

# Brooksby College

REPORT FROM  
THE INSPECTORATE  
**1999-00**

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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*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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## College statistics

## Grade Descriptors

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

The descriptors for the grades are:

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

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

## Brooksby College

### *East Midlands Region*

#### **Inspected December 1999**

Brooksby College is an agricultural college about 5 miles from the market town of Melton Mowbray and 8 miles from the city of Leicester. The college has addressed all the issues identified in the last inspection and has made significant progress in the development of its quality assurance arrangements.

Self-assessment and review involve all the staff of the college and cover all aspects of the college's operations. Curriculum self-assessment reports are consistently rigorous. Lesson observations are completed critically and inform the self-assessment process. The self-assessment report is followed up by interim reviews to monitor progress made against action points. The implementation of the quality assurance arrangements is monitored effectively. The evidence and judgements in the self-assessment reports are checked and validated. Inspectors agreed with most of the strengths and weaknesses recognised by the college but also identified some additional strengths and weaknesses. In several instances, weaknesses identified by the college had been addressed successfully. Inspectors agreed with all but one of the grades proposed by the college. In one cross-college area some of the strengths were judged to have been understated.

The college is the centre for education and training for land-based and rural industries in Leicestershire and Rutland, and draws its students from all over the county and beyond. The college offers provision in four of the FEFC's

programme areas. Courses include agriculture, horticulture, equine studies, small animal care, countryside management, fishery studies, engineering, business studies and basic skills. Most areas of the curriculum have been reviewed and updated to reflect the needs of the agricultural industry and to increase the courses they offer to widen participation. The inspection covered six of the subject areas.

The college is well managed. Students' retention and achievements at all levels of study have improved consistently over the last three years and most are now above the national average for agricultural colleges. There are effective communications with all staff, who have a clear sense of purpose. Most teaching is well organised and well planned and good use is made of the estate as a teaching and learning resource and as a source of income that contributes to the learning resources available to students. The realistic work environment afforded by the estate is supplemented by well-organised work experience placements. Students are well supported in their studies by the good accessible tutorial and additional learning support arrangements. Governors work in an open and accountable way. They are committed to the college, closely monitor the achievement of strategic objectives and have taken action to maximise learning resources. The college should address: the low recruitment to some courses; the lack of specialist IT provision in some curriculum areas; the limited monitoring of some operating objectives; some poor accommodation; and some aspects of the clerking arrangements.

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

Curriculum area	Grade	Cross-college provision	Grade
Agriculture	2	Support for students	2
Animal care	2	General resources	2
Horticulture and floristry	3	Quality assurance	2
Countryside and fishery studies	2	Governance	2
		Management	1

## The College and its Mission

1 Brooksby College is situated on a 315-hectare estate in the north-east of the county of Leicestershire, about 5 miles from the market town of Melton Mowbray and 8 miles from the city of Leicester. Most of the estate was formerly owned by the Beatty family and some memorabilia of the Battle of Jutland remains in the college. The college was founded in 1950 as the Leicestershire and Rutland Farm Institute and is now based on four campuses. Since incorporation the college resources have been developed to reflect the changing curriculum offered by the college and the mode of attendance of students. The administration centre of the college is based on the main campus and teaching accommodation, residential accommodation for 100 students and dining facilities have been developed on this site. Machinery and horticulture facilities, together with associated classrooms, have been developed at the Spinney campus; animal care and equine provision have been created or developed at the Hives campus; and the former pig unit has been converted to provide for countryside studies and fishery studies at the Wreakeside centre. The farm estate, as well as generating commercial income, has provided the resources for the recent development of programmes in animal care, equine studies and fishery studies.

2 The college is the centre for education and training for land-based and rural industries in Leicestershire and Rutland, and draws its students from all over the county and beyond. Courses include agriculture, horticulture, equine studies, animal care, countryside management, fishery studies, engineering and business studies. The majority of further education courses are now offered from entry level to level 3 and can be studied either full time or part time. In 1999, the college introduced higher national diploma programmes in animal science and equine studies through an associate

agreement with De Montfort University. In the last academic year, the college has widened further the opportunities for participation in education. This has been achieved by increasing its provision of both basic education for students with learning difficulties and/or disabilities and a community-based adult basic skills programme with progression routes to other college programmes. The college links effectively with schools to help in the teaching of aspects of the national curriculum. 'Taster' courses are offered in all curriculum areas offered by the college as part of the careers advice and guidance programme. The college is a managing agent for a range of programmes funded through the Leicestershire Training and Enterprise Council (TEC).

3 Leicestershire is a county of some 2,790 holdings where the farming is primarily small, family, mixed farms with particular emphasis on livestock production. The total labour force in agriculture of 3,500 has declined and is set to decline further. There is a continued demand for trained and skilled practical people of high quality.

4 Students cover a wide age range and an increasing number of mature students join full-time, part-time and updating programmes. The college is successful in widening participation; some 8% of its students live in circumstances described as 'deprived' or 'severely deprived'. In November 1999, the college enrolled 408 full-time students and 363 part-time students. Some 56% of these students were over 19 years of age. There are 118 full-time equivalent staff employed of whom 108 are on permanent contracts and 10 are on casual contracts. The chief executive, deputy chief executive/director of finance, and the director of curriculum are responsible for the overall planning and business operation of the college. In addition, they share responsibility for business development, quality, personnel, the farm and the estate.

5 The college maintains excellent links with a number of farming and other land-based organisations within the county and works very closely with them to provide programmes meeting the needs of the industry. This has led, over the past five years, to the development of a broader range of provision reflecting the diversification which has occurred within land-based industries. All courses are of a vocational nature and demand careful resourcing because of the relatively small group sizes, the requirements for high-cost capital equipment and the need to meet health and safety and general supervision standards. The college has been able to maintain the standard and quality of the resources through significant investment from cash reserves whilst working towards funding convergence that has reduced the college average level of funding by 50% since incorporation to £17.04 for the current year.

6 The needs of the local community are a priority for the college. The college mission is: 'To offer inclusive learning opportunities through viable, quality education, training and associated services for the benefit of all customers'. The strategic priorities to achieve its mission are to:

- develop the skills, knowledge, and competence of those who work or have an interest in the land-based industries
- provide students and staff with a challenging and rewarding teaching and learning environment
- develop and be a full and active partner in local and regional initiatives
- ensure a sound financial base with diversified sources of income
- embrace the development and expansion of information and learning technology through partnership and involvement in the University for Industry.

## The Inspection

7 The college was inspected during the week beginning 6 December 1999. The inspection was carried out by inspectors from the Further Education Funding Council (FEFC) and the Training Standards Council (TSC). Evidence was shared between the teams. The FEFC inspection team had previously evaluated the college's self-assessment report and information held by other directorates of the FEFC. Data for 1997 and 1998 were taken from the FEFC's individualised student record (ISR). The college submitted its own data for students' achievements for 1999, which were validated by inspectors against primary sources such as class registers and pass lists issued by examining and awarding bodies. These data were found to be accurate. The college was notified of the sample of provision to be inspected some two months before the inspection. The inspection was carried out by nine inspectors and an auditor working for a total of 40 days. Inspectors observed 54 lessons and four tutorials and examined students' work and college documents. They held meetings with governors, managers, college staff and students in addition to contacting the Leicestershire TEC and several employers.

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 inspected 65% were judged to be good or outstanding which is better than the average for agricultural colleges of 59% for 1998-99. Only one lesson was judged to be less than satisfactory. The college's own grade observation profile for the year to June 1999 was lower than that of inspectors.

# Context

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
NVQ	1	2	1	0	0	4
Other vocational	10	22	17	1	0	50
Total (No.)	11	24	18	1	0	54
Total (%)	20	45	33	2	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*

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Brooksby College	10.6	80
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

## Agriculture

### Grade 2

**10 Inspectors observed 12 lessons. They broadly agreed with the judgements in the self-assessment report but identified some additional strengths and weaknesses.**

#### Key strengths

- good standards of teaching
- high levels of retention and achievement
- good progression to employment
- effective use of the college farm

#### Weaknesses

- low numbers of students
- poor individual action-planning
- weak organisation and management of some lessons

11 The full-time courses cater for students with a wide range of previous experiences of the agricultural industry. The first diploma in agriculture is a suitable entry-level qualification. The national certificate and diploma programmes cater for those with greater experience in addition to providing appropriate progression routes from the first diploma. Much of the first year of the national diploma programme is taught with the national certificate course. Students can transfer easily between these programmes. Although the efficiency of programmes is improved by combining courses for some lessons, the low numbers on several courses restricts opportunities for specialisation and the range of learning activities. The college has not made effective use of formal contacts with the industry to support recruitment and marketing. There are inadequate procedures to give students accreditation for their prior learning. The industry provides good support for the teaching and learning. Students use local farms for

practical work and study visits. Inspectors agreed with the self-assessment report that work placement and routine work on the college farm is well managed and that students value these opportunities to gain realistic experience. Farmers contribute to an annual review of courses.

12 Much of the teaching is of a high standard. Teachers make good links between theory and practice, as noted in the self-assessment report. In practical lessons they effectively develop the competence and understanding of students. They demonstrate techniques carefully and ensure that students appreciate the theory that underpins the work. Most students are given clear guidance on how to improve their performance. In the most successful theory lessons teachers provide a balanced mix of activities and clear explanations of new concepts. They draw on their detailed knowledge of the industry to provide well-chosen examples. This strength was not recognised in the self-assessment report. In some lessons, however, teachers do not give adequate introductions to the topic and also fail to summarise the work effectively. Discussions with students are not always managed well. In a few practical lessons, not all students are fully involved. Students are not given sufficient guidance on taking notes. Record-keeping by some national diploma students is poor.

13 Students' understanding is developed effectively through assignments based on problems drawn from the industry. Usually assignment briefs are clear but in only a few instances is the relative importance of the tasks identified. More could be done to ensure that the common assignments given to national diploma and certificate students meet the particular needs of each course. The standard of the assignment work reflects the range of ability in the groups; much of the work is well researched and clearly presented. National diploma students often include well-reasoned solutions in their work but few draw these

# Curriculum Areas

together in a conclusion. The self-assessment report did not identify that there are no comprehensive records of reviews with individual students or that action plans are not clear. For some weak students, progress reviews are not sufficiently frequent.

14 The college farms provide a good, real working environment. They are used effectively for teaching and learning. Farm enterprises are used as the basis for case studies. Information from the farm is well used by teachers. The self-assessment report recognises that not all information from the farms is readily available; arrangements are being implemented to improve this. Practical work and work experience duties are undertaken in a commercially realistic setting. Staff are involved fully in supervising work experience. There are good links between the farm staff and teachers. Livestock is readily available for the practical lessons. The college has undertaken a major review of the farm operations, including the dairy and sheep enterprises. This has resulted in the arable enterprises being contracted out for the first time this year. A good start has been made in integrating the new arrangements

with the teaching and learning requirements. A system is being developed to allow access to the seasonally used machinery. Provision of other specialist equipment is generally adequate.

15 There are high levels of retention and achievement and on most courses these have been consistently at, or above, national averages. Retention and achievement on the national certificate course have been consistently high. In most years there have been high levels of performance on the two diploma courses. Most first diploma students continue their studies at the college. A high proportion of the national certificate and diploma students move to related employment. Few diploma students progress to higher education.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
First diploma	2	Number of starters	13	9	9
		Retention (%)	100	100	88
		Achievement (%)	100	78	88
National certificate	2	Number of starters	10	8	10
		Retention (%)	90	88	100
		Achievement (%)	89	86	90
National diploma (three year)	3	Number of starters	5	7	15
		Retention (%)	100	100	80
		Achievement (%)	100	83	100

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

# Curriculum Areas

## Animal Care

### Grade 2

**16** Inspectors observed 13 lessons covering both practical and theory work. They agreed with the strengths identified in the self-assessment but also identified additional weaknesses.

#### Key strengths

- wide range of effective teaching methods and learning activities
- effectively organised and administered courses
- high levels of retention and achievement
- good formal and informal support for students

#### Weaknesses

- insufficient opportunities for students to gain competence in practical skills
- underdeveloped links with industry

17 The college offers full-time animal care provision from foundation level to higher national diploma. There is no part-time provision. Student recruitment has increased considerably. Numbers on courses are large and are subdivided for lectures and into smaller groups for practical work. The timetable has been carefully planned to accommodate the many groups. There are some opportunities for students to gain additional qualifications, for example, national diploma students can enter for the pet store management certificate. Course administration and organisation is good. Course files and student records are comprehensive and detailed. Performance indicators and targets are reviewed regularly and actions are well documented. There is a strong team identity. Members are mutually supportive and communication is excellent.

18 Inspectors agreed that learning is effective. Teachers are aware of students' learning styles and relationships with students are good. All lessons are well planned and teachers share their aims with students. Teachers use a wide range of appropriate teaching methods and learning activities. Handouts are used well to aid note-taking and direct discussions. Some classroom activities are innovative. In one national vocational qualification (NVQ) lesson on protective clothing, two students were asked to dress in the appropriate clothes. The rest of the group discussed the clothing and recommended changes until one student was dressed appropriately. The main points of the lesson were recorded using diagrams and drawings. Teachers set demanding tasks and coach students to complete them within a specified time. Assignments are used extensively as part of the learning process and for assessment. Assignments help students to apply knowledge across a range of subject contexts. Feedback from most teachers is thorough and supportive and helps students to improve their performance. Assignment work is of a high standard. Presentation is particularly good; many students make effective use of information technology (IT). Some attractive and informative work by students is displayed prominently in teaching areas to demonstrate the standards to be achieved.

19 Opportunities for practical work have been reduced because resources have not kept pace with increased student numbers. Work experience has also been reduced for the first diploma course. Consequently, not all students gain sufficient competence in practical skills. This weakness was not identified by self-assessment. Practical teaching varies in quality. In the better practical lessons, students undertake demanding tasks in which a range of knowledge and skills have to be applied. In one lesson on health checks for dogs, key skills were effectively covered and students also contributed to the development of individual self-assessment

# Curriculum Areas

processes. In some lessons, teachers fail to ensure that students learn as much as they might from observing and handling animals. For example, in one small group practical lesson, students spent much of the time engaged in discussion and completing handouts. Animal welfare is a priority and high standards are set. A consequence is that students have only limited access to some species. The plastic models used in their place do not enable the students to gain the requisite competence in some skills with some species. There are clear health and safety procedures. However, in some lessons insufficient attention is given to some aspects of hygiene. Many of these weaknesses were recognised in the self-assessment report.

20 Diploma courses incorporate work experience. As the self-assessment report recognises, the monitoring of students and the management of work placement is a weakness. A number of actions have been put in place to address this. The team has little formal liaison with the industry. There is no formal advisory group or involvement of industry with curriculum or course review. There are no

part-time courses and part-time access to existing courses is not promoted in college literature. The self-assessment report did not recognise this as a weakness. Practical animal resources are well managed within the constraints created by the rapid expansion of student numbers.

21 Retention and achievement are high and consistently above national averages. Inspectors agreed that students are well supported both formally and informally. The regular tutorials are valued by students. The action-planning process is well recorded; students and tutors review and agree short-term actions and long-term goals. Staff exchange information about students and are well informed about individual student's progress and performance.

## A summary of retention and achievement rates in animal care, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
NVQ	1	Number of starters	*	*	7
		Retention (%)	*	*	57
		Achievement (%)	*	*	100
First diploma	2	Number of starters	41	41	48
		Retention (%)	83	80	89
		Achievement (%)	97	97	95
National diploma	3	Number of starters	31	41	40
		Retention (%)	84	83	88
		Achievement (%)	100	94	100

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

\*course not running

# Curriculum Areas

## Horticulture and Floristry

### Grade 3

**22 Inspectors observed 15 lessons covering the range of horticulture and floristry provision. Inspectors agreed with the strengths recognised in the self-assessment report but identified additional weaknesses.**

#### Key strengths

- good and improving rates of retention and achievement
- enthusiastic and accessible teaching staff
- many good resources for practical teaching
- an effective and supportive tutorial system
- well-defined progression routes

#### Weaknesses

- little development of IT applications in the curriculum
- lack of formal links with industry
- narrow range of options in horticulture and poor uptake of additional qualifications
- lack of regular curriculum review and updating

23 The college offers a range of courses in horticulture and floristry with well-defined progression routes from foundation level to national diploma. However, low numbers in horticulture restrict the breadth of provision and range of options that can be run efficiently. This reduces the ability of students to study specialised aspects of horticulture. This weakness was not specifically identified in the self-assessment report. An NVQ foundation course in horticulture has recently been offered alongside the NVQ qualifications in amenity horticulture and greenkeeping. The college staff visit trainees in the workplace to carry out assessments and students attend college for tutorials and help in portfolio building. Floristry

courses provide a range of options with full-time, part-time, and evening class modes of attendance.

24 Courses are well planned. Inspectors agreed with the self-assessment that teachers employ a range of appropriate methods to maintain students' interest and motivation. Most teaching is of a good standard though, in some cases, opportunities to link practical teaching to the underlying science and technology are missed. In some lessons, teachers rely too much on inappropriate methods such as copying notes from the board. Teachers are approachable and caring and students are given a high level of individual attention. The tutorial system is effective in enabling students to monitor their own progress and is highly valued by them. Students' progress is also monitored in course team meetings.

25 Horticultural teaching reflects traditional practice. Courses have not been reviewed and updated and insufficient attention is given to new developments and the application of modern technology in the industry. This weakness was not identified in the self-assessment report. There is little integration of IT with the curriculum. Students take a key skills qualification in IT but the amount of teaching time given to this for some groups of students is small. Usually, business and enterprise modules are set in an appropriate industrial context, although on some occasions the links are not clearly made. Contacts are maintained with local horticultural and floristry companies. There is an advisory committee for greenkeeping but otherwise there is little formal input on curriculum development from the industry.

26 Facilities and resources for practical work are good. The plant nursery and garden centre provide glasshouse and potting shed facilities and a wide range of fresh material for teaching. There is a covered hard landscape training area.

# Curriculum Areas

Students also use the college gardens and sports fields for developing practical skills. The floristry unit is equipped with workshop furniture and a walk-in cold store. Stocks of flowers and sundries are maintained to support practical work. Teachers make good use of the resources. In a lesson on pests and diseases the teacher presented students with a range of living pests and their host plants, exactly as they would encounter them in the workplace. A practical lesson in lifting nursery trees allowed students to use both manual methods and specialist hydraulic equipment. Stocks of tools and machinery are adequate. Students benefit from visits to local enterprises and trade shows.

27 Students on most full-time courses undertake work experience. This is well managed and effective and many students produce comprehensive reports of a high standard. Several students each year gain full-time employment with their placement provider and most students obtain related employment. Assessment programmes are well

planned. Assignment briefs clearly state the requirements for success and are marked at an appropriate standard. Some students produce excellent assignment work, and nearly all achieve the standard appropriate to the course. All student grades are internally verified.

28 Most retention and achievement rates are high although on some floristry courses retention is below the national average. Many students progress through the college's levels of provision, in some cases taking advantage of the well-established accreditation of prior learning procedure. There is a lack of progression between the two years of the national diploma course in horticulture. Students are offered the opportunity to achieve additional qualifications, although in some cases, uptake is low.

## A summary of retention and achievement rates in horticulture and floristry, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
NVQs in horticulture	2	Number of starters	11	18	20
		Retention (%)	64	83	90
		Achievement (%)	100	100	100
National certificate in horticulture	2	Number of starters	17	26	28
		Retention (%)	94	88	96
		Achievement (%)	63	91	81
NVQ/intermediate diploma in floristry	2	Number of starters	17	11	17
		Retention (%)	58	91	88
		Achievement (%)	90	100	93
National diploma in horticulture	3	Number of starters	16	17	18
		Retention (%)	81	76	83
		Achievement (%)	85	100	100

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



# Curriculum Areas

## Countryside and Fishery Studies

### Grade 2

**29** Inspectors observed 14 lessons covering the range of provision in countryside and fish farming. The inspection covered two separate self-assessments. Inspectors agreed with most of the strengths and weaknesses in the reports. By the time of the inspection action had been taken to address some weaknesses.

#### Key strengths

- realistic practical teaching combined with well-planned, varied classroom teaching
- well-integrated key skills
- high retention and achievement rates on full-time courses
- effective course organisation and management
- responsive and effective course review process
- good resources for practical teaching

#### Weaknesses

- low achievement rates on part-time courses
- low achievement of additional awards
- low recruitment on countryside courses

**30** In fishery studies the college offers a first and national diploma, the latter having options in fishery management or aquatics and recruits nationally. There is no part-time provision. In countryside there is a first and national diploma and national certificate. Part-time provision includes NVQ levels 2 and 3 landscapes and ecosystems, phase two arboriculture and short practical countryside skills courses. Recruitment to countryside courses is low. Inspectors agreed with the college's self-assessment that courses are well planned and managed. Comprehensive

course files are maintained. Schemes of work and lesson plans are updated regularly. Course teams effectively respond to points raised by students and external verifiers. There is only informal industrial input into the review process.

**31** As stated in the self-assessment report, most of the teaching is good. Practical teaching is of a particularly high standard often taking place in realistic industrial situations. Use is made of the facilities on the college estate supplemented by extensive use of off-site facilities such as fish farms and country parks. There are effective, well-developed links between practical and classroom teaching. In the better classroom lessons, teachers share their objectives with the students and recap on work from previous lessons. Lessons are well planned and students experience a range of appropriate learning activities. IT was identified in the self-assessment report as a weakness but achievements are much improved following a restructuring of the programme and the introduction of new workbooks. In a small minority of lessons teachers do not vary the activities enough and pay insufficient attention to meeting the particular needs of all students. Assignment briefs are comprehensive and follow a common format that includes detailed assessment criteria. Many assignments involve the application of theory to solve realistic practical problems. The standard of marking is appropriate and there is comprehensive feedback. Internal verification is carefully planned and effective. NVQ portfolios are logically structured. They provide comprehensive evidence of competence. Key skills are integrated fully with all teaching and opportunities are taken to enable students to receive accredited qualifications in key skills. All courses include work experience although not all students are visited by the college staff. The work experience is arranged to ensure its relevance to the students' work. On all courses students undertake visits to external institutions that further enrich their experiences. Tutorial

# Curriculum Areas

support is effective. There is good use of action-planning and monitoring of individual progress. Students value the access they have to staff for support whenever it is required.

32 The fisheries unit has been developed on a commercial basis, funding much of the development out of profits helped by a considerable level of sponsorship. It is well managed and used very effectively as a teaching resource. Countryside staff make good use of the college estate. There are also strong links with organisations such as Rutland Water and country parks to undertake regular practical teaching, often in conjunction with their rangers. The mobile classrooms at Wreakeside are in a poor state of maintenance and repair. Both staff teams are small in number but work effectively together. Staff are appropriately qualified with relevant industrial experience. All key staff retain strong industrial links and make good use of these to promote the college and its courses.

33 Inspectors agreed with the self-assessment report that retention and achievement rates on most full-time courses are good. The retention rates on the national diploma in fish studies are below the national average but the achievement rates are well above. As the self-assessment report recognises there is low achievement at times on NVQ level 2 and level 3 landscapes and ecosystems courses and on the certificate in arboriculture. Students are given the opportunity to take additional awards. For example, fishery students can achieve qualifications in IT and pesticide applications, and countryside students can take IT and chainsaw qualifications. Achievement rates for most of these qualifications are low. Progression to employment or to further study is high. A relatively small number of students find employment directly related to their course.

## A summary of retention and achievement rates in countryside and fishery studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
First diploma in fishery studies	2	Number of starters	15	19	9
		Retention (%)	83	100	100
		Achievement (%)	100	84	67
First diploma in rural studies	2	Number of starters	7	16	*
		Retention (%)	100	88	*
		Achievement (%)	100	86	*
National diploma in fishery studies	3	Number of starters	22	23	23
		Retention (%)	73	78	78
		Achievement (%)	100	100	100
National diploma in rural studies (environmental management)	3	Number of starters	11	16	8
		Retention (%)	91	81	100
		Achievement (%)	100	100	88

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

\*course not running



# Cross-college Provision

## Support for Students

### *Grade 2*

**34 Inspectors broadly agreed with the judgements in the self-assessment report. An additional key strength and an additional key weakness were identified.**

#### **Key strengths**

- comprehensive information and effective pre-entry guidance, enrolment and induction
- good tutorial support
- good provision and careful monitoring of additional support for literacy and numeracy
- extensive and effective personal support for individuals
- well-organised work experience

#### **Weaknesses**

- inadequate action-planning with some individual students
- insufficient systematic monitoring of the effectiveness of some aspects of student support
- insufficient provision for careers education

35 College publicity material is comprehensive, clear, attractive and informative. There are many opportunities for prospective students to visit the college and discuss the learning opportunities available. Extensive and effective liaison with schools and a comprehensive programme of 'taster' days allows many pupils to sample college courses. The college participates in a wide range of local and national events. Inspectors agreed that students benefit from impartial advice and guidance. A common detailed framework and approach are used for enrolment, registration and induction. Induction programmes provide students with a positive introduction to the college.

36 Students benefit from good, accessible tutorial support which they value highly. A clear, comprehensive tutor handbook sets out the tutor's roles and responsibilities. Monitoring and reviewing students' progress and developing individual action plans is undertaken regularly. Inspectors did not agree that students' action-planning was a strength. Where it was strong, short-term and longer-term actions to improve the quality of students' work are set and progress is monitored carefully. Students are encouraged and motivated to achieve. In some less effective instances the emphasis is on reviewing past performance and the progress made towards achieving the qualification rather than on the immediate actions necessary to improve the quality of students' work.

37 Inspectors agreed with the strength identified in the self-assessment report that there is good provision for additional support for literacy and numeracy. Students are screened during enrolment or induction. Any identified support needs are dealt with quickly and some 89% of those identified as needing additional support were receiving it. Work is planned to take account of students' individual needs and related to their vocational area. Students likely to need support in the future are also identified and tutors monitor their progress closely. There is effective liaison between tutors and learning support tutors. Appropriate support is provided for students with learning difficulties and/or disabilities.

38 There is extensive and effective personal support for individuals as identified by the college in its self-assessment. Subject and personal tutors are seen as approachable and provide the initial contact for students with problems. The senior warden and the team of wardens provide 24 hours support for residential students and some counselling. An external professional counsellor is available when required. The principal holds regular 'clinics' and many students take advantage of this opportunity to raise general issues or ask

# Cross-college Provision

for advice. The students' association and the wardens organise a good range of social and sporting activities. A series of health awareness events are run in collaboration with library staff. Students are well supported in making career choices, including progression to higher education. The student services manager is qualified to give careers advice. There is a strong working relationship with Leicestershire Careers and Guidance Service and their adviser has monthly careers sessions for students. Some careers work is undertaken with course groups, particularly at foundation level, with students during tutorials and through the library. However, as the college identified in its self-assessment report, there is currently insufficient provision for general careers education. There is a well stocked, up-to-date careers library. Students have access to a national jobs database and an employment noticeboard.

39 A strength not fully recognised by the college in its self-assessment is the well-organised work experience programme. The work experience co-ordinator is easily accessible to students. Lunchtime clinics are held on four days each week. A database of placements is available to students. Individual students complete a placement selection form and are interviewed to explore the suitability and likely availability of the placement. All placements are checked for suitability and compliance with health and safety regulations. Employers are provided with a comprehensive pack of information that includes a clear explanation of their roles and responsibilities. Placements are visited by college staff or other suitably qualified people on behalf of the college.

40 There is insufficient monitoring of the effectiveness of some aspects of student support and services. This weakness was not identified in the self-assessment report although the resulting action plan identified the requirement for performance indicators and targets and these are now in place. Students' views on the

tutorial process are gathered and are generally positive. Tutorial observations have begun, but these have not yet resulted in the consistent application of the tutorial framework. There are evaluations of a few students' views on work experience but there are no systematic procedures in place for gathering students' views or for the gathering and evaluation of employers' views.

## General Resources

### *Grade 2*

**41 Inspectors agreed with many of the judgements identified in the self-assessment report. The report includes many clear judgements supported by reliable evidence. Inspectors identified additional strengths and an additional weakness.**

#### Key strengths

- well-maintained and attractive site
- attractive, appropriately stocked and well-used library and information centre
- effective support from library and information centre staff
- accessible, high-quality general IT facilities
- extensive sports and social activities for all students
- good catering facilities on the main campus
- good use of the estate as a teaching resource

#### Weaknesses

- poor standard of prefabricated classrooms
- the poor quality of some residential accommodation
- inadequate IT provision in specialist units
- poor facilities at the Spinney campus

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42 The college grounds are attractive, well maintained and clearly signed. This strength was not identified by the college. The college operates from four campuses across the estate: the main campus; Spinney campus; Hives campus; and the Wreakeside centre. There is an equine centre, animal care centre, farm and horticulture centre. Good use is made of the estate to extend the students' learning. It is widely used by students for practical work, as a realistic work environment, as a resource for assignments and for recreation.

43 Inspectors agreed with the college that the library and information centre provides an attractive and good study environment and is well used. A new second floor extension, completed in 1999, has provided a useful additional silent study area, learning support room, study spaces and IT facilities. There are sufficient study areas for the number of students in the college. There is good provision of books, journals and videos for most curriculum areas, although in animal care the quantity of books has not kept pace with the number of students enrolled.

44 Inspectors agreed that the library team provides effective support for the students. Students using the library and the information centre were positive about the help they received from staff in their research activities and in using the IT equipment. The library and computer rooms are open to students until 22.00 hours Monday to Friday during term time and are open during vacations.

45 Inspectors found that there are easily accessible high-quality general IT facilities for students. There are modern computers available during opening hours in the library. Further computers in four teaching rooms are available to students when not in use for class teaching. There is Internet access on all workstations and a college intranet with learning materials, including teaching videos covering a range of curriculum areas. These strengths were not identified by the college. There are inappropriate IT facilities for teaching

purposes in the specialist units across the college. This is a weakness identified by the college in the self-assessment report. The staff have adequate access to computers in their offices or in the dedicated staff computer room. Not all staff have access to electronic mail.

46 The teaching rooms on the main campus are good and they are used efficiently. The classrooms are generally made bright and attractive by the displays of students' work. The college has redeveloped a residential block and created additional classrooms, which are attractive and fit for purpose. There are two well-equipped science laboratories. Effective redevelopment of some of the campuses has taken place. Inspectors judged that the standard of some of the prefabricated classrooms and some of the residential accommodation is poor, a weakness identified in the self-assessment report. The college does have an accommodation strategy that takes account of, and plans for, improvements to this poor accommodation. There is wheelchair access to all downstairs classrooms, both levels of the library and information centre, all the IT rooms, the restaurant, bar and the snooker room. There is no access to the upstairs classrooms in the outside teaching blocks. The college has carried out a disabled access assessment but has not followed this up with a detailed survey of the campuses to determine the level of access for wheelchair users.

47 The catering facilities at the main campus are very good. There is a large, pleasant restaurant that serves a good range of food and caters for a variety of tastes, including those of vegetarians. A cafeteria serves food and drink through the day and the evening and is open at weekends for the residential students. Catering facilities at other sites are not all of the same high quality. The catering van, serving a good range of hot and cold food, visits the farm and equine centre. The catering and toilet facilities at the Spinney campus were judged to be poor, a weakness not identified by the college.

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48 Students have good access to sport, recreational and social activities. There are sufficient common rooms, though some are poorly furnished. A bar, snooker room and well-equipped gym are available to students. There are sports pitches, an all-weather pitch and tennis courts. There is a planned programme of activities each term that the students value and enjoy. Recent activities have included white-water rafting, paint-balling and trips to theme parks. There is a weekly social event and regular trips to the cinema and bowling centre.

## Quality Assurance

### Grade 2

**49 Inspectors were in broad agreement with the college's judgements on quality assurance in the self-assessment report. Since the self-assessment report was written the college has taken action to address most of the weaknesses.**

#### Key strengths

- the significant developments and improvements in quality assurance since the last inspection
- rigorous curriculum self-assessment reports
- robust arrangements to assess the quality of teaching and learning
- excellent systems to gather and act upon students' views
- effective monitoring of the implementation of quality assurance arrangements
- the establishment of service standards for non-teaching areas

#### Weaknesses

- inadequate arrangements for gathering the views of employers
- shortcomings in some aspects of action-planning
- deficiencies in the monitoring of charter commitments

50 Significant improvements have been made to the quality assurance arrangements since the last inspection. Appropriate action has been taken to address the weaknesses identified in the previous inspection report. The college is committed to offer education of high quality. Responsibility for the development and maintenance of the college's quality systems is clearly allocated. All staff have a good understanding of the quality arrangements. The college has devised appropriate service standards for most non-teaching areas. Inspectors agreed with the self-assessment report that in some areas procedures to monitor the service standards are at an early stage of development.

51 Inspectors agreed that the quality and verification group has played a pivotal role in ensuring consistency in the implementation of quality procedures across the college through careful monitoring. A schedule of internal inspections has been introduced to check evidence and validate the judgements in the self-assessment reports. Good practice is highlighted and areas for improvement identified. Detailed reports are carefully scrutinised by the quality and verification group and the academic board. The academic board has taken an active part in making recommendations to the governors and college management.

52 The college produced its second self-assessment report in preparation for the inspection. The self-assessment report uses the standard headings in Council Circular 97/12, *Validating Self-assessment*, although not all the quality statements have been addressed clearly. Curriculum and support area self-assessment reports contribute to the college self-assessment report. The lesson observations are used to inform the judgements on teaching and learning. The college acknowledges that some judgements in the curriculum area self-assessment reports lack evaluation and not all are supported by relevant evidence. Self-assessment is used effectively to inform the annual operating statement. Insufficient use is made in the

# Cross-college Provision

self-assessment report of national averages and national benchmarking data produced by the FEFC in making judgements on students' achievements. Action plans clearly identify the staff responsible for action, review dates and milestones for completion. However, action statements to remedy weaknesses are often imprecise and have few measurable outcomes.

53 Inspectors agreed that the self-assessment process supports the continuous improvement of individual courses. The regular course team meetings have fixed agenda items dealing with quality and minutes are meticulously recorded as action points. However, course teams do not always record when actions have been completed satisfactorily. All course teams complete a self-assessment report and these are used to compile subject area reports. Rigorous interim and annual reviews provide opportunities to review progress made against course team action plans. The same degree of rigour is not always used for the subject area reviews. Targets for enrolment, retention and achievement, but not attendance, are set by each course and compared with actual performance over three years. Insufficient attention is given to falling recruitment. Actions to maintain high levels of performance are not always explicitly stated. Inspectors agreed with the self-assessment report that there are well-established procedures for assessing the quality of lessons in the college and some work-based training. The college has policies and appropriate procedures for improving the quality of teaching and learning. A higher percentage of lessons observed by inspectors were judged to be good or outstanding when compared with those awarded by the college through its own lesson observations for the previous year. Internal verification procedures are sound and include the monitoring of equal opportunities. Reports from awarding bodies are carefully scrutinised and prompt corrective action is taken to remedy any problems identified.

54 Students have opportunities to express their views through a wide range of questionnaires and the student forums. Inspectors agreed with the college that action is taken and improvements made as a result of feedback from students. For example, changes have been made to the teaching of courses and to assignment schedules. The college acknowledges that there are no systematic procedures to gather the views of employers.

55 The college charter is well presented with sections for students, employers and the community. It provides a useful source of information for prospective and current students. It states the services and learning experiences that students can expect to receive from the college. The charter commitments have few measurable outcomes. Procedures to systematically monitor charter commitments and co-ordinate the results are not well established. There is a clear complaints procedure and the few recorded complaints have been dealt with satisfactorily.

56 Inspectors agreed that staff development is a strength and it is linked to the college's strategic objectives. The outcomes from lesson observations and the annual staff appraisals inform the staff development plan. The whole-college staff development events held each term are highly valued by staff. There is also high attendance at external training events. The college achieved Investors in People status in 1995 and this was re-affirmed in 1998.



# Cross-college Provision

## Governance

### Grade 2

**57 Inspectors agreed with some of the strengths and weaknesses identified in the college's self-assessment report but considered that some strengths were overstated.**

#### Key strengths

- governors' commitment to the college
- the provision of strategic direction and effective monitoring of strategic plans
- effective action by governors to maximise learning resources
- sound procedures for openness and accountability

#### Weaknesses

- lack of evidence of rigorous monitoring of college finances in corporation minutes
- lack of independence of some clerking arrangements

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 Inspectors and auditors agreed with the self-assessment report that governors are committed to and supportive of the college. Governor attendance at both governing body and committee meetings is good and attendance is monitored. The distinction between management and governance is clearly understood and observed by governors. The corporation has wide experience that is used to good effect. There are gaps in the skills available amongst governors and scope to

improve the gender balance of the corporation. Some of these gaps have been recognised by the governing body, which is seeking to address them. A nominations committee has been in place since April 1999. The governing body has not formally approved procedures for progressing nominations for new governors.

60 The corporation has taken appropriate steps to implement the amendments to its composition required by the recently revised instrument and articles of government. The governing body does not have a finance committee or quality assurance committee. Governors are represented on the academic board and on other key committees in the college. The quality and verification group monitors quality issues and makes regular reports to the academic board.

61 The governing body and committee meeting cycle is scheduled in advance of the academic year. Agendas and papers are issued in good time for meetings. Governors value highly the work and knowledge of the clerk to the governing body. Inspectors and auditors agreed with the self-assessment report that clerking was not fully independent. The clerk to the governing body is also the deputy chief executive and director of finance. In recognition of the potential for conflict, the governing body has appointed an assistant clerk to the audit and remuneration committees. However, the director of finance as clerk to the governing body also minutes the governing body's discussion of the management accounts. There are some overlaps in the job descriptions for the clerk and assistant clerk.

62 The inspection team agreed that governors effectively monitor the achievement of strategic objectives. This was identified as a key strength in the self-assessment report. A strategic planning cycle has been developed which identifies key stages in the development and monitoring of the strategic plan. The cycle identifies sources of data, governor and staff

# Cross-college Provision

involvement and the expected outputs. Governors felt that their involvement in the strategic process was a continuous one. They have a good understanding of the key educational issues relevant to the future direction of the college. Governors attend a development day at the outset of the strategic planning cycle. The governing body reviews the annual college operating statement three times a year. The operating statements lack specific targets to allow their achievement to be easily measured or monitored. Academic and enrolment reports are a regular agenda item at governing body meetings. Senior college staff report to governors on the key issues of retention and achievement. Reports on retention and achievement lack accompanying commentary.

63 In the absence of a finance committee, governors monitor the financial position of the college through scrutiny of management accounts at governing body meetings. The management accounts include financial performance indicators and reporting of commercial activities. There is a lack of evidence in the minutes of the governing body of sufficient debate on the management accounts. Governors have taken effective action to maximise the learning resources available to the college though this strength was not identified in the self-assessment. Some of these actions have been through the development of college companies. The college has established a deed of covenant for the college companies but not a formal memorandum of understanding in line with practice as recommended by the FEFC. Inspectors and auditors considered that the strength identified in the self-assessment report of governors' monitoring of resources was overstated given the absence of use of performance indicators or benchmarking data.

64 A register of interests is maintained for governors and senior staff with financial responsibilities. The disclosure requirements for the registers accord with best practice.

Governors also make annual declarations of their eligibility. A 'whistleblowing' policy has been adopted. A code of conduct for governors is in place but requires some updating. Governing body minutes and papers and the register of interests are publicly available. The director of finance is present at staff association meetings to answer questions on the college management accounts. There is no formal confidentiality policy, although items of governing body business are rarely classed as confidential.

## Management

### *Grade 1*

**65 Inspectors agreed with the strengths and weaknesses identified by the college. Actions had been taken on some of the weaknesses.**

#### **Key strengths**

- effective communications promoted through an open style of management
- clear sense of purpose of staff
- annual operating cycle successfully implemented at team level
- improved and effective management
- productive links with a good range of external bodies
- good support to budget holders

#### **Weaknesses**

- inadequate monitoring of the achievement of some operating objectives

66 The college is well managed. The college executive team consists of the principal, the director of finance, and the director of curriculum. The principal and the director of finance are also, respectively, the chief executive and deputy chief executive. Each member of the executive team has line management responsibility for different aspects of work.

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Changes in the management structure have promoted greater accountability of staff for their work. College staff understand their roles and responsibilities, as noted in the self-assessment.

67 There is a clearly defined strategic planning cycle. The planned reviews of the annual operating statements measure performance against targets agreed by the corporation. The review process is rigorous and leads to improvements at team level. Overall retention and achievement rates have improved over the last three years. Most are now above the national average for specialist colleges. However, the operating statements do not always have targets to allow their achievement to be measured easily.

68 Communications within the college are good, as noted in the self-assessment. There are regular whole-staff briefings on key issues. The Brooksby Staff Association enables staff to express their views on subjects that affect them. Communication between the corporation and staff is aided by governor attendance at the academic board and its committees. The minutes of meetings of the college executive team and governing body are available from various sources in the college. The principal has a 'clinic' when staff and students can raise issues with him.

69 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. In addition to the annual budget, a budget methodology is approved every year by the governing body and issued to all budget holders. Budget holders receive good support from the finance team. The management accounts comply with many aspects of good practice. They report in detail on college company activities. There is scope to improve their format. These accounts are reviewed monthly by the college executive team and at every meeting of the governing body. Financial performance indicators, derived from the operational plan, are routinely reported as part of the management accounts. Achievement

of financial performance indicators is variable with cash days in particular not achieving targets.

70 The college makes efficient use of its resources. This strength was not noted in the self-assessment. Funding targets have been achieved for the last three years. The average level of funding is now close to the average for all colleges. Only 50% of the income is spent on the staff payroll. Approximately 50% of income is from non-FEFC sources. Other college educational resources, such as the farm and the riding centre, are run on a commercial basis. Students have benefited from the improved resources provided as a result of the income generated, as noted in the self-assessment.

71 There are good links with a range of organisations associated with land-based industries and animal welfare. The principal is a member or chair of several national bodies. The college is a member of the Melton Mowbray food forum, which promotes a full range of primary and food-processing industries. There is a good relationship with the Leicestershire TEC and with employers who have trainees on work-based training schemes. Community-based education is provided in three community locations. The good links with social services day centres has increased the number of students attending the college.

72 Student data on the college management information system is generally reliable. Statistical returns to the FEFC are accurate and on time. Internal reports are produced regularly on student numbers and compared against the targets set. Other reports can be produced within a reasonable time. The weakness noted in the self-assessment that only members of the executive currently have direct access to the student database is being addressed. The production of non-standard reports is still developing. The information relating to the relatively small numbers of work-based trainees on roll-on roll-off programmes is insufficiently detailed.



# Cross-college Provision

73 The marketing of the college has developed to meet changing needs. A marketing committee has been established and a marketing plan developed. Productive use is made of market research data, as noted in the self-assessment. New brochures and a college video have been produced and a website has been established. Marketing material takes account of gender and ethnic issues.

74 The equal opportunities policy was revised in March 1999. Staff training has raised awareness of equal opportunities issues. Internal verification includes a review of the use of language in assignments. Promotional leaflets have been distributed in parts of Leicester with a large ethnic population. The self-assessment acknowledges that the systematic monitoring of equal opportunities is still developing. Course teams monitor the ethnicity and gender balance of students and of those who leave courses early. Lesson observations include comments on equal opportunities issues. Foundation level courses have successfully recruited a wider range of students to the college.

college. They identified additional strengths and weaknesses. Inspectors agreed with all the curriculum grades proposed by the college. Inspectors judged that one cross-college grade had been understated.

76 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.

## Conclusions

75 The college's self-assessment report was the second it had produced and was based on Council Circular 97/12, *Validation Self-assessment* but, where appropriate, incorporated some points from *Raising The Standard*, a TSC publication, to cover TEC-funded programmes. The structure of the report effectively represents the distinct provision within the college. There are separate grades for areas within the FEFC's programme areas for agriculture and basic education. Sources of evidence are clearly stated and many of the judgements are evaluative. Each section of the self-assessment has an accompanying action plan. The report provided a very clear and useful starting point for planning the inspection. Inspectors agreed with most of the strengths and weaknesses identified by the

college. They identified additional strengths and weaknesses. Inspectors agreed with all the curriculum grades proposed by the college. Inspectors judged that one cross-college grade had been understated.

76 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 (November 1999)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	43
19-24 years	13
25+ years	43
Not known	1
Total	100

*Source: college data*

## Student numbers by level of study (November 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	28
Level 2 (intermediate)	36
Level 3 (advanced)	36
Level 4/5 (higher)	0
Non-schedule 2	0
Total	100

*Source: college data*

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

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	0	7	1
Agriculture	394	261	85
Business	14	0	2
Basic education	0	95	12
Total	408	363	100

*Source: college data*

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 8% 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 1999)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	45	0	0	45
Supporting direct learning contact	7	0	0	7
Other support	56	0	10	66
Total	108	0	10	118

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

# College Statistics

## Three-year Trends

### Financial data

	1997	1998	1999
Income	£4,427,000	£4,186,000	£4,379,000
Average level of funding (ALF)	£19.19	£17.46	£17.04
Payroll as a proportion of income	57%	51%	50%
Achievement of funding target	132%	97%	99%
Diversity of income	51%	49%	49%
Operating surplus	-£334,000	-£290,000	-£138,000

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	157	155	8	177	144	104
	Retention (%)	87	82	100	76	74	88
	Achievement (%)	90	94	75	50	61	88
2	Number of starters	283	280	238	190	269	259
	Retention (%)	89	83	89	85	76	78
	Achievement (%)	73	77	69	68	74	66
3	Number of starters	84	197	143	206	184	172
	Retention (%)	83	84	85	92	82	87
	Achievement (%)	69	42	52	53	55	56
4 or 5	Number of starters	n/a	n/a	n/a	15	9	n/a
	Retention (%)	n/a	n/a	n/a	93	100	n/a
	Achievement (%)	n/a	n/a	n/a	43	89	n/a
Short courses	Number of starters	115	72	129	497	702	765
	Retention (%)	100	100	100	100	100	100
	Achievement (%)	82	75	78	84	73	87
Unknown/unclassified	Number of starters	83	78	72	90	28	25
	Retention (%)	92	78	83	90	82	96
	Achievement (%)	63	66	54	76	100	35

Source: ISR

n/a not applicable

## **FEFC Inspection Report 41/00**

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