracts and 65 full-time equivalent non-teaching staff.

6 The mission statement of the college emphasises its responsiveness to the needs of the local and regional community by providing opportunities for high-quality education and training throughout life. The college is a core board member of two Lifelong Learning Partnerships for the East Riding and for Hull. The principal co-chairs a working group which is developing school-college partnerships across the East Riding through the FEFC collaboration fund. The college has secured funding from the European Social Fund for linked prison and community projects and the development of a City & Guilds of London Institute (C&G) prison

Context

educators' qualification. One hundred and thirteen 14 to 16 year olds were enrolled on college programmes in 1998-99. The college has established two bases in companies in Hull which provide training programmes to surrounding small and medium-sized enterprises. The college has good links with several higher education institutions and a motor vehicle college in Japan.

The Inspection

7 The college was inspected during the week beginning 6 December 1999. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other directorates of the FEFC. The college was notified of the sample of provision to be inspected approximately two months before the inspection. Inspectors chose the sample to reflect the nature of the college's provision, much of which is provided through partnerships with other organisations. Data for 1997 and 1998 were taken from the FEFC's individualised student record (ISR). The college submitted data on students' achievements for 1999 which were checked by the inspectorate against primary sources such as class registers and pass lists issued by awarding bodies and were found to be largely reliable. The inspection was carried out by 9 inspectors and an auditor for a total of 39 days. They observed 48 lessons, a significant number of which were taught in the college's partnership centres, and examined students' work and documentation relating to the college and its courses. They met college governors, representatives from organisations with which the college has developed partnerships, staff and groups of students. Six inspectors from the Training Standards Council (TSC) worked with the inspection team during the college inspection. The TSC inspectors concentrated on work-based training supported by the college in business administration, engineering and hairdressing. They observed 12 lessons, visited 22 trainees in

different placements, interviewed employers, staff and trainees and examined 14 portfolios of trainees' work. Where it was appropriate to the FEFC inspection framework, evidence gathered by TSC inspectors was taken into account when grading college provision.

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons observed, 50% were judged to be good or outstanding and 10% to be less than satisfactory. This profile compares with 65% and 6%, respectively, for all lessons observed in 1998-99. However, the majority of the lessons observed were in basic skills and provision for students with learning difficulties and/or disabilities where the average profile of lesson grades is considerably worse than the average profile of lesson grades for all programme areas.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GNVQ	0	4	5	1	0	10
NVQ	0	5	1	1	0	7
Other vocational	1	3	4	0	0	8
Other*	3	8	9	3	0	23
Total (No.)	4	20	19	5	0	48
Total (%)	8	42	40	10	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

*includes lessons for students with learning difficulties and/or disabilities, basic skills and ESOL

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. The average number of students in a class is reduced by the fact that the majority of observations were of lessons in basic skills and provision for students with learning difficulties and/or disabilities where the average number of

students attending lessons is lower than in other programme areas. Attendance was particularly high in health and social care at 92% and business at 86%. The average number of students in health and social care classes was 12.9 and 14.4 in business classes, both of which are above the national average of 11.2.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Beverley College of Further Education	8.4	81
National average, all inspected colleges 1998-99	11.2	78

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

Curriculum Areas

Business

Grade 2

10 Inspectors observed 13 lessons covering business, administration, information technology (IT), management and professional programmes. They agreed with most of the judgements in the self-assessment report but attached greater significance to the strengths in students' achievements. Inspectors from the TSC observed training in business administration provided by the college for eight work-based trainees.

Key strengths

- high pass rates on IT, administration, GNVQ and some professional programmes
- good levels of retention on most courses
- a broad range of courses at different levels
- effective teaching on IT and administration courses

Weaknesses

- poor pass rates on management courses
- some ineffective teaching on GNVQ programmes
- insufficiently detailed schemes of work

11 The college offers a broad range of programmes in business from foundation level to higher education including GNVQ, and NVQs in IT, management and professional studies. Large numbers of part-time students study IT courses at the main site of the college and in the partnership centres. Recruitment is growing on a number of programmes, for example on NVQ accounting and business IT programmes. The college is also expanding its services to employers through the provision of courses in health and safety and customer service and administration NVQs which are assessed at the workplace. Enrolments on some programmes are declining, particularly on higher level

management programmes. The small number of students enrolling on the GNVQ intermediate programme has necessitated combining this programme with groups from different vocational areas, and this has diluted the business elements of the programme. Most programme teams meet frequently and their meetings are appropriately minuted. Schemes of work are insufficiently detailed and, as the self-assessment report recognises, demonstrate a lack of variety in teaching methods. Work experience enhances all full-time programmes.

12 The best teaching was observed in IT and administration lessons. In one lesson where the class was mainly made up of women returning to study, students demonstrated confidence in their ability to construct spreadsheets using different formulae and were able to chart the outcomes in a variety of formats. Some whole-class teaching was effective in introducing new IT concepts and skills; teachers used an appropriate variety of exercises and activities to help students to consolidate their learning. In one administration lesson, students were provided with realistic scenarios about the potential problems of organising and managing appointments at work. Students drew on their own experiences at work to discuss in small groups, strategies and solutions for each situation. Teaching was less effective on GNVQ programmes and professional courses. Some less satisfactory lessons were poorly planned. The handouts provided by teachers were inadequate and students were set inappropriate tasks such as copying extensively from the overhead projector. In a GNVQ key skills lesson, IT concepts were not appropriately linked to business contexts. The self-assessment report was insufficiently specific about the weaknesses in teaching and learning. Overall attendance in lessons was satisfactory at 80%. The marking of students' work is constructive, but the design of the form used for marking GNVQ assignments does not provide enough space for teachers to make more detailed comments.

Curriculum Areas

13 Inspectors agreed with the self-assessment report that pass rates in IT, NVQ administration, GNVQ business and some professional programmes are high and significantly above the national averages for further education colleges. For example, on the C&G IT diploma, integrated business technology and NVQ administration at level 2, pass rates have averaged better than 90% over the last three years. On the certificate in personnel practice, 100% pass rates have been achieved during the last two years. Pass rates are also higher than sector averages for NVQ accounting courses and wordprocessing awards. Achievements on management programmes have recently been poor, with some programmes having pass rates below 20%. However, college records show that a significant number of students eventually achieved success beyond the agreed completion date. In 1999, retention on most programmes was close to the college average target of 83%;

retention was higher on business IT programmes, but lower for management and GNVQ advanced business programmes. Students' work in administration comprehensively demonstrates the competences they have acquired in the workplace. GNVQ portfolios do not provide sufficient evidence of students' IT skills other than wordprocessing.

14 The stock of modern library books in business is adequate; periodicals have a bias towards management and marketing rather than the broader aspects of business. The business administration base rooms have been recently refurbished to address the weakness identified in the self-assessment report that they did not reflect a modern office environment. Teachers have appropriate academic or vocational qualifications. The college recognises that there are too few qualified internal verifiers and too few teachers with recent commercial experience.

A summary of retention and achievement rates in business, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Wordprocessing	1	Number of starters	153	127	111
		Retention (%)	80	86	77
		Achievement (%)	63	83	84
NVQ business administration	2	Number of starters	26	16	11
		Retention (%)	81	81	82
		Achievement (%)	95	92	89
Integrated business technology	2	Number of starters	49	75	86
		Retention (%)	90	88	93
		Achievement (%)	75	80	97
NVQ accounting	3	Number of starters	12	8	24
		Retention (%)	67	100	88
		Achievement (%)	75	50	48
GNVQ advanced business	3	Number of starters	32	11	20
		Retention (%)	63	82	60
		Achievement (%)	65	88	82
NVQ management	4 and 5	Number of starters	11	24	14
		Retention (%)	82	92	50
		Achievement (%)	78	*	14

Source: ISR (1997 and 1998), college (1999)

*data unreliable

Curriculum Areas

Health and Social Care

Grade 2

15 The inspection covered a range of childcare, health and social care, and counselling programmes. Inspectors observed 10 lessons. Inspectors agreed with most of the judgements in the college's self-assessment report. Some weaknesses identified by the college had been addressed by the time of the inspection.

Key strengths

- good teaching
- excellent attendance
- good tutorial support across all full-time and most part-time programmes
- well-managed work experience programme
- responsiveness to the needs of adults returning to study

Weaknesses

- poor retention on the GNVQ advanced level programme
- inaccurate recording of students' planned completion dates

16 The college offers a wide range of full-time and part-time programmes including GNVQ health and social care from foundation to advanced levels, childcare programmes from National Open College Network (NOCN) level 1 to the national diploma in childhood studies and NVQ programmes from levels 2 to 4. In addition to the full-time programmes which are taught at the college's main site, large numbers of students are enrolled on NVQ programmes which are assessed at the workplace. The college is responding to the needs of mature students who live in isolated rural communities by providing an increasing number of childcare programmes in its partnership centres. In order

to help these students progress to more advanced levels of study the college is currently developing a programme which will lead to a diploma in nursery nursing. As the self-assessment report states, programmes are managed efficiently and communication between course teams is good. Detailed schemes of work which are well matched to course specifications and to the level of qualification are available for all courses.

17 The college leads the Beverley Care Consortium which provides assessment for NVQ programmes. This work is generally well managed. Experienced assessors who demonstrate high levels of commitment support students well. Students' records indicate that they are making good progress. However, the date by which students are expected to have completed their programmes has not been recorded accurately on the college's information system and this has resulted in many students being recorded as having failed their programme even though many go on to succeed within an appropriate timescale.

18 Teachers have developed productive links with local employers, care providers and community groups. The college is an active member of the East Riding Early Years Development and Childcare Partnership and is playing a key role in identifying and responding to local training needs. Teachers have identified useful work experience placements through their links with external organisations. The work experience programme is well managed. Informative handbooks explain the role of work experience in the curriculum to students and placement providers. These strengths were identified in the self-assessment report.

19 Teaching is good. Teachers make good use of their professional experience to help students understand theoretical concepts. Lessons are well planned and teachers use a wide range of appropriate teaching methods to sustain students' interest. The rapport between

Curriculum Areas

teachers and students is excellent. In a GNVQ foundation level health and social care lesson, students worked enthusiastically to complete their preparations for a Christmas party at a local residential home for older people. The teacher had devised clear criteria against which to judge the contributions of individual students and was successful in encouraging a relaxed but purposeful working atmosphere in the classroom. High-quality teaching and learning is identified as a strength in the self-assessment report.

20 Retention rates on the advanced GNVQ programme have been poor for the last three years. The small number of students recruited to GNVQ intermediate and advanced level programmes in 1998 necessitated combining these classes. Recruitment to GNVQ programmes in 1999 has shown a marked improvement at all levels. Achievement rates on full-time programmes are improving and in 1999 pass rates on all programmes were above national averages. For example, the pass rate on the GNVQ foundation programme was 86% and 100% on the GNVQ advanced programme. Students' portfolios are well organised and show their understanding of health and social care concepts. Students contribute thoughtfully to discussions and their work is at an appropriate level for the qualification for which they are studying. Work experience reports confirm students' ability to relate theory to practice. Students with no prior experience of using computers are developing good IT skills. In a lesson for students on the national diploma in nursery nursing programme, students had successfully retrieved information from the Internet for their assignments.

21 As the self-assessment report states, teachers are well qualified and have extensive teaching and vocational experience which they use effectively to help students relate theory to practice. The learning centre is well stocked with appropriate resources. Classroom displays and posters are relevant to the vocational area and enhance the learning environment. Teachers ensure that partnership centres have sufficient resources for the range of programmes offered.

Curriculum Areas

A summary of retention and achievement rates in health and social care, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GNVQ foundation health and social care	1	Number of starters	6	16	9
		Retention (%)	83	81	78
		Achievement (%)	100	77	86
Council for Awards in Children's Care and Education certificate in childcare and education	2	Number of starters	17	18	18
		Retention (%)	82	67	67
		Achievement (%)	79	75	85
NVQ care	3	Number of starters	*	*	10
		Retention (%)	*	*	90
		Achievement (%)	*	*	56
GNVQ advanced health and social care	3	Number of starters	28	7	8
		Retention (%)	64	57	38
		Achievement (%)	56	57	100
Council for Awards in Children's Care and Education diploma in nursery nursing	3	Number of starters	39	34	18
		Retention (%)	79	62	89
		Achievement (%)	87	60	93
National diploma in childhood studies	3	Number of starters	+	15	10
		Retention (%)	+	73	70
		Achievement (%)	+	100	100

Source: ISR (1997 and 1998), college (1999)

*data unreliable

+course not offered

Curriculum Areas

Basic Skills and ESOL

Grade 2

22 Inspectors observed 11 lessons. The observations covered the range of provision in basic skills, learning support, English for speakers of other languages (ESOL), and key skills. Inspectors broadly agreed with the strengths and weaknesses listed in the college's self-assessment report, and identified additional weaknesses.

Key strengths

- effective and creative teaching
- productive working relationships with external organisations
- high-quality resources
- vocationally relevant basic skills
- integration of IT with teaching and learning

Weaknesses

- lack of initial diagnostic assessment and individual learning plans in key skills
- poor attendance in some basic skills lessons
- failure to share good practice across programmes

23 The college's provision in basic skills includes additional learning support in literacy and numeracy for students on vocational programmes, the key skills components of GNVQ and NVQ programmes and programmes for students with learning difficulties and/or disabilities. The college also offers ESOL courses at all levels from preliminary to advanced and provides a small number of separate specialist adult basic education programmes such as summer schools. The college franchises basic skills programmes for students in hostels for the homeless and delivers a basic skills at work programme for a local employer.

24 Inspectors agreed with the college that the quality of teaching and learning in ESOL and in the hostels for the homeless is good. Teachers make good use of information about students to design individual learning plans. Teachers use these plans to inform lesson planning and to help them devise activities which are relevant to each student. Classroom activities are lively and creative and keep students motivated throughout lessons. Teachers relate the teaching of literacy and numeracy in basic skills lessons to students' lives and interests. In one lesson, the teacher used students' family trees to help them count and make simple numerical calculations. In key skills and learning support lessons teachers devise tasks and exercises which are clearly linked to the students' vocational programmes. Full-time students are screened on entry to college to identify those who might need additional help with basic literacy and numeracy. However, students in key skills classes do not have a further diagnostic assessment to identify their particular learning needs and teachers do not plan work to take account of students' individual strengths and weaknesses. This weakness was not identified in the self-assessment report, though the issue has been discussed in meetings of teachers.

25 Students are highly motivated and work well in most lessons. The standard of their contributions and writing in lessons is good. Attendance is generally high, except in learning support sessions where, as the self-assessment report identifies, attendance is sometimes poor. For instance, in one of the lessons observed, only one out of a possible five students was present. The standard of students' work in their course files is appropriate for the level of programme they are studying. The college has evaluated the effectiveness of learning support. In 1998-99, 84% of students who attended learning support lessons achieved their main qualification aim whilst 47% of students who were identified as needing support but did not attend, withdrew from their course prior to its completion.

Curriculum Areas

26 Inspectors agreed with the college's judgement that it has developed productive links with external organisations. The college provides good, franchised basic skills programmes in hostels for the homeless and a valued basic skills at work programme for a local employer. A classroom on the employer's premises has been equipped with laptop computers so that students can use them to develop their basic literacy and numeracy skills. The college collaborates with East Yorkshire Community Education Service to identify gaps in provision for basic skills. Arrangements for monitoring the quality of ESOL programmes, learning support and the franchised programmes are effective. However, responsibility for monitoring the quality of some key skills lessons is not clear. Opportunities for teachers to share good practice are missed. These weaknesses are not identified in the college's self-assessment report but managers are aware of them and have started to address them.

27 Good-quality resources are a strength of the provision. Base rooms at the college's main site are spacious and well equipped. Teaching materials, such as handouts and assignment briefs are well designed to meet students' needs and interests. Inspectors observed students using computers or IT facilities in four out of 11 lessons. Students' files indicate that they regularly use wordprocessing and graphical features in their basic skills work. Inspectors agreed with the judgement in the self-assessment report that resources in the partnership centres have improved.

Curriculum Areas

Provision for Students with Learning Difficulties and/or Disabilities

Grade 3

28 Inspectors observed 14 lessons across the full-time and part-time provision, including the franchised provision at Mires Beck, a horticultural centre for people with learning difficulties. They agreed with most of the strengths and weaknesses identified in the self-assessment report and with the college's assessment of the quality of its work.

Key strengths

- strong commitment to good-quality provision for students with learning difficulties and/or disabilities
- thoughtful management decisions leading to improvements in provision
- good pre-vocational and vocational work in catering and horticulture
- strong and effective links with external organisations

Weaknesses

- too little planning and teaching to meet individual needs
- insufficient impact of students' individual learning plans on teaching and learning
- some unimaginative activities, curriculum design and timetabling
- inappropriate curriculum for students with profound learning difficulties

29 The college has a strong commitment to making good provision for students with learning difficulties and/or disabilities. Some 17% of full-time students have been identified as having learning difficulties. Specially designed courses at four levels provide effective progression routes for over 70 students with a range of learning difficulties. Pre-vocational

courses in horticulture are available at Mires Beck, where the college has a franchise arrangement. Some students progress to NVQ level 1 courses, particularly in catering. Although the number of students with disabilities is small, key documents, such as the disability policy, are available in Braille and on tape, and some teachers are learning British Sign Language. The college is aware that the dispersed campus is not ideal for wheelchair users, and as much as possible is done to enable them to follow appropriate courses.

30 Thoughtful management decisions are leading to improvements in the provision. Some inappropriate and time-consuming programmes for external awards have recently been replaced by programmes designed by teachers at the college. This year, a well-designed flat has been created to enable students, including those in wheelchairs, to learn domestic skills in a realistic setting. Individual learning plans have been drawn up for all students with learning difficulties on the specially designed courses. A programme of rigorous lesson observations and subsequent staff development has contributed to improved teaching and learning. The self-assessment report identifies these strengths.

31 Students achieve well on pre-vocational and vocational courses in catering. In an NVQ level 1 catering lesson on commercial kitchen hygiene, students worked competently to produce uncooked sweets of a high standard. In another lesson, catering students contributed efficiently to the service of a formal Christmas luncheon. At Mires Beck students learn sound horticultural skills and more general skills for employability.

32 However, on all courses the work is insufficiently demanding for many students. Teachers often provide too much direction and support and, as a result, students achieve less than their full potential. In many lessons, students were taught as a whole class, although they had very different levels of skill and ability.

Curriculum Areas

In some personal development lessons, young students and adults were inappropriately taught together when the issues needing to be addressed were different because of their different experiences. As yet, the recently introduced individual learning plans are not having sufficient impact on curriculum design and lesson planning. Students are often set unimaginative tasks and the timetable is adhered to too rigidly to allow teachers freedom to meet fully the learning needs of individual students. Though adaptations have been made, the curriculum for students with profound learning difficulties does not yet meet the particular needs of these students. The strengths and weaknesses of teaching, learning and students' achievements were identified in the self-assessment report, although in insufficient detail.

33 The college has strong and effective links with a range of external agencies which value the contribution the college is making to the lives of people with learning difficulties. These agencies include schools, the careers' service, private residential homes and the local department of social services. Students' individual learning plans have been designed to fit with the life plans developed for them by social services. These strengths are included in the self-assessment report.

34 Most teaching takes place in accommodation which is fit for purpose. The accommodation for catering and horticulture is of a high standard, and the flat is of good quality. Some classrooms, however, are bare and uninviting, and little use is made of wall space to display educational material or examples of students' work. This weakness was not identified in the self-assessment report. The college does not yet have sufficient equipment which has been adapted for use by students with physical disabilities in areas such as information and communication technology and skills for independent living. This weakness has been identified and is being addressed.

Cross-college Provision

Support for Students

Grade 2

35 Inspectors agreed with most of the strengths described in the self-assessment report, but identified an additional weakness.

Key strengths

- impartial guidance prior to enrolment
- comprehensive induction arrangements
- effective careers guidance, counselling and welfare support
- effective learning support for full-time students
- helpful reviews of progress with individual students, and good action-planning
- systematic and effective monitoring of students' absences

Weaknesses

- failure of some tutors to follow guidelines for tutorials fully
- less effective support arrangements for part-time students
- few opportunities for social and cultural activities

36 Literature about the college and the courses offered is comprehensive, attractive and widely circulated. The prospectus is available on audiotape and in Braille. Displays at country shows and markets, and presentations to parents in primary schools provide information and advice to prospective students in rural areas who find it difficult to travel to the college's main site. Initial enquiries are dealt with effectively. Inspectors agreed with the college's assessment that pre-enrolment guidance is impartial. The college has established an agreement with other local providers of training and education and refers prospective students to alternative providers, when appropriate. Enrolment procedures for full-time students are efficient and the interview process is well managed.

37 All students, including those attending evening classes and programmes in the partnership centres, take part in comprehensive and well-structured induction programmes. Staff from client services, the college's central support service, arrange introductory talks about the library, learning support and the counselling and welfare services. Students are carefully advised of their rights and responsibilities and are given an informative student handbook which contains the college charter and useful information about the college. Inspectors agreed that arrangements for the induction of late starters and students based at the college's partnership centres are effective. Senior managers contribute to induction sessions in all the partnership centres, and a well-designed induction pack and video helps students who have missed the main induction programme to understand the facilities offered by the college.

38 Full-time and part-time students on long courses have regular individual and group tutorials. The outcomes of students' individual progress reviews are carefully recorded. The college is currently piloting its own value-added system to set achievement targets for students on vocational courses. Observation of five tutorials showed that tutors demonstrate a high level of care for students' progress. Students speak positively of the support they receive from tutors. Although guidelines have been produced to help tutors plan tutorials, some tutors do not follow them. For example, some tutors concentrate on monitoring students' academic progress and place insufficient emphasis on the development of social and personal skills. The tutorial programme and its effectiveness is not regularly monitored. The entitlement of part-time students to tutorials is not clearly stated or quantified. Progress reports for all full-time and substantial part-time students are issued twice each year. There is good liaison with parents of 16 to 19 year old students.

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39 The attendance of students is efficiently monitored. The college's attendance policy requires action to be taken after two consecutive unjustified absences. Administrative staff check registers daily. The college counsellor, in consultation with the personal tutor, contacts full-time students to establish the reasons for their absence. An information officer, contracted from the local youth service, provides welfare support. Financial advice is readily available. A community worker employed by the college supports groups of lone parents and residents of bail hostels. The number and frequency of referrals for counselling and personal support are recorded centrally and used to inform future planning. The support provided is rated highly by students at the college's main site and by those based at its partnership centres. Advisers from the local careers service help personal tutors with careers education, contribute to the induction programme and attend students' reviews. The careers library in the learning centre has a wide range of up-to-date careers resources.

40 The additional learning support needs of full-time students are identified through a cross-college screening programme. Additional learning support is provided at the main site and at the college's partnership centres through individual tuition, small group work or 'drop-in' workshops. Staff monitor the effect the support has in helping students achieve their primary learning goals. Progress and attendance at support sessions are regularly reported to students' tutors. Although the additional learning support needs of part-time students are identified through tutors and self-referral, few attend learning support sessions. The self-assessment report acknowledged weaknesses in the learning support provided for part-time students.

41 The college has good links with the local network of childminders. Students needing childcare facilities can easily arrange places for their children and the college provides financial support when necessary. College students value the provision. The self-assessment report did not acknowledge that there are few opportunities for students to participate in social and cultural activities. For example, there is no recreation and leisure programme and few opportunities for students from different areas of the college to meet and take part in cultural activities.

General Resources

Grade 2

42 Inspectors broadly agreed with the strengths recognised in the self-assessment report but identified an additional weakness. The college has taken effective action to remedy a number of weaknesses highlighted in the report.

Key strengths

- substantial improvements to accommodation since the last inspection
- effective use of resources and partnerships in the community
- good access to up-to-date IT
- realistic work environments

Weaknesses

- shortcomings in the standard of accommodation in some partnership centres
- few social, recreational and sporting facilities for students

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43 Substantial improvements have been made to accommodation at the college's main site since the last inspection. Inspectors agreed with the college's assessment that these improvements are a strength of its provision. Purpose-built facilities for art and design have replaced rented accommodation. The new learning centre built in 1998 was partly funded by the college's Japanese partners and includes facilities for the teaching of key skills, basic skills and languages. Refurbishment of the technology centre has led to more effective use of space. A former house has been converted to provide a computer and video-conferencing centre. The original Victorian house accommodates the college's reception area, senior managers' offices, the main administration offices, student services, the refectory and two IT rooms. Many classrooms are in timber framed buildings which, although temporary, provide a good learning environment.

44 A particular feature of the college is the development of an increasing number of partnership centres away from the main site. These centres provide flexible and cost-effective accommodation and help the college to achieve its mission of responding to the needs of the local and regional community. For example, a private training provider offers construction programmes at its own premises, and a franchise arrangement with a horticultural centre enables students with learning difficulties to study horticulture. However, some facilities at two of the partnership centres are poor and access to buildings at these centres is difficult for students who have restricted mobility.

45 Classrooms are well equipped. A standard specification for classroom equipment includes an overhead projector, screen and whiteboard. Audio and visual equipment are well maintained and can be accessed easily by staff and students. Realistic work environments such as the motor vehicle centre, the training restaurant, and the hair and beauty salons contribute much to

students' learning. In some classrooms, display materials which are relevant to the curriculum improve the learning environment, but other classrooms do not provide a stimulating learning environment for students. Room utilisation is carefully monitored, and centrally planned.

46 The college has a well-co-ordinated approach to the provision of IT equipment. Curriculum teams are consulted carefully about their requirements for equipment and software. Students have good access to IT, including free access to the Internet. The college has 182 workstations, which are networked at the main site, providing one computer for every four full-time equivalent students. An increase in the amount of support available from technicians has addressed one of the weaknesses identified in the self-assessment report. The college has worked closely with its partners to develop IT provision. The college has supplied a generator to power computers at Mires Beck. The provision of IT equipment at one of the college's industrial partnership centres has resulted in the company offering students from another of the college's partners the opportunity to use the facilities and the equipment.

47 The new learning centre on the main site provides a good learning environment and students speak highly of the services it provides. Its opening hours meet the needs of both full-time and part-time students. The centre's staff work closely with teachers to identify the materials needed for particular programmes. The college has continued to invest heavily to improve its learning resources. The centre has a good range of journals, newspapers, CD-ROM materials and computers with access to the Internet. There are too few specialist books in some areas such as design and music.

48 The college is well maintained. The grounds of the main site are pleasant and attractively landscaped. There is good signposting around the campus and ample car parks. Some rooms are inaccessible to people

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with restricted mobility but courses are rescheduled to ground floor rooms where necessary. The college is continuing to improve access for students who use wheelchairs. External lighting is inadequate in some parts of the college. This weakness was not identified in the self-assessment report. There are few social, recreational and sports facilities for students. The refectory provides good-quality food at reasonable prices. Buildings are clean, well decorated and there is no litter or graffiti.

Quality Assurance

Grade 2

49 Inspectors broadly agreed with the college's own assessment of the strengths of its provision but identified additional weaknesses. One weakness had been addressed by the time of the inspection.

Key strengths

- integrated quality assurance and strategic planning processes
- a comprehensive quality assurance framework
- a well-established lesson observation system
- good arrangements to assure the quality of collaborative provision
- well-developed use of targets by course teams
- effective arrangements to appraise and develop staff

Weaknesses

- inadequate evaluation of courses in some cases
- lack of recording of implementation of actions identified at course team meetings
- aspects of the monitoring of quality standards relating to service areas

50 College managers are committed to improving the quality of provision and staff have a good understanding of quality assurance procedures. The college has addressed many of the weaknesses identified in the previous inspection report. Students' achievements are generally at, or above, national averages for general further education colleges and have improved significantly since the previous inspection.

51 Inspectors agreed with the college's assessment that strategic planning and quality assurance procedures are well integrated with the college's planning cycle. There are clear policies and appropriate management structures for quality assurance. Senior managers are closely involved in monitoring and improving the quality of the provision. For example, senior managers identified the relatively poor achievements of students on level 1 programmes in 1996-97 and 1997-98 and took action to address the weakness. College data for 1998-99 show significant improvement in achievements at level 1.

52 The college has a well-established system for the observation of lessons. Careful thought has been given to the development of the process. Staff have been trained to observe lessons and arrangements with another college have enabled judgements about the quality of lessons to be moderated. All full-time teachers and about 30% of part-time teachers are observed annually. The college takes effective action to address any weaknesses identified and this action is carefully monitored by senior managers. The grade profile of the lessons observed by college staff closely matches that recorded by inspectors.

53 Arrangements to assure and improve the quality of the college's collaborative provision, some of which is franchised, are impressive. College managers and quality assurance advisers with expertise in specific vocational areas make regular, and sometimes

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unannounced, visits to partnership centres. They observe lessons, have discussions with staff and students and examine students' work. They then write a detailed report which identifies strengths and weaknesses, and establish action plans. Each of the college's partners writes a self-assessment report which contributes to the college's own self-assessment report. The partners contribute to, and benefit from, the college's staff development programme.

54 Teachers use a wide range of evidence to evaluate the quality of their programmes, including data on students' attendance and achievements. Teachers are positive about the process of setting targets. The quality of the provision is summarised in annual course reports which identify strengths, weaknesses and the action to be taken to address the weaknesses. Some of these reports are rigorous and lead to improvements, others are more perfunctory and pay insufficient attention to teaching and learning or include action plans which are not sufficiently detailed to facilitate monitoring. The self-assessment report did not identify this weakness.

55 Course teams meet regularly, and their meetings are minuted. The attendance of part-time teachers, as noted in the self-assessment report, is sporadic. Action points from these meetings are identified clearly. However, progress in implementing the action is not routinely recorded in the minutes of subsequent meetings, and this makes it difficult to see whether improvements are being made. Service areas of the college have established quality standards by which to evaluate the quality of their provision. Annual reports are written on each of these areas of provision. Some reports include a detailed analysis of performance against the standards but others are insufficiently evaluative.

56 Inspectors agreed with the self-assessment report that arrangements to induct, appraise and develop staff are good. The annual appraisal of teachers uses information gathered from the observation of lessons. The appraisal process is highly regarded by staff. The staff development programme is linked closely to the college's strategic objectives and also addresses training needs identified through appraisal and other quality assurance procedures. Management development programmes, the development of professional skills and qualifications, and support for curriculum development, feature prominently in the staff development programme. The college first gained Investor in People status in 1995.

Governance

Grade 1

57 Inspectors and auditors agreed with the judgement in the self-assessment report that governance is a particular strength of the college.

Key strengths

- strong commitment to the college's wider community involvement
- active role in strategic planning
- efficient and effective clerking
- well-informed governors
- thorough governors' self-assessment
- close attention to curriculum and quality
- regular overview of the college's financial performance

Weaknesses

- underdeveloped use of performance indicators for governance

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

59 Governors and senior managers have a shared commitment to the college's mission, and, in particular, to its role in widening participation and promoting social inclusion. For example, franchised provision is assessed carefully for its benefits to students before receiving corporation approval. Governors have productive working relationships with college managers and play an active part in strategic planning. College staff give regular briefing sessions with the result that governors are well informed about the curriculum. Governors frequently visit the college to attend social events, exhibitions and presentations. They take an interest in student matters, for example by attending the meetings of the students' committee for quality.

60 The corporation has a membership of 17, with one vacancy, following its redetermination under the modified instrument of government. There are five female governors. A recent skills audit identified that there was strong or sufficient coverage in all areas except personnel. The search committee has responsibility for the identification of potential new governors. Detailed procedures govern its operation and the appointment process complies with the recommendations of the Nolan committee. At its most recent meeting, the search committee determined the placement of the existing governors within the revised categories of membership, and the arrangements by which nominations would be sought to fill these categories. A formalised induction process for new governors is in place. The clerk to the corporation informs governors of external training events, although, as noted in the

self-assessment report, the response has been low. However, regular in-house training events are well attended.

61 The corporation meets termly with additional meetings scheduled as necessary. It is well supported by the clerk to the corporation who has an appropriate and detailed job description. Agendas and minutes are prepared promptly and to a high standard. Detailed standing orders determine the conduct of meetings. Attendance at corporation and most committee meetings is good.

62 The committee structure fully complies with statutory and FEFC requirements. In addition to the search committee there are the following committees: audit; quality and standards; remuneration, finance and personnel; and property services and assets management. Reporting arrangements to the corporation are good. The remuneration, finance and personnel committee meets termly and reviews the most recent management accounts. In addition, all governors receive the accounts each month. Due to the timing of its meetings the remuneration, finance and personnel committee does not, however, review either the three-year financial forecasts or the financial statements before their approval by the corporation. The audit committee has two members with financial expertise, including an external co-option. The committee has undertaken a formal assessment of its performance against its terms of reference, and produced an annual report to the corporation in advance of this being a requirement of Council Circular 98/15, *Audit Code of Practice*.

63 Governors pay close attention to the college's academic performance. Data relating to students' retention and achievements are fully discussed at corporation meetings; governors receive a termly report on retention rates, with an indication of which programmes are underperforming. The quality and standards committee of the corporation seeks detailed

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information on low-achieving courses and has recently asked for a report on all programmes with a retention rate of below 60% and a progress report on those programmes which had low retention rates the previous year. The committee has called for, and received, detailed reports on complaints and charter performance, and on the college's implementation of its equal opportunities policy.

64 The corporation operates in an open manner and, as noted in the self-assessment report, agendas, minutes and papers for corporation and committee meetings are open to public inspection in the learning centre. The corporation has approved a 'whistleblowing' policy and has adopted a framework on access to college information which sets out a range of documentation available to the public. It also determines confidentiality criteria. Declarations of interest have been completed by all governors and staff with significant financial responsibility, and these cover the interests of spouses, partners and close relatives. The register of interests is updated annually. In addition, the college has, for the last three years, held an annual general meeting which is advertised and is open to members of the public.

65 The corporation has a thorough self-assessment process, using questionnaires to evaluate the effectiveness of individual governors and the corporation. The chair discusses each governor's response at an individual meeting at which members' training needs are identified. The corporation has devised a set of 22 quality standards for governance. It has yet to develop performance indicators to measure the extent to which these standards are met.

Management

Grade 1

66 Inspectors and auditors agreed for the most part with the strengths and weaknesses in the self-assessment report, but considered that the college had addressed the weaknesses by the time of the inspection.

Key strengths

- responsiveness to the community
- extensive contribution to franchise partnerships
- strong leadership and a shared vision
- effective teamwork
- good use of performance indicators and targets
- a coherent system for strategic and operational planning and performance review
- good financial management

Weaknesses

- there are no significant weaknesses

67 The college is highly responsive to the needs of the local and regional community. Since the last inspection it has diversified its provision considerably in order to widen participation and tackle social exclusion. The college's partners speak highly of its contribution to the community. The college operates its franchised schemes in a highly responsible way; it has adopted the principle of sharing its resources and expertise with those of its partners in order to improve opportunities for students and others in the community. It has helped its partners to secure funding for joint projects. As a result of their respective partnerships with the college, prison officials and local companies are discussing the employment of ex-offenders. Market research and needs analysis have improved considerably

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since the last inspection. The college has been creative in seeking out opportunities to extend its work in the community. For example, it gives management training to prison staff, and works in conjunction with staff from a school and one of its franchise partners to provide courses for disaffected 14 to 16 year old pupils. There are numerous productive links with local 11 to 18 schools. College staff teach programmes in six schools, and an increasing number of pupils from the schools take part in courses at college.

68 Staff share a clear vision of the college's strategic direction and have a good understanding of their contribution to it. Operational planning is systematic and monitored effectively. Each development area has an annual operating statement expressed in the form of a monthly schedule. Senior and middle managers undergo a monthly performance review with the principal or their line manager, at which they report on what has been done to implement the actions in the monthly statements.

69 The college is well led and effectively managed. Staff work together to implement the college's seven key objectives. The management structure combines clear line management with a project management model in which staff from different curriculum areas form teams to implement the key objectives. The small size of the college and its good internal communications enable this flexible management structure to operate effectively. The management structure covers diverse aspects of the college's curriculum, such as prison education, community education and services to business. This promotes good communications and the sharing of good practice; for example, staff working on the main site have joint staff development with teachers in the prisons.

70 The college makes good use of performance indicators and targets. The principal reports termly to governors and managers on the college's performance against eight widening participation indicators and 17 general performance indicators. Target-setting is well established across the college. The achievement of targets for retention and students' achievements are rigorously analysed and action is required from course teams when the targets have not been met. For the last two years, the college's rates of retention and achievement have in most cases exceeded the averages for general further education colleges.

71 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college is financially robust and has produced a historical cost surplus in each year since incorporation, against the background of a low average level of funding. The financial statements for the year ending 31 July 1999 show cash balances of £808,000 and an income and expenditure reserve of £954,000. The college has reduced its reliance on FEFC funding and its diversity of income ratio was at 38% for 1999. A significant proportion of its income now arises through its contracts at Full Sutton and Wakefield prisons. The finance department is headed up by the college accountant and finance manager, who has a recognised professional accountancy qualification. Management accounts are produced on a timely basis each month, containing financial forecasts and a range of other information, including fixed assets, debtors and creditors' analyses. The accounts are monitored monthly by senior managers. The commentary which accompanies the three-year financial forecasts for 1999 to 2002 sets out a number of financial targets. With the exception of the current ratio, the achievement of these targets is not formally monitored. Budgets for pay and non-pay are delegated to sector managers and variances are discussed at a monthly performance review. The financial

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regulations have been recently updated, but require further revisions to bring them into line with current best practice. Internal and external audit reports indicate that the college has sound systems of internal control.

72 A college meetings calendar ensures that course teams and cross-college groups meet with appropriate frequency. Part-time teachers receive good support; to enable as many as possible to attend team meetings, the meetings are scheduled well in advance, and arranged at times to suit their other commitments.

Curriculum managers express general confidence in the accuracy of computerised management information, which has recently been considerably improved. Effective dialogue between curriculum managers and the staff issuing computerised reports ensures that the information is up to date and helpful.

Conclusions

73 The college's self-assessment arrangements are well established. The self-assessment report prepared for the inspection is the third to be produced by the college. The inspection team found that the report was comprehensive and provided a useful basis for planning the inspection. The introduction included a helpful summary of students' achievements and the grade profile of lessons observed by staff in the college. The report clearly identifies strengths and weaknesses and allocates grades.

Inspectors agreed with most of the strengths and weaknesses identified in the report. In the curriculum areas inspected, there is a close correlation between the grade profile of lessons derived from internal inspection and the grades awarded for lessons observed by inspectors. The inspectors mostly agreed with the college's grading of curriculum and cross-college areas but, in two instances awarded better grades than those given in the report. The college has made significant progress in addressing the weaknesses identified in the previous inspection report and has made many improvements.

74 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 1999)

Age	%
Under 16	0
16-18 years	21
19-24 years	13
25+ years	66
Not known	0
Total	100

Source: college data

Student numbers by level of study (July 1999)

Level of study	%
Level 1 (foundation)	28
Level 2 (intermediate)	42
Level 3 (advanced)	21
Level 4/5 (higher)	1
Non-schedule 2	8
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 1999)

Programme area	Full time	Part time	Total provision %
Science	30	871	18
Construction	72	0	1
Engineering	33	74	2
Business	92	524	12
Hotel and catering	59	938	20
Health and community care	192	1,040	25
Art and design	49	45	2
Humanities	29	746	15
Basic education	151	90	5
Total	707	4,328	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 18% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1999)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	31	23	0	54
Supporting direct learning contact	12	10	0	22
Other support	42	1	0	43
Total	85	34	0	119

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£4,686,000	£4,704,000	£5,437,000
Average level of funding (ALF)	£15.45	£15.10	£16.20
Payroll as a proportion of income	71%	67%	68%
Achievement of funding target	112%	101%	100%
Diversity of income	36%	29%	38%
Operating surplus	-£65,000	-£24,000	-£21,000

Sources: Income - Council Circular 98/43 (1997), college (1998 and 1999)

ALF - Funding Allocations 1997-98 (1997 and 1998), Funding Allocations 1998-99 (1999)

Payroll - Council Circular 98/43 (1997), college (1998 and 1999)

Achievement of funding target - Performance Indicators 1997-98 (1997 and 1998), college (1999)

Diversity of income - Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus - Council Circular 98/43 (1997), college (1998 and 1999)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	121	218	362	128	176	289
	Retention (%)	79	85	85	85	77	84
	Achievement (%)	83	58	49	85	72	61
2	Number of starters	304	307	315	581	446	531
	Retention (%)	75	75	77	74	76	81
	Achievement (%)	76	83	79	92	75	71
3	Number of starters	332	333	292	484	648	666
	Retention (%)	86	79	76	81	82	84
	Achievement (%)	72	67	77	85	77	76
4 or 5	Number of starters	7	2	2	270	93	61
	Retention (%)	100	50	100	91	82	86
	Achievement (%)	100	80	33	65	78	83
Short courses	Number of starters	356	605	551	3,138	2,659	3,450
	Retention (%)	99	98	99	99	97	98
	Achievement (%)	97	94	92	98	88	91
Unknown/unclassified	Number of starters	n/a	n/a	n/a	n/a	n/a	n/a
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a

Source: ISR

n/a not applicable

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