

# Carlisle College

**REPORT FROM  
THE INSPECTORATE  
1997-98**

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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## Grade Descriptors

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

The descriptors for the grades are:

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

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

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

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

## Retention and Pass Rates

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

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

# Summary

## Carlisle College

### *North West Region*

#### **Inspected February 1998**

Carlisle College is a medium-sized general further education college. Since its last inspection, the college has made progress in improving the quality of teaching, the standards of its accommodation and resources and in securing its financial position. The college's self-assessment report is comprehensive and detailed. It represents an aggregation of separate reports by governors, course and cross-college teams. The process has been developed over several years and is closely linked to the quality assurance system and the college's planning activity. An internal audit process has helped to establish a rigorous and common approach to review and self-assessment across the college. The college's standardised lesson observation system did not directly inform the judgements on teaching and learning. Inspectors concluded that the college overstated the quality of some of its provision and overlooked some weaknesses and underestimated the quality of its resources.

Carlisle College offers a wide range of courses covering all 10 of the FEFC's programme areas. Provision in six of these areas was inspected, together with aspects of cross-college provision. In most curriculum areas, students are able to progress from foundation level to higher education courses. The college has been successful in widening participation in further education to serve the needs of the local

community. Growing numbers of students with learning difficulties and/or disabilities are being successfully placed on mainstream courses. The standard of teaching and learning is generally sound, although in some areas it is unimaginative. Achievements of older students on vocational courses are often good, but some pass rates fall below national averages and, on some courses, retention rates are low. The college's strong commitment to information learning technology is shown by its investment in new, well-equipped learning centres, which are effectively used by some curriculum areas, though not all. The college is well managed. The senior management team provides sound financial management and has an open and consultative style. The college has productive links with local employers and a constructive relationship with the Cumbria TEC. Governance of the college is adequate. Tutorial support and careers provision for students are too dependent on the commitment of individual tutors and, though most students receive a positive experience, not all do so. Established and effective quality assurance arrangements are in place. The college should: find ways of sharing good practice in order to raise the standard of all lessons to that of the best in the college; address the poor or declining pass rates and retention rates in some subjects; ensure that individual students are offered the same high level of support; exploit more fully the capabilities of the management information system; and monitor college policies more formally.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Sciences	3	Support for students	3
Construction	2	General resources	2
Engineering	2	Quality assurance	2
Health and community care	2	Governance	3
Art and design	3	Management	2
Humanities	3		

# Context

## The College and its Mission

1 Carlisle College is the largest provider of post-16 education and training in Cumbria. It serves north-east Cumbria, south-east Dumfries and Galloway and west Northumberland. The college operates from a site in the centre of the city of Carlisle. Most companies in the area are small to medium-sized enterprises, employing fewer than 50 people. The majority of people are employed in the service industries.

2 Carlisle College is the only general further education college within a 35-mile radius. Thirteen of the 15 schools in the area offer provision for 11 to 18 year old students and many of these also provide adult education. Five schools have recently increased their sixth form provision. The college is linked with other Cumbrian colleges through a computerised network which allows it to hold video conferences and to exchange teaching and learning materials.

3 In January 1998, the college had 1,624 full-time and 4,648 part-time students on further and higher education courses. Fifty-six per cent of students are over 25 and 41 per cent are between 16 and 24. Numbers of full-time students have increased in each of the last three years. There has been steady growth in both full-time and part-time enrolments of students with learning difficulties and/or disabilities. The college has courses in all the Further Education Funding Council's (FEFC's) 10 programme areas. Higher education courses are offered in association with the University of Northumbria. A trading subsidiary of the college provides a wide range of professional development and training courses. The college delivers information technology (IT) training in two rural centres using video-conferencing. Recently, it has expanded its evening provision and introduced Saturday and summer courses. It recruits students from overseas and has strong international links.

4 The college's mission is to 'support the development of the community through excellence in education and training.' The aims of the college include: 'providing effective learning at all levels; increasing and widening participation and access through equality of opportunity and flexible delivery; ensuring customer satisfaction through continuous improvement in quality; and involving itself actively in the social and economic development of the catchment area'. The college was awarded the Queen's anniversary prize for further and higher education in December 1996 in recognition of its success in widening participation.

# Context

## The Inspection

5 The college was inspected during the week beginning 9 February 1998. The inspection team had previously evaluated the college's self-assessment report and the information about the college which is held by other divisions of the FEFC. The college submitted data on students' achievements for the three years 1995 to 1997. There were some discrepancies between this information and the information provided in some of the curriculum self-assessment reports.

6 The inspection was carried out by 13 inspectors working for 46 days and an auditor working for five days. Inspectors observed 83 lessons and inspected a sample of students' work and examined a wide variety of college documents. They held meetings with governors, managers, college staff and students and conducted telephone interviews with the head of a partner school, six employers and the area manager of Cumbria Training and Enterprise Council (TEC).

7 Of the lessons inspected, 55 per cent were rated good or outstanding and 12 per cent were less than satisfactory or poor. This profile is not as good as the average for all lessons observed during 1996-97, according to *Quality and Standards in Further Education in England*

*1996-97: Chief inspector's annual report.*

The average level of attendance was 76 per cent, similar to the average for all colleges in 1996-97 according to the same report. The average class size was 14, which compares favourably with a national average of 11. The following table shows the grades given to the lessons inspected.

### Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	0	5	5	4	0	14
GCSE	1	2	3	1	0	7
GNVQ	2	9	6	2	0	19
NVQ	1	6	4	1	0	12
Other vocational	3	17	9	1	1	31
Total	7	39	27	9	1	83

# Curriculum Areas

## Sciences

### Grade 3

8 The inspection covered the range of science, mathematics and computing courses offered by the college. Inspectors observed 19 lessons. The college's self-assessment report identified strengths and weaknesses, using the main headings in Council Circular 97/12, *Validating Self-assessment*, and there was supporting evidence for each issue identified. Inspectors concluded that the report paid insufficient attention to low retention and pass rates for a number of courses, which were key weaknesses. Some of the data used as evidence were inaccurate.

#### Key strengths

- some general certificate of secondary education (GCSE) pass rates above the national average
- good pass rates in the advanced vocational course in IT
- well-managed mathematics and computing provision
- good, easily accessible, up-to-date computing equipment

#### Weaknesses

- some science lessons which were poorly planned, organised and delivered
- low attendances in mathematics classes
- low pass rates and/or poor retention rates on a substantial number of courses
- poorly-managed science provision

9 Both the college, in its self-assessment report, and inspectors found that science, mathematics and computing lessons embrace a good range of learning activities. Demonstration work, use of relevant video recordings, high-quality handout materials and some use of

computing equipment were all observed during science lessons. Mathematics students work effectively both in groups and individually. In science and computing, teachers make good use of practical work to demonstrate the theory being studied. In the weaker science lessons, planning was poor and there were examples of laboured teaching and explanations which were confusing for students. In a small number of lessons, students' performance in question and answer sessions was poor. Students do not always complete homework tasks which means that they are ill prepared for lessons. Some classes suffer from low attendance. The average attendance at the mathematics lessons observed was 58 per cent; only eight of the 23 students on register attended one GCSE lesson.

10 Pass rates in the programme area range from good to poor. GCSE science and mathematics pass rates are at or above the national average but results in GCSE information technology are poor. Pass rates have been generally below the national average for general certificate of education advanced levels (GCE A levels) in science and mathematics. There are good pass rates on the advanced vocational course in IT for two out of three years since 1995 but only 18 per cent of students completing the general national vocational qualification (GNVQ) course in IT at intermediate level were successful. Retention rates on GCSE and GCE A level mathematics courses have fallen over the three years since 1995 and are poor. Less than half of the students who started the GNVQ advanced course in IT completed it in 1997. Retention has also been low on GCE A level biology and human biology courses.

11 The self-assessment report claims that the college has a good range of computing courses which provides opportunities for progression to students on part-time and full-time courses. Inspection evidence supported this claim. There is less choice for students of mathematics and science, and modular GCE A levels have been



# Curriculum Areas

introduced to remedy this. Mathematics and computing provision is effectively managed, but there are weaknesses in some aspects of the management of science. In one instance, staff did not take timely action to correct problems or difficulties which they identified. There is poor control of physical resources. Weaknesses identified by the college in procedures for storing chemicals, for example, have not been swiftly rectified.

12 Staff are well qualified. Many have degrees or an equivalent qualification in appropriate subjects. A good proportion of them have the relevant assessor awards. General scientific equipment is sufficient for the courses currently on offer. The self-assessment report claims that students have good access to modern computing equipment and inspectors confirmed this. Computing equipment is available in departmental workshops and general learning resource areas, both in timetabled sessions and on a 'drop-in' basis. Science laboratories and

storage areas vary in the quality of general maintenance. The biology laboratory is well organised and there are good wall displays and biological models which help to create a strong subject identity. Chemistry and physics accommodation is less well maintained.

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

Course grouping		1995	1996	1997
GCE A level mathematics	Retention (%)	72	71	38
	Pass rate (%)	43	50	67
GCSE mathematics	Retention (%)	88	75	52
	Pass rate (%)	28	45	41
GNVQ advanced/national diploma computing	Retention (%)	51	63	41
	Pass rate (%)	83	55	78
GCSE computing	Retention (%)	47	77	75
	Pass rate (%)	13	13	13
Computing – other	Retention (%)	97	91	94
	Pass rate (%)	32	38	37
GCE A level science	Retention (%)	90	52	73
	Pass rate (%)	66	51	62
GCSE science	Retention (%)	89	85	82
	Pass rate (%)	69	50	47

Source: college data

# Curriculum Areas

## Construction

### Grade 2

**13 Inspectors observed 12 lessons covering a broad range of provision, including furniture and construction craft courses leading to national vocational qualifications (NVQs) at levels 2 and 3 and some technician and site management programmes.**

**Judgements in the self-assessment report were generally confirmed by inspection findings.**

#### Key strengths

- maintenance of provision through a prolonged period of industry recession
- a broad range of provision
- workshop teaching and learning of high quality
- students' good practical work
- good personal support provided to students

#### Weaknesses

- the lack of variety in teaching methods
- poor pass rates on some NVQ programmes
- students' awareness of health and safety procedures

14 The college has relocated most of its construction provision to the main site, investing in new facilities even though demand from employers has waned in recent years. It has coped well with the serious difficulties in maintaining provision. The college offers a broad range of provision and is providing new opportunities for students wishing to enter employment. Technician level work continues to diminish, however, and the college has not successfully introduced intermediate and advanced GNVQ programmes. Course management and planning is generally good though course files are not always up to date.

15 Most teaching is good, though practical lessons are more successful than classroom-based lessons. The profile of lesson observation grades awarded by inspectors is better than the national profile described in the chief inspector's annual report 1996-97. The college is increasingly using lesson observations to aid staff development although these observations did not contribute directly to the college's self-assessment report. Teachers provide students with strong personal support and record their progress well. Inspectors did not agree with the judgement in the self-assessment report that the department offered an appropriate variety of teaching methods. Few teachers are imaginative in their teaching methods and lesson materials are not always designed to meet individual students' needs. Most students develop the key skills of numeracy, communication and IT. Attendance rates at lessons are good. Most students are punctual even though many travel significant distances to the college.

16 Students' work is generally of a high standard. Students are industrious and work well in the workshops, both on their own and in teams. They keep work areas clean and tidy. Some bricklaying students lost valuable training time because they had to demolish and clean previously-built projects before starting new ones. Students' files and log books are generally well kept although a few incorporate poorly-presented teaching materials. Retention rates on almost all courses are high. Inspectors did not support the college's view that all pass rates are good.

17 Teachers are well qualified and have experience of industry. Most staff undertake relevant training activities. The amount of workshop accommodation is appropriate, though the college recognises the need for further development if growth continues. Workshops are generally clean, tidy and fit for purpose, though a few are occasionally overcrowded. Students and staff work safely, but students' awareness of procedures to ensure

# Curriculum Areas

the prevention of hazardous working environments is not adequate. Classroom accommodation is satisfactory, though rooms are drab and uninspiring. Some 'resource-based learning' materials are outdated and there is no systematic review of their suitability and relevance. Students have good access to computers and many achieve a recognised IT qualification. Inspectors agreed with the college that links between construction and the learning resource centre are poor.

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

Course grouping		1995	1996	1997
Two-year advanced vocational programmes, national certificates and diplomas	Retention (%)	76	74	83
	Pass rate (%)	92	94	88
Two-year NVQ level 2 craft programmes	Retention (%)	82	84	75
	Pass rate (%)	93	100	86
Other C&G programmes	Retention (%)	47	63	85
	Pass rate (%)	63	67	55
NVQ level 3 craft programmes (one-year course)	Retention (%)	97	84	88
	Pass rate (%)	60	62	67
Other foundation construction programmes	Retention (%)	97	90	87
	Pass rate (%)	15	16	13

Source: college data

# Curriculum Areas

## Engineering

### Grade 2

**18 The inspection covered all the main areas of engineering provision. Overall, inspectors agree with the judgements in the self-assessment report; a few strengths were overstated and some additional weaknesses were identified.**

#### Key strengths

- much good teaching
- standardised, clear course assessments
- well-established links with local industry
- good retention and pass rates on the majority of courses
- high levels of attendance and punctuality
- a well-resourced and well-managed technology learning centre

#### Weaknesses

- lack of procedures for the continuous monitoring of students' progress
- lack of strategies for the development of common skills
- some drab and uninviting classrooms

19 The college provides a broad range of courses in electrical and electronic engineering, mechanical engineering and motor vehicle technologies which enable students to progress from foundation level to higher levels, studying full time, part time or during the evening.

20 The quality of teaching in many of the lessons is good. Of the 13 lessons observed, eight were good or outstanding. In the best lessons handouts, worksheets and course assignments are well planned and presented, as claimed in the self-assessment report. In many electronic engineering lessons, students were clearly enthusiastic about the tasks they were

undertaking. Practical exercises enable students to consolidate their understanding of, and develop, the concepts introduced earlier in the lesson. Teachers provide support to the students as they work in small groups to complete tasks. Students on computer-aided draughting courses are given well-produced workbooks, with clear guidance notes, which help them to develop their skills. In a few engineering lessons, teachers' planning and preparation was inadequate, resulting in unimaginative and dull presentations. Students' attention wandered and there was little effective learning.

21 As the self-assessment report states, technology department staff have developed strong links with local engineering companies. A substantial programme of relevant work placements has been established for full-time motor vehicle craft students. Employers participate in course reviews and the content of many courses is updated to meet the demands of client groups. A recent departmental initiative has resulted in an 'Engineering Partnership', comprising the college, the local TEC and 12 companies, the aim of which is to promote engineering and training.

22 Levels of attendance and punctuality are high. Course tutors rigorously follow up absence from lessons by contacting the student concerned and her/his employer or parents. Reports on students' progress are produced twice-yearly for employers and, where appropriate, for parents. However, there are no procedures for continuous monitoring. Where courses include a mandatory common skills unit, teachers provide opportunities for assessment, but there is no provision for developing and improving these skills.

23 Students achieve well on the majority of courses. With the exception of the national diploma, all courses have pass and retention rates above the average quoted in the FEFC's curriculum area survey report on engineering published in April 1996. Students' work is

# Curriculum Areas

generally of a standard appropriate to the level of the course. The criteria for assessment are not always clear and teachers in their marking of work do not provide enough guidance on how to improve.

24 Since the previous inspection, the college has significantly improved the facilities available to engineering students. A recently-introduced 'technology learning centre' is designed to enable students to work on their own. The centre has a range of computer-assisted learning equipment and other materials. All students have a timetabled session in the centre and can 'drop in' at other times. The centre is managed by a facilitator who records attendance and helps students to make effective use of the resources. The centre is highly regarded by students and staff. In contrast with the quality of accommodation at the centre, the decor and furnishing of some classrooms make them less inviting places in which to learn.

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

Course grouping		1995	1996	1997
Higher national certificate engineering	Retention (%)	57	68	93
	Pass rate (%)	83	54	72
National certificate engineering	Retention (%)	60	95	76
	Pass rate (%)	100	84	72
National diploma engineering	Retention (%)	64	56	41
	Pass rate (%)	38	80	57
C&G 4351 computer-aided draughting	Retention (%)	85	100	95
	Pass rate (%)	86	65	100
NVQ level 3 motor vehicle maintenance and repair	Retention (%)	*	93	100
	Pass rate (%)	*	69	80
Basic engineering competences	Retention (%)	95	92	100
	Pass rate (%)	89	91	75

Source: college data

\*data unavailable

# Curriculum Areas

## Health and Community Care

### Grade 2

**25 The inspection covered the college's counselling, child, health and social care courses. Eleven lessons were observed. Inspection findings generally supported the judgement in the college's self-assessment report. However, inspectors identified additional strengths and weaknesses in respect of teaching and learning and students' achievements.**

#### Key strengths

- good progression opportunities
- learning which is reinforced and extended by practical experience
- theory well related to practice
- good assessment practices and high-quality feedback to students
- some good pass rates and retention rates

#### Weaknesses

- inadequate development of key skills
- below average achievements on the intermediate GNVQ
- below average retention rates on the advanced GNVQ

26 A good range of courses enables students to progress from foundation level to higher education. Courses are well structured and lessons are effectively planned to meet students' vocational needs. Varied forms of learning enable students to develop, practise and demonstrate their knowledge, understanding and skills. Teachers carefully link theory to students' experiences in the workplace.

27 In the best lessons, teachers skilfully relate theory to practice and make effective use of students' own experiences to reinforce and

extend learning, develop key skills as an integral part of the work and identify opportunities for assessment. As the self-assessment report acknowledges, however, opportunities to develop, practise and assess key skills are not fully exploited in many vocational lessons and lesson plans do not refer to key skills. Work experience is an integral part of all child, health and social care courses. Students can take advantage of a wide range of work experience, which is well planned, organised and managed. Their progress on work experience is monitored and recorded in collaboration with workplace supervisors. Students are encouraged to develop the ability to work effectively on their own. In their directed study periods they are able to use the newly-opened vocational learning centre.

28 The pass rates on the majority of courses are in line with, or above, national averages. The college's self-assessment report identifies this as a strength. However, it does not comment that pass rates on the GNVQ intermediate course are well below average. The department is taking steps to address this problem. It has improved recruitment arrangements and is closely monitoring the progress of students in academic tutorials. Inspectors agreed with the college's claim that student retention rates match or exceed national averages on most courses. On GNVQ advanced courses, however, retention rates, although improving, are still well below national average. Students demonstrate appropriate levels of knowledge, understanding and skill in their written work. The work is accurately marked and graded and students receive constructive feedback, helping them to focus on areas in which they can improve. Practical competence is carefully assessed. Students' attendance is recorded and monitored and action is taken over non-attendance. During inspection week, average attendance in the health and community care lessons which were observed was 85 per cent.

# Curriculum Areas

29 The curriculum is effectively managed. There is a clear allocation of staff responsibilities. Course teams meet regularly to monitor, review and evaluate provision. The department has responded well to demand by introducing courses at foundation level and extending its short course provision. This strength is not recognised in the college's self-assessment report.

## Examples of students' achievements in health and community care, 1995 to 1997

Course grouping		1995	1996	1997
Intermediate level childcare and education	Retention (%)	91	82	89
	Pass rate (%)	76	94	69
GNVQ intermediate health and social care	Retention (%)	87	87	83
	Pass rate (%)	86	38	50
Advanced level diploma in nursery nursing	Retention (%)	64	83	95
	Pass rate (%)	76	84	78
GNVQ advanced health and social care	Retention (%)	59	64	48
	Pass rate (%)	77	77	81

Source: college data

# Curriculum Areas

## Art and Design

### Grade 3

**30 The inspection included GNVQ and GCE A level art and design courses, City and Guilds of London Institute (C&G) interior design and part-time ceramics and photography courses. Inspectors observed 13 lessons. The college's self-assessment report did not incorporate 1997 examination results and insufficient account was given of weaknesses identified during the inspection.**

#### Key strengths

- well-prepared and supportive teaching
- good use of 'real' projects
- the good research skills displayed by students
- effective integration of key skills with other aspects of work
- clear feedback to students on assessment and effective internal verification
- improving GCE A level and GCSE results and improving retention rates on GNVQ courses

#### Weaknesses

- insufficient attention to basic drawing skills
- low pass rates on C&G courses
- combined classes which restricted students' progress
- poor punctuality and attendance
- inadequate accommodation and specialist resources
- lack of coherence in the management of art and design

31 The art and design courses inspected have been introduced over the last few years and are still being established. Management of the area is not yet sufficiently coherent to support

effective planning and development. For example, the C&G interior design courses are managed within the construction department. Students on these courses have no contact with art and design students, whose courses are located in the hospitality and leisure industries department. Resources are not shared.

32 Most lessons are well planned. The work encourages students to develop personal responses. GNVQ advanced students researching artists for an art history project were able to develop their discoveries in their own work. The assessment of students' work is regular; students receive helpful written feedback and there is an effective system of internal verification. Students with learning difficulties and/or disabilities are well supported within GNVQ courses. One entry level lesson in textiles was carefully structured to ensure that all the students were successful in developing the relevant practical skills. The staff have used opportunities in the community, such as the production of banners for a local shopping precinct, to introduce 'real' projects to art and design students. They also use these projects to develop key skills, particularly in communication and IT. Insufficient attention is given to the basic skills of drawing, whether this be observation drawing for GNVQ students or the more formal perspective and elevation drawing for interior design students. Full-time students are not introduced to photography either as a specialism or as a tool for observation and recording. Because of small numbers, GNVQ intermediate and advanced classes are taught together at times, which limits the progress being made by intermediate students. This issue was recognised in the course review process but not identified as a weakness in the self-assessment report. Students are not punctual. Attendance rates are low.

33 Students on the full-time courses are developing good research skills, using interesting historical references and exploring solutions through a variety of media. Interior



# Curriculum Areas

design students are thorough in the research of materials and products for their design schemes and their work is well presented. Many of the intermediate GNVQ students rely too much on derived sources, such as photographs and clip art which leads to predictable work. Students on the GNVQ art and design intermediate and advanced courses are encouraged to take GCSE or GCE A level art and design as additional qualifications. The GCE A level examination results for these students have been improving and are now at or above the national average. Although the retention rates for GNVQ advanced and intermediate courses have improved, pass rates have declined and are below national averages. The completion rates for the C&G photography and interior design courses are low.

34 The staff teaching in these areas are well qualified with good professional experience in their field. Resources are limited and affect students' progress. The art and design studios are cramped and cluttered. It is difficult for students to produce any large-scale work. Students doing graphics have access to only one

computer with specialist graphics software. The printmaking equipment is basic and poorly maintained. The ceramics space includes wet, dry and glazing areas and kilns within one converted classroom. The self-assessment report identifies health and safety issues in ceramics. Photography students use a small darkroom attached to science. Students use their own cameras. The library resources for art and design are very poor. Inspectors concluded that the self-assessment report underestimates these weaknesses in resources.

## Examples of students' achievements in art and design, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level	Retention (%)	67	*	43
	Pass rate (%)	75**	75**	90
GNVQ advanced	Retention (%)	*	75	82
	Pass rate (%)	*	100**	66
GNVQ intermediate	Retention (%)	64	67	93
	Pass rate (%)	86	75**	50
GCSE	Retention (%)	84	93	74
	Pass rate (%)	30	84	73
C&G craft courses (including interior design, photography)	Retention (%)	*	92	66
	Pass rate (%)	*	14	25

Source: college data

\*data not available

\*\*fewer than 10 students

# Curriculum Areas

## Humanities

### Grade 3

**35 The inspection included GCE A level, GCSE and access courses in English, communications, psychology and sociology. Fifteen lessons were observed. The findings of the inspectors coincided with most of the findings in the college's self-assessment report though there were weaknesses in teaching and learning which the college had not identified.**

#### Key strengths

- strong curriculum area management
- well-structured social science lessons, delivered with enthusiasm
- good assessment practices
- good on-course support for students

#### Weaknesses

- lack of stimulation and challenge in some lessons
- some poor examination results and low retention rates
- low attendance
- insufficient development of key and study skills

36 The newly-formed management team for the area is providing strong, energetic leadership. Course teams have been established and there are regular planning meetings. Standardised schemes of work ensure that parallel groups follow identical learning programmes so that students who change course do not have their studies disrupted. Most of the humanities accommodation is bright, clean and well equipped. Learning materials produced by staff are of good quality. Inspectors agreed with the self-assessment report that some library books are out of date, but a significant issue not recognised in the

self-assessment report is students' low use of library resources.

37 Effective teaching and learning takes place in social science lessons. Adult sociology students enjoy working in small groups to develop their knowledge of the subject and their skills in expressing their opinions.

Communication skills are an integral part of the study programme for students on GNVQ courses. The class teacher and the librarian work closely with these students on their assignments. They prepare resources, including internet materials, to broaden students' knowledge and understanding and record students' presentations on video. Adult learners on access courses produce high-quality coursework, take an active part in lessons and speak enthusiastically of their work. Teachers have developed well-structured courses for English GCSE students. They are diligent in setting and marking assignments. Written work is carefully corrected and assessed and students receive useful advice and guidance. The college's self-assessment report did not take into account the pedestrian and repetitive delivery of some GCE A level lessons. In lessons observed by inspectors, students remained largely unresponsive. Work was often conducted at too slow a pace and was not demanding enough. There was little evidence that the promotion of individual learning skills referred to in the self-assessment report is actually taking place. Opportunities for students to work on their own, and to develop the skills to do this effectively, have not become an integral part of students' learning programmes. The self-assessment report refers to a college-wide policy of integrating IT with other aspects of the curriculum but there is no provision for this in English literature programmes.

38 For a number of courses, achievements are good. Results in two-year GCE A level English literature and psychology are above the national average. English GCSE results for 1997 were 20 per cent above the national average for the

# Curriculum Areas

cohort of 16 to 18 year old students in 1997. Access students have also achieved very good results. One-year GCE A level and GCSE social science courses have poor achievements which are below national averages.

39 There are examples of poor retention rates; for example the two-year GCE A level English literature course retained only 35 per cent of its 1995 to 1997 cohort of students and the sociology course only 23 per cent. In addition, a large number of students who complete social science courses are not entered for the examination. The curriculum managers for this area are aware of these issues. They have taken action on attendance monitoring and tutorial support with the aim of improving both retention rates and examination results. They are also developing value-added assessment, still in rudimentary form, which is designed to

provide a more accurate picture of students' achievements.

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

Course grouping		1995	1996	1997
GCE A level English and communication studies (two-year course)	Retention (%)	*	46	35
	Pass rate (%)	65	92	91
GCE A level sociology and psychology (two-year course)	Retention (%)	90	75	23
	Pass rate (%)	33	40	73
GCE A level English and communication studies (one-year course)	Retention (%)	89	100	79
	Pass rate (%)	62	72	61
GCE A level sociology and psychology (one-year course)	Retention (%)	89	82	76
	Pass rate (%)	65	73	48
Access to higher education English and communications	Retention (%)	*	*	66
	Pass rate (%)	*	*	100
GCSE sociology and psychology	Retention (%)	84	72	79
	Pass rate (%)	58	53	41
GCSE English and communications	Retention (%)	82	73	87
	Pass rate (%)	65	65	67

Source: college data

\*data not available

# Cross-college Provision

## Support for Students

### Grade 3

**40 Inspectors generally agreed with the college's own judgements of the quality of support for students, but a number of significant weaknesses were not identified in the college's self-assessment report.**

#### Key strengths

- clear and well-implemented policies and procedures for pre-entry enquiries
- good systems to identify and meet students' additional support needs
- some good practice in reviewing students' progress and planning for improvements
- a highly-valued confidential counselling service

#### Weaknesses

- students' entitlements not widely known
- policy on course guidance at entry not always followed
- poor tutorial provision for some students
- careers education opportunities poorly used on some courses

41 Since the last inspection, the student services section at the college has been reorganised to ensure that both academic and support departments work closely together to support students. As yet, management of the different aspects of student support is not sufficiently co-ordinated to ensure a consistent standard of experience for all students. Although the majority of students are supported well, some are not.

42 There are good opportunities for prospective students to obtain advice on college courses. As claimed in the college's self-assessment report, students receive clear, high-quality publicity materials. School staff are

invited to regular updating sessions in the college. An information unit located in good accommodation close to the college entrance deals with enquiries promptly and effectively. There are clear policies and procedures for admissions based upon identifying a programme appropriate to each individual student's needs. These policies are not implemented consistently across the college nor are they effectively monitored. In some areas, individual guidance is not offered to full-time students as part of the admissions process.

43 Full-time students value highly the carefully-structured induction programme. Tutors are provided with a comprehensive pack of resources and information to support the programme. Little in the way of induction is offered to many part-time students. All students receive a college handbook which is supplemented by course handbooks. Little use of the handbook is made following induction. Students sign a learner agreement which refers to their rights and responsibilities. They are not aware of their entitlements under the college charter nor does the charter have a significant function in defining the relationship between students and the college.

44 The college undertakes diagnostic testing to identify the level of all full-time and many part-time students' basic skills. The college received the Basic Skills Agency kitemark in recognition of the quality of its basic skills work. Course tutors, working with a basic skills co-ordinator, work well to address the needs identified through these tests. Some departments make more use of the support than others, as recognised in the college's self-assessment report. Full-time students are aware of the support offered and consider it to be good. It is particularly valued where individual needs are discussed with personal tutors as part of the review process. The college provides specialist equipment and support from specialist staff, where required, to students with physical disabilities. The disability statement is

# Cross-college Provision

not made readily available to students. Discrete provision for students with learning difficulties is well staffed and there is enhanced tutorial support to help identify individual needs and provide appropriate progression routes, which involves close consultation between students and tutors.

45 There are clear policies and guidelines on tutoring for full-time students. These include regular reviews of progress and action-planning. For some students, this forms the foundation of an integrated approach supporting their academic and personal development. The policies are not implemented consistently across the college. In some areas tutorials are viewed as voluntary by students and occur on an *ad hoc* basis. Attendance at tutorials is poor on some courses. An appropriately-resourced and welcoming careers guidance centre is well used by students.

46 An experienced college careers adviser provides a good service to potential and existing students. Minimum standards for the careers curriculum have been approved by the curriculum committee. These are implemented inconsistently across the college. There are no effective strategies for the monitoring and development of the careers curriculum. Support for progression to higher education is stronger than that related to employment. Links are established with Cumbria Careers Service. These links are strong and positive in supporting students with learning difficulties and/or disabilities. Some vocational course teams make little use of the careers service, as recognised in the self-assessment report. A qualified counsellor offers a professional confidential service which is well used and highly valued by students and staff. There is effective monitoring of the nature of the support given but the course or programme from which clients come is not adequately monitored. Counselling services are well integrated with the services offered by the accommodation and welfare officer and there are sensitive arrangements for cross-referral.

## General Resources

### Grade 2

**47 Inspectors agreed with the college that, since the last inspection, it has made numerous improvements to its general resources. They judged that the college was generally modest in its assessment of this aspect of provision.**

#### Key strengths

- good improvements to accommodation
- accessibility to most areas of the college for wheelchair users
- good refectory facilities and provision of services
- the high-quality central learning resource centre
- improved management of the college's estate

#### Weaknesses

- underuse of centralised computer facilities
- the few social and recreational facilities for students

48 In the last two years, the college has undertaken a systematic improvement of its accommodation. It has moved most provision to its main site in the centre of Carlisle. Classrooms and corridors are being redecorated to a good standard. The college has set a high priority on saving energy when refurbishing. Buildings are clean and well maintained. The college's refectory is bright and well furnished. It offers a good service to students and is popular and well used. The college's self-assessment report underestimated the quality of its refectory provision, dwelling on occasional overcrowding rather than the satisfaction of its customers. Opportunities to enhance the environment by displays of students' work or other stimulus materials have

# Cross-college Provision

not been taken. Signposting inside buildings is poor and somewhat confusing.

49 Good nursery facilities are provided for the children of students in the 'Chatterbox Crèche'. These were inspected recently by the schools inspectorate who rated the resource highly. Following a survey by the local authority's access officer in 1994, the college invested in better facilities for wheelchair users who can now access almost 90 per cent of the college's accommodation. Recreational facilities on site are poor but students are able to use facilities in the town. Although some activities are offered at lunch times few students take advantage of them.

50 The college has made significant recent investment in computing and learning resources across the college and in two rural centres. It is undertaking one of the 30 quality in information learning technology projects. The college itself is fully networked and connected to the joint academic network, with central and departmental learning centres, using information learning technology. Students report that connection to the internet can be slow. The ratio of eight full-time equivalent students to one modern computer is good. All staff are encouraged to use electronic mail for college communications and computers are situated in workrooms to enable this. Few students can use college electronic mail. A modern and multi-purpose 'learning resource centre' incorporates a range of facilities to support students and staff. Inspectors found that the central facilities are sometimes underused, but students take advantage of 'drop-in' facilities in timetabled computer rooms. There are some shortcomings in the specialist bookstock in the learning resource centre. This is acknowledged in the college's self-assessment report.

51 The college actively promotes the use of technology to support learning and reduce costs. Departmental learning resource centres have been built, two of which are managed centrally,

and most are fully operational. A new range of digital photocopying and printing machines are now linked to the college's main reproduction unit. This enables teachers to do their own photocopying or transfer documents electronically for more efficient production of teaching materials. It is too early to assess whether these will be effectively used and teething problems have hindered development. The college is, however, making good progress in using video-conferencing to strengthen communications with students in outlying areas, in other Cumbrian colleges and in other countries. A few local employers are beginning to use the facilities to communicate with offices in other countries and with customers.

## Quality Assurance

### *Grade 2*

**52 Inspectors largely agreed with the college's judgements about quality assurance arrangements. However, they identified some weaknesses that had not been included in the college's self-assessment report. A number of weaknesses which the college identified in its self-assessment report had been addressed and overcome by the time of the inspection.**

#### **Key strengths**

- good management of quality assurance arrangements
- clear links between quality reviews and strategic and operational planning
- a strong internal quality audit process
- robust arrangements for assuring quality in outward collaborative provision
- a self-assessment process which is comprehensive and generally rigorous
- staff development arrangements which support college priorities

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## Weaknesses

- some ineffective implementation of quality assurance procedures
- failure to monitor the implementation of all policies
- examples of poor course self-assessment reports
- some unsubstantiated judgements on teaching and learning in the self-assessment report

53 Strong leadership in quality assurance supports the college's mission to achieve high standards in all it does. There is genuine management commitment to continuous improvement and a developing culture of critical evaluation. The college has been successful in achieving national recognition for its quality assurance arrangements. It achieved Investor in People status in May 1997 and the Scottish Quality Management Systems award in October 1997. The quality assurance framework covers every aspect of the college's work including its commercial and franchised operations. The system is well documented. A recently-introduced and sensitively managed internal audit process is a key tool for monitoring policies, plans and procedures. Inspectors agreed with the self-assessment report that it is valued by staff as a collaborative process. Academic and support staff are released from other commitments to train for, prepare, carry out and report on audits. The process has effected many significant improvements across all sections of the college. Students are now represented on course teams, GCE A level publicity material has improved and all full-time courses have produced handbooks.

54 The college has defined performance indicators for most aspects of its work and set baseline targets for attendance, achievement and retention. After the course review, directors of study negotiate specific targets with programme managers, using past performance

and national benchmarks where available. Guidelines for course review are thorough and direct the course tutor to identify action points for improvement. Action plans are then monitored by the course teams. Throughout the year, the management information system provides managers with data showing achievement against target. Concerns are addressed at course tutor and programme manager meetings. There is particularly thorough monitoring of progress in business studies and health and social care courses and good practice in secretarial services. Some target-setting is insufficiently rigorous. No achievement targets are set for individual GCE A level subjects, although the college offers 15 of them. Value-added data are not used to set targets. The college recognises some weaknesses in its target-setting.

55 There are some inconsistencies in the implementation of quality assurance procedures. Not all managers respond promptly to the requirement to identify the action they will take to achieve their agreed improvement targets. Nor do all programme managers follow up poor course results swiftly. There is a lack of clarity in some areas about where responsibility lies for monitoring and review. Some monitoring procedures are at an early stage. A lack of formal links between the quality framework and college policies has led in some cases to failure to monitor their implementation.

56 There is a clear link between staff development arrangements and strategic and operational plans. As a result of a recommendation arising from a quality audit, the staff development officer now sits on the academic board. This gives him a broader perspective on training needs. There has recently been a heavy investment in staff training in IT, lesson observation and quality audit techniques. Approximately 1 per cent of the recurrent budget is allocated to staff development. The system for assessing teaching and learning through graded lesson

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observations is at an early stage. The college company ProAct is delivering training for programme managers linked to the Management Charter Initiative standard. The appraisal scheme is well established and focuses on organisational as well as individual needs.

57 The self-assessment process is ambitious in its range and involves all sections of the college. Governors assessed the key elements of their work by referring to a comprehensive, detailed and clear set of quality statements. A detailed checklist was provided for course teams. Judgements about teaching and learning stand largely unsupported by analysis of students' work and graded lesson observations. Inappropriate or inaccurate data were used by some course teams to reach judgements. Many programme and cross-college managers used a sound evidence base to reach clear and specific conclusions on their provision. In the best examples, there was a willingness to celebrate strengths and acknowledge weaknesses. Action plans indicating how improvements would be achieved were realistic. In other examples, staff adopted a minimalist approach and gave the briefest hints of strengths, weaknesses and supporting evidence and, in some cases, even briefer indications of their intended response.

## Governance

### *Grade 3*

**58 Board members undertook a self-assessment for the first time in the summer term of 1997. They found the exercise of value and plan to repeat it next year. Inspectors agreed with the strengths and some of the weaknesses they identified. Other significant weaknesses were identified by inspectors which were not included in the self-assessment report.**

#### Key strengths

- the board's involvement in determining the mission and strategic plan
- an effective audit committee
- effective administrative arrangements for the board and its committees
- positive action taken following self-assessment

#### Weaknesses

- inadequate monitoring of students' performance and the outcomes of quality assurance
- limited in-year reporting on the college's progress towards achieving its strategic objectives
- few opportunities for some governors to be involved in decision-making
- communication between governors, staff and students

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

60 Members of the board are active at senior levels in a wide range of professions, including banking, accountancy, education, law, local authority, catering and hospitality, personnel and health. They are strongly supportive of the college and make time in their schedules to take their duties as governors seriously. Only four of the 18 governors in post were members prior to incorporation. The board has a search committee which complies with best practice and which has been successful in recruiting new governors to fill vacancies as they occur. As the self-assessment report claims, improvements are needed in the induction arrangements for new



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governors in order to give them a comprehensive picture of their role.

61 Board members have taken an active role in reshaping the college's mission. They have provided strong support to college managers in their efforts to achieve improved productivity and eliminate the inherited deficit. They have confidence in college managers and allow them to focus on operational matters. At the board's summer term meeting they consider in detail the college's draft strategic plan and receive a review of progress over the previous year. In the course of the self-assessment review, governors identified the need to receive more frequent reports on progress between their annual reviews. This has begun to be addressed. Before the December 1997 board meeting, senior managers led a governor development session in which they provided members with an update on the college's progress towards achieving its strategic aims but as yet there is insufficient use of performance indicators and benchmarks in setting targets and reviewing progress.

62 There is an appropriate committee structure. The audit committee is effective. It ensures that management takes action to address identified internal control weaknesses. The estates, finance and general purposes committee carries out the task of financial monitoring at its termly meetings but the full corporation has limited formal involvement in monitoring the college's financial position. The board does not see the three-year financial forecasts prior to their submission to the FEFC. Board members have recently started to receive copies of the college management accounts.

63 The board and its committees benefit from effective administrative support. Agendas and papers are circulated in good time for meetings and indicate which matters are for information and which require decisions. The register of interest was revised in September but is not available for public scrutiny. Separate agendas are produced for public and confidential items.

The board adopts a broad definition of the scope of confidential items and excludes staff and student governors from the parts of the meetings at which they are discussed. Much of the debate between governors over key issues takes place in board committees and as staff and student governors do not receive minutes of committees they can make little contribution to matters of legitimate interest to them. This issue was not identified in the self-assessment report. Board members recently requested copies of the college newsletter as a means of improving their awareness of developments in the college. Following the December meeting, decisions of the board were included in the staff newsletter but staff commented to inspectors that they regard the governors as remote and having little contact with the day-to-day life of the college.

64 The self-assessment report acknowledges the need for the governors to strengthen their monitoring of students' achievements and progression. Governors have discussed the performance of GCE A level students, who form a minority of the college's students, but have not considered a comprehensive analysis of student performance or the outcomes of quality assurance arrangements. This is a significant weakness which the board has recently sought to address through the nomination of two governors to attend meetings of the academic board. At its December meeting, a revised constitution for the academic board was agreed to give it a clearer focus for quality assurance. Governors have yet to agree the format in which they wish reports to be presented to enable board members to analyse the progress of the college towards its objective of improving students' achievements.

# Cross-college Provision

## Management

### Grade 2

**65 The self-assessment report provided a comprehensive overview and identified a number of strengths in management with which inspectors agreed. A number of weaknesses found during the inspection were not included in the report.**

#### Key strengths

- effective management of change
- a comprehensive and inclusive planning process
- effective communications
- productive links with local businesses and agencies

#### Weaknesses

- inconsistent use of the management information system
- inadequate monitoring of equal opportunities
- inadequacy in financial reporting

66 In recent years, the college has gone through a period of significant change. It has restructured and reduced the number of academic departments from six to four. In the process, the numbers of academic staff have been reduced by a third. The reduction in staff was central to the college's strategy to meet new efficiency targets and to facilitate recovery from a substantial inherited budget deficit. The restructuring was well managed and avoided the potential loss of staff expertise and course provision. The college's senior management team provides strong and focused leadership. The members of the team work well together. They practise an open management style and value the contributions of staff. Staff understand the management structure in their own departments and are clear about their own

responsibilities. They are less clear about some aspects of the cross-college structure and associated roles.

67 Communications between senior managers and staff are, as claimed in the self-assessment report, effective. The college principal holds regular staff meetings, there are weekly meetings at senior management and course team level and an electronic mail system carries information to all staff. A college newsletter has recently been introduced and has been well received by staff.

68 As stated in the self-assessment report, the college has developed a comprehensive planning process. The planning cycle allows for contributions from all staff and has been adjusted to take account of issues arising from the self-assessment process. The principal holds staff meetings to explain the strategic plan and all staff receive a summary of the plan. The plan makes good use of information provided through the needs analysis undertaken by the college and clearly reflects the college's purposes. The operating plans detail the action to be taken and are costed.

69 The college's computerised management information system provides information on the full range of indicators including enrolment, retention and achievement. This information is used in course review procedures. Staff are not fully aware of the range of reports available to them. The college has provided training to staff designed to improve their ability to understand and use the information.

70 The college identified varied and productive links with a wide range of external organisations and agencies and inspectors confirmed this. In line with its mission, it involves itself actively in the local community. It is currently working with local primary schools on a 'learning together' project which involves parents and children in literacy and numeracy activities. It is a key partner in the regeneration of the Raffles area of Carlisle,

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which is being funded under the single regeneration budget. The college's relationship with the Cumbria TEC is constructive and the recently established Engineering Partnership is valued by both parties. The college provides a range of tailor-made courses to businesses. It has a successful sales team which includes representatives from each department. This team is chaired by the managing director of one of the college's business companies. Each department retains its own contacts but course programme leaders make insufficient use of central college market information to influence course planning. The college has begun to act on the need identified in the self-assessment report to make better use of available data such as the data on students' destinations.

71 The equal opportunities policy is comprehensive and sets out a coherent statement of the college's intentions on equal opportunities. There is an equal opportunities committee which has been a successful forum for the development of the crèche and for monitoring access to the college for wheelchair users. However, the committee has not identified key goals or targets against which it can monitor progress towards the implementation of the equal opportunities policy.

72 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The college's financial position is improving and its latest management accounts show that the college's key financial targets of removing the inherited deficit and generating reserves have been achieved. Financial reporting systems within the college are not well established and the newly-appointed director of finance has been tasked with addressing this key weakness. The management accounts are produced monthly although not directly from the accounting system. There is no out-turn forecast information available from these and the written commentary supporting the management accounts does not assist users'

understanding of the financial position of the college. Budget holders do not currently receive financial information and are obliged to maintain their records to exercise proper control over their budgets. The college's internal auditors have concluded that the college does not have a sound system of internal control but management is taking positive action to address the identified internal control weaknesses.

## Conclusions

73 The college's self-assessment report was comprehensive, detailed and clearly linked to its strategic and operating plans. Inspectors found it clear. It focused on key elements of the college's work and provided a good starting point for the inspection. Inspectors generally agreed with the judgements made in the self-assessment report, though they did not concur with all the grades awarded by the college. The report did not identify some weaknesses found by inspectors and a minority of judgements were based on inaccurate data. The action plans within the self-assessment report were well considered. Some identified weaknesses had been addressed and overcome by the time of the inspection. The self-assessment process is integrated with both the quality assurance system and the college's planning cycle and inspectors recognised its value in enabling the college to plan for continued improvement.

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 (January 1998)

Age	%
Under 16	2
16-18 years	24
19-24 years	17
25+ years	56
Not known	1
Total	100

Source: college data

## Student numbers by level of study (January 1998)

Level of study	%
Foundation	30
Intermediate	39
Advanced	21
Higher education	8
Leisure/recreation (non-schedule 2)	2
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	186	866	17
Agriculture	11	40	1
Construction	167	473	10
Engineering	172	595	12
Business	206	798	16
Hotel and catering	160	162	5
Health and community care	295	658	15
Art and design	46	130	3
Humanities	336	762	18
Basic education	45	164	3
Total	1,624	4,648	100

Source: college data

## Staff expressed as full-time equivalents (January 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	80	21	21	122
Supporting direct learning contact	26	11	0	37
Other support	84	18	4	106
Total	190	50	25	265

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

# College Statistics

## Three-year Trends

### Financial data

	1994-95	1995-96	1996-97
Income	£9,058,000	£9,048,000	£8,896,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£17.26	£16.77	£18.24
Payroll as a proportion of income	75%	71%	66%
Achievement of funding target	110%	113%	*
Diversity of income	35%	29%	28%
Operating surplus	-£353,000	-£140,000	-£59,000

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

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

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

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

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

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

\*data not available

### Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	69	89	75
	Average point score per entry	1.9	3.2	2.3
	Position in tables	bottom 10%	middle third	bottom 10%
Advanced vocational	Number in final year	77	87	47
	Percentage achieving qualification	88%	92%	91%
	Position in tables	top third	top 10%	top 10%
Intermediate vocational	Number in final year	*	19	30
	Percentage achieving qualification	*	47%	53%
	Position in tables	*	bottom third	bottom third

Source: DfEE

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

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

\*1994-95 intermediate vocational results not available

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