Craven College

Contents

Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

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

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

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

Student Achievements

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

- *as expected completions, which is the number of initial enrolments on qualifications where the student expected to complete the qualification in a given year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification*
- *as a retention rate, which is the percentage of qualifications which the students have completed as expected (or are continuing with the prospect of late completion). For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification*
- *as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not shown.*

Summary

Craven College

Yorkshire and Humberside Region

Inspected January 1999

Craven College is a general further education college serving the rural community in the north and west of the county of North Yorkshire. The self-assessment report is appropriately self-critical; its production involved a wide range of staff. The report provided a useful basis for undertaking the inspection; appendices illustrated the staffing structure and curriculum portfolio. Inspectors agreed with most of the grades in the report, but judged that general resources had improved significantly and that levels of students' achievements and the quality of teaching and learning had been overestimated in two curriculum areas. Grades awarded in lesson observations undertaken by the college were significantly higher than those awarded by inspectors.

The college offers provision in all 10 FEFC programme areas although provision in construction and engineering is small. Work amounting to over 50% of the college's provision was inspected. There is constructive pre-course guidance, highly effective arrangements for additional learning support and well-developed tutorial programmes which are valued by students. The college has succeeded in widening access by increasing the number of rural centres it uses, away from the main sites. Learning resources are much improved since the last inspection. Quality assurance is well established and close links exist between the quality and planning cycles. Governors are appropriately involved in strategic planning and are committed to openness in their operations. The management style is open and supportive. Growth in student numbers has been achieved with a low unit of funding. Links with the community are effective. Students' achievements on a number of courses are significantly above the national averages; they are outstanding in childcare and GCE A/AS level art and design. The college should: improve study and social areas for students; increase the use of targets and benchmarking for academic performance; improve the recruitment and attendance of governors; increase the reliability of management information; raise the overall percentage of students who achieve the qualification they are seeking; and, in particular, address some poor achievements on IT and media programmes.

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

Curriculum area	Grade
Science, mathematics and information technology	3
Hospitality and leisure	2
Social and childcare, hair and beauty	2
Art, design and media	2

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

The College and its Mission

1   Craven College was established in 1894 and has its centre in the market town of Skipton at the gateway to the Craven district and Yorkshire Dales. It serves a rural community of over 50,000 people covering an area in excess of 500 square miles in the north and west of the county of North Yorkshire. Whilst a third of the population live in Skipton and Settle, the remaining two-thirds are widely dispersed in small settlements. Less than 1% of the local population are from minority ethnic groups.

2   Due to the decline in traditional upland farming much of the area attracts European Union financial support and the economy increasingly focuses upon tourism, recreation and leisure and related services. Over 93% of firms employ less than 25 people, 25% of the workforce are self-employed and almost 50% of firms employ less than five people. Unemployment is low at around 2% and long-term unemployment, as a percentage of this figure, is falling. Part-time employment is increasingly important and over 70% of forecast growth falls in this category. The college has been successful in attracting European funding to support improved access to further education for those living in rural areas. Since the previous inspection the college has also broadened its services to businesses including the establishment of a dedicated business training unit, Tyro Training.

3   The college occupies six sites in Skipton and two in Settle. The two principal centres are in Skipton town centre and at Aireville, on the outskirts of the town. As part of its aim to widen participation, new rural centres have been opened in Bentham and Wensleydale and a further centre in Settle is due to open in March 1999. The college also uses premises in 30 other locations in the rural hinterland. Together, these form part of a strategic network for the delivery of courses in rural areas which, in turn, links to a North Yorkshire Learning Network which includes all other North Yorkshire colleges, the local education authority (LEA) and the training and enterprise council (TEC) among its partners. The college is also involved in a rural regeneration strategy linking leading public and private sector bodies, known as 'Craven Counts'.

4   The proportion of pupils aged 16 staying on in full-time education in the Craven area is high, at just under 80%. There are two 11 to 18 grammar schools in Skipton, a large 11 to 18 comprehensive school 4 miles south of the town and a 14 to 18 high school in Settle. The nearest further education colleges are at Keighley, 8 miles away and in Nelson and Colne, 12 miles away.

5   The college provides courses in all 10 Further Education Funding Council (FEFC) programme areas, although the numbers of students in construction and engineering are small. Programmes are offered from foundation to higher levels and include general national vocational qualifications (GNVQs) and national vocational qualifications (NVQs) as well as general certificate of secondary education (GCSE) and general certificate of education advanced level (GCE A level) courses. The college is developing higher education provision to provide locally based opportunities particularly for people in part-time and full-time employment. Since the last inspection, many new programmes have been introduced, including those in media, uniformed services, art foundation, equine management, environmental studies, archaeology and continuing training for nurses. Since incorporation, the college has recruited close to 700 full-time students each year; it has significantly increased the number of part-time students from 2,400 in 1993-94 to over 5,600 in 1997-98. This increase includes a rising proportion of students from rural areas.

6   The senior management of the college comprises the principal, vice-principal, operations manager, human resources manager, finance manager, information systems manager,

marketing and commercial manager. The academic work of the college is delivered through 10 divisions, some of which are subdivided into sections. The college employs 177 full-time equivalent staff of whom 54% are engaged in direct learning contact.

7　The mission statement of the college reflects a commitment to rural regeneration, widening access, and the provision of a supportive and flexible learning environment for the whole community. The seven corporate objectives of the current strategic plan aim to provide: 'a financially secure and efficient college; a community college for the Dales; a collaborative college; a responsive and proactive college; a flexible college; a successful college; a quality college'.

The Inspection

8　The college was inspected during the week beginning 18 January 1999. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other divisions of the FEFC. For two years, 1996 and 1997, data included in the FEFC individualised student record (ISR) were used. The college submitted data on students' achievements for 1998 which were checked by the inspectorate against primary sources such as class registers and pass lists issued by awarding bodies and were found to be largely reliable. The inspection was carried out by nine inspectors and an auditor for a total of 36 days. This college was one of 30 in the current cycle of inspections which agreed to participate in the joint Department for Education and Employment (DfEE) and FEFC assessment of careers education and guidance. The joint assessment was guided by the inspection framework, with careers education assessors contributing to judgements made by inspectors. The emphasis in this report on careers education and guidance will help colleges and careers services to improve the quality of the careers education and guidance

they offer and help the DfEE to disseminate good practice. Meetings were held with governors, managers, other college staff, students, employers, and representatives from local schools, Craven District Council, and York and North Yorkshire Guidance Services. A telephone meeting was held with a representative from the North Yorkshire TEC.

9　The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the 52 lessons and four tutorials observed, 64% were judged to be good or outstanding and 4% less than satisfactory. This compares with averages of 65% and 6%, respectively, for all lessons observed during 1997-98.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level and GCSE	1	1	3	0	0	5
GNVQ	3	5	2	1	0	11
NVQ	1	5	6	1	0	13
Other vocational	6	9	6	0	0	21
Other	2	3	1	0	0	6
Total (No.)	13	23	18	2	0	56
Total (%)	23	41	32	4	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

10   The following table shows the attendance rates in the lessons observed (excluding personal tutorials) and the national average for all colleges inspected in 1997-98. The highest recorded attendance was 85% in care, hair and beauty, and the lowest, 61%, was in science, mathematics and IT.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Craven College	10.0	77
National average, all inspected colleges 1997-98	10.4	77

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

Curriculum Areas

Science, Mathematics and Information Technology

Grade 3

11   Inspectors observed 12 lessons covering a broad range of provision in science, mathematics and information technology (IT). They agreed with many of the strengths and weaknesses identified in the self-assessment report, but concluded that weaknesses related to students' achievements had been given insufficient weighting.

Key strengths

- detailed schemes of work
- work experience for GNVQ advanced IT students
- availability of IT as an entitlement for all full-time students with certification
- good pass rates on GNVQ advanced IT and access programmes

Weaknesses

- a failure to provide some students with sufficiently demanding work in lessons
- poor course organisation on GNVQ intermediate IT programme
- poor pass rates on most GCSE programmes
- some poor retention rates

12   An appropriate range of provision in IT is available which includes introductory, GNVQ intermediate and advanced programmes and an access to higher education course. In response to demand, a higher national certificate has been recently introduced in business IT. Although GCSE, GCE A level and GCE advanced supplementary (GCE AS) courses are also offered in mathematics, sciences and IT, not all run every year because of low recruitment on some courses. As the self-assessment report identified, full-time students are encouraged to develop their IT skills and they receive at least one hour of timetabled tuition each week which may lead to the computer literacy and information technology qualification. This award is also available for IT courses run at nine of the college's rural centres.

13   Comprehensive course files are kept by course tutors which include detailed schemes of work. However, although poor achievement on the GNVQ intermediate and foundation programmes was recognised as a weakness in the self-assessment report, students currently undertaking the intermediate course are not provided with a written copy of their programme of study or an assessment schedule which would enable them to organise and plan their work more effectively. Owing to the low student numbers on some two-year programmes, both years are taught together. This creates some problems for teachers who do not always ensure that the work is sufficiently demanding for the capabilities of second-year students.

14   Of the 12 lessons observed, five were good or outstanding. The majority of the lessons are well planned and in the best lessons teachers use an appropriate range of methods to maintain students' interest and motivation. Most teachers make effective use of good-quality learning materials, although a few handouts are of poor quality. Teachers provide good support for students as they work individually or in small groups. Inspectors agreed with the strength identified in the self-assessment report that GNVQ advanced IT students benefit from a programme of work experience. In the less satisfactory lessons, teachers failed to provide students with sufficiently demanding work and did not always use questioning techniques effectively to involve all students. In mathematics, there were insufficient opportunities for students to work at their own pace. The quality of the students' work examined was often good. Teachers gave helpful advice when marking students' work on how it might be improved.

15   The college recognises that many students following the computer literacy and information technology courses at the rural centres do not seek a qualification. In 1998, for example, although participation and retention for this programme was high, pass rates averaged below 50%. By contrast, achievements on the access to higher education programmes are good. In 1998, all students on the access course succeeded and many achieved a distinction grade. The pass rates on GCSE IT and mathematics courses are poor. Two-thirds of the students studying GCSE mathematics during 1997-98 failed to improve their grade after one year of study. The college recognised the weaknesses in GCSE mathematics in the self-assessment report and has introduced alternative programmes for students at foundation level. Pass rates for GNVQ advanced IT are good and well above the national average; those for GCSE human physiology are

satisfactory. In 1998, of the 13 students who enrolled on the GNVQ intermediate IT course, none was successful. Retention rates are poor on GCSE and GNVQ advanced IT programmes.

16   Students benefit from new networked computers and industry standard software. There is a modern science laboratory and the teaching rooms are enhanced by attractive display material, including examples of students' work. Inspectors agreed with the strength noted in the self-assessment report that teachers are well qualified and that there is a good level of technical support. A significant number of teachers are part time and bring current industrial and commercial practice to the programmes. However, those part-time teachers with course organisation responsibilities do not receive adequate support. A significant number of staff have been actively involved in developing information and learning technology for use in other curriculum areas of the college.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Computer literacy and information technology	1	Expected completions Retention (%) Achievement (%)	720 77 54	783 77 57	968 85 48
C&G 7261 in IT	1	Expected completions Retention (%) Achievement (%)	+ + +	187 80 55	128 68 41
GCSE mathematics, sciences and IT	2	Expected completions Retention (%) Achievement (%)	180 78 27	142 77 34	86 46 25
GNVQ advanced IT and precursor	3	Expected completions Retention (%) Achievement (%)	18 94 75	11 18 100	20 41 71
Access to IT	3	Expected completions Retention (%) Achievement (%)	13 100 57	25 76 89	23 53 100

Source: ISR (1996 and 1997), college (1998)
+course not offered

Curriculum Areas

Hospitality and Leisure

Grade 2

17   The inspection covered provision in catering, hospitality, leisure (including outdoor pursuits), travel and tourism. Eleven lessons were observed. Inspectors broadly agreed with the college's self-assessment report, although they identified some additional strengths and weaknesses.

Key strengths
- well-managed courses
- extensive and productive links with industry including work experience
- high levels of progression to employment
- good retention and pass rates on national diploma courses in leisure and outdoor pursuits
- effective use of the college intranet
- good-quality specialist resources for catering, leisure, sport and outdoor pursuits courses

Weaknesses
- unsatisfactory retention rates on catering and travel services programmes
- low pass rates on national diploma courses in travel and tourism and hospitality and catering
- inadequate specialist resources for travel services courses

18   The college offers a diverse range of courses within this programme area including NVQs in catering at levels 1 to 3, and BTEC national diplomas in hotel and catering, leisure studies, outdoor pursuits and travel and tourism. The college has successfully developed some innovative specialist provision that meets local and national demand. Courses in outdoor pursuits and tour operations, and for overseas resort representatives and children's couriers are well established and attract students from a wide catchment area.

19   Courses are well managed: regular team meetings are used to monitor the effectiveness of teaching and learning and the progress of students. Inspectors agreed with the college's self-assessment report that links with industry and student work placements are a major strength. For example, travel and tourism students benefit from the college's extensive contacts with tour operators. Tutors liaise closely with several of the major operators to arrange a comprehensive programme of visiting speakers, overseas study trips and on-site interviews.

20   Most lessons are well planned. Teachers present information clearly, and provide students with a wide range of learning activities and appropriate support. The needs of students with a wide range of abilities are met. For example, in one NVQ food service practical lesson, six students identified as having learning difficulties, were effectively supported by a vocational teacher and learning support assistant. In practical lessons, students work competently and appreciate the variety of learning experiences offered. For example, all leisure and outdoor pursuits students undertake a five-day residential as part of their induction programme which has given them an opportunity to develop teamworking skills. In a few lessons, teachers failed to sustain students' interest or to check on their understanding of the work. In some other lessons, the overhead transparencies and handout materials used lacked impact or were poorly presented. The quality of some teaching and learning in the larger classes is constrained by the use of small classrooms. This latter weakness was not identified in the college's self-assessment report. Assignment briefs are clearly written and coursework, in most cases, is returned by teachers with appropriate comments. Most students' coursework reaches a good standard. Students use IT skills and resources throughout

their studies. Leisure, travel and tourism students benefit from an outstanding college intranet service that provides access to course assignments, course information, links with industry and information links to the internet.

21   Pass and retention rates on BTEC national diplomas in leisure studies and outdoor pursuits are good. Since 1997, pass rates on NVQs in catering have been above the national average. Inspectors agreed with the self-assessment report that the high level of progression to employment from all courses is a strength. For example, in the current academic year, over 70% of second-year travel and tourism students had been offered employment as overseas resort representatives by the time of the inspection. Retention and achievement rates are low on some programmes. Pass rates on national diploma courses in hotel and catering and travel and tourism have been significantly below the national average since 1997. The college states that this is because students leave their programmes early to take up employment. It is

now possible for students to complete their course early, but it is too soon to judge the effectiveness of this measure. Retention rates are poor on NVQ catering and travel service programmes. The self-assessment report acknowledged these unsatisfactory achievement and retention rates.

22   Inspectors agreed with the judgements in the self-assessment report on specialist resources. Staff are well qualified and most have relevant, up-to-date industrial experience. The general standard of specialist accommodation and facilities is good. The college brasserie has been refurbished to a high standard and provides a good range of realistic working environments. Students on leisure and outdoor pursuits courses have access to excellent outdoor resources. The college has invested heavily in specialist equipment and facilities to support these areas. The college travel centre does not provide an appropriate realistic working environment for travel services programmes.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
BTEC certificates for children's couriers, tour operations, travel services	2	Expected completions Retention (%) Achievement (%)	+ + +	+ + +	56 66 68
NVQ hotel and catering	2	Expected completions Retention (%) Achievement (%)	69 78 50	68 84 78	35 63 82
BTEC national diploma leisure studies	3	Expected completions Retention (%) Achievement (%)	23 83 100	22 82 86	23 96 86
BTEC national diploma travel and tourism	3	Expected completions Retention (%) Achievement (%)	27 67 93	20 85 58	17 89 50
BTEC national diploma hotel catering and institutional operations	3	Expected completions Retention (%) Achievement (%)	12 75 57	15 67 70	8 63 60

Source: ISR (1996 and 1997), college (1998)
+course not offered

Social and Childcare, Hair and Beauty

Grade 2

23   The inspection covered provision in social and childcare, hairdressing, beauty therapy and complementary therapies. Inspectors observed 21 lessons. They agreed with many of the strengths and weaknesses identified in the self-assessment report, but identified additional weaknesses related to teaching and learning.

Key strengths

- a good range of provision
- effective course management
- good teaching which links theory to current work practice
- well-managed and integrated work experience
- good standard of students' practical work
- outstanding achievements on care and aromatherapy courses

Weaknesses

- poor retention rates on advanced level social care and reflexology courses
- less satisfactory teaching in some hair and beauty lessons
- insufficient opportunities to develop key skills

24   A wide range of hairdressing and beauty therapy courses with flexible modes of attendance, successfully meets the needs of different client groups. On social and childcare courses, the college has responded to the declining numbers of full-time students by developing a wider range of part-time provision. Within the programme area, students may extend their studies through additional certification in areas such as first aid, IT, and salon hygiene. Childcare students may achieve NVQ unit certification alongside their primary learning goal. Accreditation of students' prior learning enables students to transfer from full-time courses to employment based NVQs. Strong links with employers are used to provide a wide range of work experience opportunities and a visiting speakers programme.

25   Courses are well managed. Course teams meet regularly to review provision and are responsive to the views of students; changes to course planning and teaching have been made as a result. For example, on hairdressing courses, the sequence of topics has been rescheduled; on childcare courses, students now receive target dates for the completion of observations.

26   In 13 of the lessons observed, teaching was good or outstanding. Teachers' qualifications and experience enable theory to be properly related to current work practice. Teachers on care courses use an appropriate variety of learning activities which enable students to develop and demonstrate vocational knowledge and understanding, as well as analytical and practical skills. For example, in a lesson planned to promote an understanding of the different stages of child development, the teacher checked students' previous learning using a short test, and then required the students, working in pairs, to select activities which would promote the stages of child development in different environments. Learning activities in some hairdressing and beauty therapy theory lessons lacked variety; insufficient use was made of visual aids and teachers failed to ensure that all students were involved in the work. Some schemes of work in hairdressing and beauty therapy courses were underdeveloped and, in some lessons, teachers did not make full use of the opportunities to develop key skills. The self-assessment report recognised the strengths, but not the weaknesses of teaching and learning.

27   Students' achievements on care and aromatherapy courses are outstanding. For example, on advanced level childcare courses in 1998, 97% of students completing the course achieved the award; on the aromatherapy course in the same year, all students passed. On other hair and beauty therapy courses, pass rates are close to the national average. Retention rates on the advanced level social care course are considerably below national averages. The self-assessment report acknowledged these weaknesses. Most students demonstrate the knowledge, understanding and practical skills appropriate for the level and stage of their course. Clear assessment procedures are applied. Students receive lucid, written briefings on assignments. Constructive written comments enable students to improve their work, although spelling and grammar are not always corrected. Students' assessment portfolios are well organised and some contain work of a high standard. Most students who complete their courses progress to further or higher education or employment.

28   Classroom accommodation is appropriate for the size of the groups and the nature of the learning activities. The 'academy of hair and beauty' is an attractive, self-contained building in Skipton town centre. Salons are well equipped, run on a commercial basis and operate seven days a week. Some accommodation is in need of redecoration. There are good specialist facilities for care courses and teachers provide professionally produced handouts to help students in their learning. The learning resources centre for care at Aireville is well stocked with reference and project materials, but texts for loan are insufficient to meet demand.

A summary of achievement and retention rates in social and childcare, hair and beauty, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
NVQ hair and beauty	2	Expected completions	14	33	35
		Retention (%)	93	73	74
		Achievement (%)	92	58	65
Advanced vocational childcare	3	Expected completions	70	42	33
		Retention (%)	93	93	94
		Achievement (%)	75	69	97
Diploma in aromatherapy	3	Expected completions	+	15	22
		Retention (%)	+	100	59
		Achievement (%)	+	80	100
Advanced vocational social care	3	Expected completions	56	32	23
		Retention (%)	79	63	61
		Achievement (%)	95	93	86
NVQ hair and beauty	3	Expected completions	+	117	139
		Retention (%)	+	82	71
		Achievement (%)	+	69	76

Source: ISR (1996 and 1997), college (1998)
+course not offered

Art, Design and Media

Grade 2

29   Inspectors observed 12 lessons in art and design and media covering vocational and academic provision. Inspectors agreed with most of the judgements in the self-assessment report although they considered that there was insufficient acknowledgement of some unsatisfactory pass rates on art and design courses held in rural centres.

Key strengths

- consistently good teaching
- flexible curriculum design
- outstanding pass rates on foundation and GCE A/AS level art and design courses
- extensive opportunities to present and exhibit students' work

Weaknesses

- poor pass rates on media and creative crafts courses
- fragmented accommodation for art and design

30   Art and design and media provision has grown significantly since the last inspection. Although full-time student numbers are relatively small, part-time provision is substantial and, overall, there has been a steady annual growth in enrolments. Full-time provision currently includes GNVQ intermediate and advanced programmes for both art and design and media, a post-18 art foundation course and GCE A/AS level courses in art and design, media and film studies. Part-time courses, principally run in the rural centres, include a wide range of creative and craft skills including dressmaking, pottery, patchwork and quilting, and photography. These were not extensively referred to in the self-assessment report.

31   Imaginative team teaching initiatives have been developed to accommodate the small full-time student cohort by merging separate programmes and teaching common thematic assignments whilst assessing completed work at the appropriate level. Students spoke appreciatively of such initiatives. Valuable links have been established with local schools whose pupils are able to join life-drawing classes at the college; media programmes have also involved local schools in audio and video assignments. Inspectors agreed with the self-assessment report judgement that teaching is consistently good. Staff are well qualified and their own vocational experience often enhances the teaching. The rapport between staff and students is constructive and supportive. Teachers use an appropriate variety of methods which include whole-class teaching and question and answer sessions, individual assignments and group projects.

32   Themes and topics chosen for assignments are appropriate and demanding. For example, in one lesson media students using good-quality audio/visual materials as a stimulus analysed current radio drama provision. Feedback on assignments is often given individually to each student and students are expected to develop self-critical techniques. Visiting speakers are regularly invited to provide an insight into their vocations.

33   The self-assessment report recognised that students' achievements vary considerably between art and design and media programmes. Full-time art and design students are achieving some outstanding pass rates on both academic and vocational programmes. Progression to higher education from the foundation course is excellent: all of those who applied in 1998 were accepted. By contrast, results for GNVQ media and GCE A level media and film studies courses are poor. Guidance on the suitability of the GCE A level courses for the students enrolling is unclear. Although participation levels on the part-time programmes are high, achievements are less satisfactory. Just over 50% of students

who completed the creative crafts courses in 1998 were successful. Extensive opportunities exist for students to exhibit their work through permanent college displays and exhibitions in the locality which are well attended. Media provision is continuing to develop and presentation theme days such as 'On Aire' and 'Media Mogul' provide students with opportunities to practise their skills in a public arena.

34   The accommodation available for media provision is adequate given the current number of students enrolled. However, as indicated in the self-assessment report, the provision for art and design is more fragmented owing to its location on three different sites. Gaining access to resources, whether the three-dimensional workshop or learning resources centre, is made more difficult because of this fragmentation. In one of the centres, studio space for painting and drawing is small and the layout of some of the accommodation leads to lessons being disrupted by staff and students passing through rooms. Technician support is available on a fractional basis, although extra support is provided at particularly busy times, for example, when exhibitions are being mounted. Specialist equipment is of a good standard and the media programme has benefited from the recent acquisition of an editing suite.

A summary of achievement and retention rates in art, design and media, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
C&G creative studies and practical craft skills	1	Expected completions Retention (%) Achievement (%)	68 81 30	253 77 59	123 78 52
GNVQ intermediate and advanced art and design	2/3	Expected completions Retention (%) Achievement (%)	* * *	* * *	15 67 90
GNVQ advanced media	3	Expected completions Retention (%) Achievement (%)	+ + +	+ + +	14 86 25
GCE A/AS level art and design	3	Expected completions Retention (%) Achievement (%)	18 67 100	14 79 100	25 84 100

Source: ISR (1996 and 1997), college (1998)
*less than 10 expected completions
+course not offered

Support for Students

Grade 1

35   The college is making good progress towards achieving its mission to provide a supportive learning environment. Inspectors agreed with the college's assessment of the strengths and weaknesses in its support provided for students.

Key strengths

- effective pre-course guidance
- good support for part-time students and those attending rural centres
- an inclusive approach which results in a flexible response to students' needs
- highly effective arrangements for additional learning support
- well-developed tutorial programmes
- effective careers education and guidance

Weaknesses

- few opportunities for social and cultural activities
- lack of regular reports to parents of 16 to 19 year old students on some courses

36   Inspectors agreed with the college's judgement that its pre-enrolment guidance is effective. The college has good relations with local schools, and information events are well attended. Thirty prospective students, mainly from local schools, attended an eight-day basic skills summer school which provided them with an effective preparation for college and an assessment of their learning needs. All joined courses at the college. Applicants for full-time courses receive an impartial interview from central admissions staff before being interviewed by course tutors. All courses include an induction and surveys indicate that students find it extremely beneficial. The full range of college support services is available to part-time students and those attending the rural centres, whose centre managers regard guidance to students as an important aspect of their role.

37   The college has a strong commitment to provide a learning environment which is responsive to students' needs. It has drawn up an inclusive learning policy and action plan. A pilot scheme is in operation to identify students' preferred learning styles in order to adapt teaching and learning more closely to students' individual requirements. The college has reduced the geographical barriers to learning by providing generous travel subsidies and establishing rural centres. A high level of practical support is offered, including crèche facilities at the main sites. Such initiatives are particularly valued by students. Confidential personal counselling is available five days a week. A study techniques pack has been developed to support those returning to education or those who are studying mostly at home. The college responds effectively to the needs of students with learning difficulties and/or disabilities. Support staff are well qualified. Over the last year, staff development sessions, open to all staff, have been held on a number of disabilities such as deafness, diabetes and epilepsy. A student steering committee, which reviews the facilities for students with disabilities, has been effective in securing improvements.

38   The quality of additional learning support is outstanding. As the self-assessment report noted, the college is highly effective in identifying students' needs. The literacy and numeracy assessment which all students receive on induction is followed up by more detailed diagnostic assessments appropriate to the vocational area. A high proportion of those identified as requiring support receive it. Tutors draw up a learning plan for each student which details the nature of the support required and how it is to be provided. As well as basic literacy and numeracy, support is provided in other areas such as dyslexia, study skills and

assertiveness. It is provided in a way which best suits the student's needs and timetable. Much of the support is provided within the vocational area by teachers who have gained the appropriate specialist qualifications, with guidance from learning support staff. Students' progress is regularly assessed and communicated to course tutors. The progress of students identified as needing support is closely monitored. Statistics show that students receiving support achieve better results in their courses than those who choose not to receive it.

39   Since the last inspection, the college has made considerable improvements to its tutorial provision. Inspectors agreed with the college's judgement that tutorials are regular and effective. All full-time and substantial part-time courses include one hour a week for tutorials. In the case of part-time students, these take the form of individual reviews. Course tutors of full-time courses are required to draw up a tutorial programme for the year and to submit it to the vice-principal for approval. Tutors are assisted by a helpful handbook and materials. The programmes include an appropriate mix of individual and group activities. As well as course-related issues, they include a range of other topics such as health education, equal opportunities, money matters, careers, and study skills. The programme is issued to students, and tutors keep detailed records of the topics covered. In a recent survey, 82% of students valued tutorials highly. Although some course tutors send reports to parents of students aged 16 to 19, and hold parental consultation evenings, there is no requirement for them to do so, and on a number of courses parents are not kept regularly informed.

40   The provision of careers guidance is good. Students speak highly of the careers guidance they receive, from course tutors, from the college's careers counsellor and from careers service advisers. Their primary source of guidance is the course tutor, and all tutorial programmes include aspects of careers education. Many courses include an accredited programme of careers education. For example, students with learning difficulties and/or disabilities work with a specialist careers adviser on a structured programme leading to the careers skills award. College staff have close working relationships with York and North Yorkshire Guidance Services. Advisers from the service play a valuable part in guiding students at all stages of their courses. They visit the college regularly to conduct group sessions and individual interviews. The take-up of individual interviews is low. Resources for careers education and guidance are readily available at both the main sites. There is good provision of computer software, but some of the paper-based materials are out of date. Resources are not easily accessible in the interview rooms.

41   The self-assessment report acknowledged that there are few opportunities for social and cultural activities. A part-time student liaison officer has recently been appointed, and is currently developing the students' union and encouraging enrichment activities.

General Resources

Grade 2

42   The college has made significant improvements to its accommodation and learning resources since the last inspection. Inspectors found that the college had underestimated some strengths and had addressed some weaknesses since writing the self-assessment report.

Key strengths
- good-quality, clean and well-maintained accommodation
- efficient use of the available space
- effective establishment of new rural centres away from the main college sites
- much improved learning resources

43   Both of the main college sites in Skipton are shared with other organisations; the listed building in the High Street with the public library, and Aireville with the neighbouring school. A feature of the college is the increasing number of rural centres for provision away from the main college sites. Inspectors agreed with the self-assessment report that the quality of accommodation in these rural centres, and their location, is outstanding. About 25% of part-time student enrolments are at these centres. The two main sites are owned by the college; other centres are leased or rented and this provides the college with flexible and cost-effective accommodation in accordance with strategic objectives. The college makes good use of other buildings available in the local community, including schools and community centres. The territorial army base in Keighley is used by the uniformed services students.

44   The Aireville site provides a pleasant learning environment for students. Buildings are clean and free from graffiti. Most general classrooms are of a good standard. Inspectors agreed that the college has improved the fabric of the main buildings since the time of the last inspection and that accommodation is well maintained. The High Street building has been sympathetically refurbished. Some areas on the main sites have been redecorated. A number of smaller buildings are less suitable and include prefabricated blocks. Some office accommodation is also inadequate. For example, the small basement IT office also houses the main computer server for the college. Teachers do not have sufficient space for storage and quiet study. The reception area at Aireville has not been upgraded. Since the last inspection, new buildings have been acquired

and the college has used some imaginative approaches to address its constraints of restricted space. Inspectors agreed with the college's self-assessment that these are strengths. New timetabling methods and flexibility in provision have resulted in improved room utilisation. For example, classes are timetabled at weekends.

45   Refectory facilities are available on both main sites; the Aireville refectory is crowded at peak times. Students expressed some dissatisfaction with these facilities, a weakness acknowledged by the college in its self-assessment report. There are insufficient quiet study areas for students at both of the main sites and currently the refectories are sometimes used for this purpose. Most of the college buildings are accessible to people with restricted mobility, although this does not include the High Street learning resource centre. The college ensures that students with physical disabilities are timetabled to use accessible rooms. Students do not have access to sporting or recreational facilities in the college but arrangements are made for them to use a leisure centre and swimming pool in Skipton. The college provides residential accommodation for 26 students and staff, in addition to teaching and social areas, at the Wensleydale centre in Askrigg. The grade II listed lodge at the entrance to the Aireville site provides good-quality premises for a 24-place crèche.

46   The college has improved learning resources and inspectors agreed with the self-assessment report that these now provide effective support for learning. The college has spent over £150,000 on computer hardware and software during the last six months; there are now enough computers to meet the learning needs of students. College computer systems are networked and ISDN lines have been installed between main sites. An increasing amount of interactive intranet material is available and students have free access to internet and electronic mail facilities. Students attending courses away from college main sites

have access to good-quality IT equipment. The opening hours of the two main learning resource centres have been extended to 54 hours each week; the High Street centre is open Saturday mornings. The centre at Aireville now has additional study spaces and a video viewing room. There is a small budget for library and learning materials; good liaison between library staff and teachers ensures that this is used effectively. Teachers have access to personal computers in their workrooms and some use college computers at home.

Quality Assurance

Grade 2

47   Inspectors broadly agreed with the college's own assessment of the strengths and weaknesses of quality assurance. The college has taken appropriate action to address weaknesses identified in the self-assessment report.

Key strengths
- well-established quality assurance mechanisms
- close links between the quality and planning cycles
- effective involvement of all staff in the self-assessment process
- opportunities for students and staff to express their views
- productive staff development

Weaknesses
- underdeveloped use of targets and performance indicators
- significant mismatch between college and inspectors' lesson observation grades

48   Inspectors agreed with the judgement in the self-assessment report that quality assurance is well established in the college. The college has continuously developed its quality assurance framework since the last inspection. The quality assurance manual has been updated and is well used by staff. There are clear links between quality assurance, self-assessment and operational planning cycles. The college has recently adopted the Business Excellence model to improve further the overall coherence of quality assurance and planning processes.

49   Senior managers place a strong emphasis on quality assurance. A quality working party is chaired by the operations manager, who has overall responsibility for quality assurance. It initiates improvements to quality systems and monitors aspects of the college's performance. A curriculum development group considers new course proposals. The self-assessment review group considers quality and validation issues arising from the self-assessment process. College performance is also considered at the cross-college managers meeting and by the senior management team. The academic board approves new policies and receives minutes from the quality working party and the curriculum development group. Not all staff understand the inter-relationship between the various committees concerned with quality assurance.

50   The process of self-assessment is thorough and self-critical, and has led to improvements in course provision and services. The self-assessment report was compiled from components drawn up by staff teams from the different sections of the college. The first report was produced in January 1998 and updated in September 1998. An audit of the evidence used to support staff teams' judgements of strengths and weaknesses was undertaken in March 1998. All full-time and substantial part-time courses have self-assessment reports which now form the basis of annual course review and evaluation procedures. These reports have been effectively used to improve provision and are supported by action plans which are monitored

termly. Evening and short part-time courses use a variety of review formats. Many of these reports are incomplete and fail to evaluate sufficiently course performance.

51   The observation of lessons is systematic, thorough and valued by staff. All lesson observers are trained and use standard forms and action plans to identify areas for improvement. Support and guidance is provided if lessons are judged to need significant improvement and a further observation takes place. The proportion of lessons graded by the college as good or outstanding was significantly higher than that awarded by inspectors. The strengths and weaknesses identified from the college's lesson observations were not used sufficiently to inform judgements about teaching and learning in the self-assessment report.

52   The college pays good attention to seeking the views of students. Most full-time students are represented on course teams. Surveys of staff and students' perceptions have resulted in improvement initiatives. Whilst several divisions obtain formal and informal feedback from parents, employers and the wider community, there is a lack of central co-ordination and analysis of such data. The college charter clearly sets out the college's commitments to its students. It includes performance targets relating to the implementation of these commitments and to students' satisfaction. The extent to which these targets are achieved, is monitored. The college identified the lack of systematic monitoring of complaints as a weakness; this has now been addressed.

53   Internal verification is effective. A handbook includes guidelines of good practice, standard documentation and an appeals procedure. Close attention is paid to external verifiers' reports. There are established arrangements to check the facilities and provision of collaborative providers; at present, however, the college does not observe lessons

on collaborative providers' premises nor do providers complete a formal course review. The use of standards and targets to improve quality is at an early stage of development. The self-assessment report recognised the need to improve the use of performance indicators at course level. Course teams are beginning to set and review course targets for retention, attendance and achievement, although not all teachers are familiar with the targets set. Many teams are insufficiently rigorous in their analysis of data. Benchmarking is underdeveloped and there are few year-on-year comparisons of retention and achievement. Some of the support areas do not have service standards, nor do they systematically evaluate the quality of the service they provide.

54   Staff development is well planned and effective. Evaluation of staff development activities is thorough. There is a significant programme of training undertaken within the college. Part-time staff are encouraged to participate in development activities and are given financial support to do so. The appraisal system is comprehensive and supportive. Appraisal interviews are currently behind schedule and simplification of the procedures is planned. Appraisal outcomes, quality assurance reports and operational plans are effectively used to prioritise future staff development programmes. The college is recognised as an Investor in People.

Governance

Grade 3

55   Inspectors and auditors agreed with a number of the strengths and weaknesses in the self-assessment report. They judged that some of the weaknesses had been addressed by the time of the inspection but that the strength relating to financial monitoring had been overstated.

Cross-college Provision

Key strengths

• close involvement in strategic planning

• commitment to openness of operation

• receipt of a wide range of reports

Weaknesses

• insufficient attention to the recruitment of governors

• insufficiently active approach to the content and scheduling of reports

• poor attendance at corporation meetings

• aspects of the operation of some committees

56   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.

57   Inspectors agreed with the strength noted in the self-assessment report that governors make a valuable contribution to the college's strategic planning process. The mission and key strategic objectives are carefully considered at a series of meetings. Governors receive a regular report on the implementation of the plan. A governors' self-assessment working group oversaw the production of the governors' self-assessment report and remains active in monitoring the implementation of an action plan.

58   The corporation has encountered difficulties in recruiting members and has recently redetermined its membership to 16 from 20. Fourteen members are currently in post, three of whom are women, and there are two vacancies. Membership includes one student and two staff governors. A recently established search committee has yet to meet; the corporation is considering advertising for potential governors. Members exhibit a range of expertise and some new governors have brought valuable skills to the corporation. Nevertheless, a skills audit has identified some gaps in experience, for example, in professional accountancy. The weakness noted in the self-assessment report that governor training is insufficiently comprehensive is being addressed. Newly appointed governors undergo a formal induction, and identified training needs are being met through presentations from college management and attendance at appropriate external training events.

59   Over the last 12 months, the corporation has met almost monthly. It is effectively clerked. A comprehensive set of standing orders determines the conduct of meetings. The average attendance at corporation meetings, at 60%, is poor and below the target of 67% which is set by the governors. A few individual governors have low attendance records. Governors receive regular reports on the non-financial performance of the college. These include students' achievements, the results of student and staff questionnaires and reports on health and safety. However, the governors have yet to determine more formally the content and scheduling of the key reports they should receive in order to develop more effective governance.

60   As noted in the self-assessment report, the college's financial position is closely monitored by the corporation at each of its meetings. However, the management accounts sometimes relate to periods completed some time before the meetings. The corporation has revised its meeting schedule to help eliminate these delays. The corporation has the following committees: policy and resources; audit; remuneration; and search. The policy and resources committee has met only once in almost two years and its responsibilities have now been subsumed within corporation meetings. This is contrary to the committee's own terms of reference and to recognised good practice. At present, membership of the audit committee comprises

one governor, and one external co-optee, who brings relevant experience to the committee. There is a long-term vacancy. Whilst membership is not in accordance with Council Circular 98/15, *Audit Code of Practice*, the committee has operated effectively.

61   The self-assessment report noted that staff and students have little awareness of the governors' roles and responsibilities. This judgement is supported by the views of staff as recorded in questionnaires. Governors are starting to address this by, for example, meeting with staff and students and giving increased attention to their activities in college newsletters.

62   The corporation is committed to open governance. Corporation and committee minutes are displayed on college noticeboards and there are policies, for example, on access to information and 'whistleblowing'. With advance notice, four members of the public may observe corporation meetings. A register of interests has been completed by governors and appropriate managers. It is annually updated and open to public scrutiny. There is a formal complaints procedure. The code of conduct requires updating to bring it into line with the recommendations of the Nolan committee.

Management

Grade 2

63   Inspectors agreed with many of the strengths in the self-assessment report. However, they felt that insufficient attention had been given to some weaknesses and others had been given too much importance.

Key strengths
- an open and supportive management style
- successful strategies for growth with a low unit of funding
- clear strategic planning process

- effective response to the needs of the community

Weaknesses
- unsatisfactory overall achievement of qualification aims
- aspects of management information
- infrequent meetings of the academic board

64   The college has a well-established and clear management structure. Careful use is made of remission from teaching duties to enable lecturers to carry divisional management and curriculum development responsibilities. The college recognises that the divisional structure requires some rationalisation to reflect recent curriculum developments. There is an appropriate range of committees; most meet regularly to a published schedule and are supported by agenda and minutes. However, as the self-assessment report acknowledged, the academic board meets infrequently and its terms of reference need clarifying. A feature of the college, at all its sites, is the open way in which it is managed, and the support given to staff in carrying out their duties. Staff morale remains high and the results of questionnaires to staff indicate that it is improving. In the face of very low levels of funding and no financial reserves, the college has successfully maintained the quality of its provision, and operates with financial prudence.

65   Communications within the college are facilitated in a number of ways including regular committee and staff meetings, newsletters, and a recently updated staff handbook. Senior managers also prepare a bimonthly newsletter for governors to keep them updated about current educational issues. Staff surveys indicate good communications within divisions but the self-assessment report acknowledged that communications across divisions are less structured. This is now being addressed through the establishment of cross-curriculum

working groups. A clear strategic planning process is published in the college's year planner. The seven corporate objectives reflect the priorities in the college's mission. Each of the college's areas of activity produces its own operational plan. The implementation of these plans is monitored quarterly by senior managers. The college makes good use of its resources. Class sizes are determined by comparing the direct and indirect costs of running courses with the income or funding units generated. A variety of sources of funding and close links with external organisations have enabled the establishment of the rural centres on a cost-efficient basis.

66   In the last three years, the funding unit target has been consistently exceeded and there has been a significant growth in part-time students. However, the overall achievement by students of the qualifications they are seeking is unsatisfactory and is declining. Senior managers consider performance at course level during their quarterly reviews but operating objectives at divisional level do not address achievement issues sufficiently. The college recognises the need to make achievements a priority and, during a staff development day in September, divisional teams established action plans to address this issue. It is too soon to assess their effectiveness. The computerised management information system has been recently upgraded and is networked to all managers' offices. It is easy to use and can produce a range of appropriate reports. A working group, representing users, informs managers of the range of reports needed. Inspectors experienced some difficulties in reconciling data from different sources. Data returns to the FEFC have been late on a number of occasions.

67   Inspectors agreed with the self-assessment report that the wide-ranging links with the community are a strength. The college has worked productively with a range of partners to widen participation successfully in rural areas. For example, the '5 Dales Network' has

strengthened links with feeder schools and the 'Craven Counts' partnership has been instrumental in contributing to the district's economic regeneration strategy. Representatives of the community, business, and education confirm that the college adopts a responsive approach in establishing and developing its provision. Labour market information, obtained from a variety of sources, is augmented by the close contacts the college has with the community. The marketing team is being strengthened to enable it to assess, directly, the needs of specific community groups.

68   As the self-assessment report noted, the equal opportunities policy is supported by a committee and the range of quality standards and procedures in this area is comprehensive. Statistics are available to support the monitoring of the implementation of the policy. The equal opportunities committee is aware that it has still to consolidate its activity by producing a summative report evaluating the provision.

69   The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The average level of funding for direct provision has recently increased from £12.99 per unit to £16.20 per unit. The college plans to spend the additional funding on improving the accommodation and equipment. The college's latest projections indicate that, whilst generating surpluses, the college will have net current liabilities in two of the next three years. The finance team is led by an appropriately qualified and experienced finance and resources manager. Detailed management accounts are prepared monthly, although not directly from the accounting system. The senior management team carefully monitors the college's financial position. Whilst the narrative accompanying the management accounts refers to the college's cash position, a rolling 12-month cashflow forecast is not included. Managers have not formalised appropriate financial performance indicators. The financial procedures require updating and there are some omissions from the financial

regulations. The reports of the internal and external auditors indicate that, in most areas, the college's internal control systems are sound. However, the 1997-98 annual internal audit report highlights some weaknesses in the student records and IT systems.

Conclusions

70   The self-assessment process in the college is thorough and has led to improvements in course provision and services. It is viewed positively by staff and draws on the findings of staff teams throughout the college. Inspectors were able to agree with many of the conclusions reached in the report and judged general resources, and particularly learning resources, to have improved significantly since the report was written. In the case of two curriculum areas, the standards of some students' achievements and the quality of teaching and learning were overestimated. The grades awarded in those lesson observations undertaken by the college were significantly higher than those awarded by inspectors.

71   Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

College Statistics

Student numbers by age (July 1998)

Age	%
Under 16	0
16-18 years	15
19-24 years	9
25+ years	74
Not known	2
Total	100

Source: college data

Student numbers by level of study (July 1998)

Level of study	%
Foundation	51
Intermediate	22
Advanced	20
Higher education	3
Leisure/recreation (non-schedule 2)	4
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	55	1,146	19
Agriculture	147	185	5
Construction	0	20	1
Engineering	0	68	1
Business	98	835	15
Hotel and catering	173	291	7
Health and community care	180	424	9
Art and design	56	1,030	17
Humanities	25	1,529	24
Basic education	20	131	2
Total	754	5,659	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 3% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1998)

	Perm-anent	Fixed term	Casual	Total
Direct learning contact	51	45	0	96
Supporting direct learning contact	11	9	0	20
Other support	61	0	0	61
Total	123	54	0	177

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£3,416,000	£3,690,000	£3,954,000
Average level of funding (ALF) Out-turn to 1997; funded 1998	£12.80	£12.71	£12.99
Payroll as a proportion of income	71%	74%	71%
Achievement of funding target	126%	133%	100%
Diversity of income	25%	22%	21%
Operating surplus	£71,000	£19,000	-£132,000

Sources: Income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)
ALF – Performance Indicators 1996-97 (1996 and 1997), Funding Allocations 1997-98 (1998)
Payroll – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)
Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997), college (1998)
Diversity of income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)
Operating surplus – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	170	322	429	507	865	1,244
	Retention (%)	79	81	78	71	74	74
	Achievement (%)	69	57	53	71	62	61
2	Expected completions	219	395	464	719	784	600
	Retention (%)	74	82	82	72	80	77
	Achievement (%)	66	42	60	68	62	67
3	Expected completions	–	326	328	–	444	859
	Retention (%)	–	79	81	–	79	81
	Achievement (%)	66	66	56	61	65	67
4 or 5	Expected completions	–	0	1	–	102	101
	Retention (%)	–	n/a	100*	–	87*	83
	Achievement (%)	0	n/a	n/a	63	96	80
Short courses	Expected completions	191	858	373	732	2,586	1,787
	Retention (%)	94	95	90	90	89	85
	Achievement (%)	44	35	71	61	39	63
Unknown/ unclassified	Expected completions	211	584	1,228	579	1,110	3,682
	Retention (%)	82	81	88	74	77	82
	Achievement (%)	37	68	38	69	73	33

Source: ISR
–ISR data not collected
*ISR data may not be reliable
n/a not applicable

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