

Hereward College of Further Education

REPORT FROM
THE INSPECTORATE
1999-00

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

***THE FURTHER EDUCATION
FUNDING COUNCIL***

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 024 7686 3000
Fax 024 7686 3100
Website www.fefc.ac.uk*

© FEFC 2000 You may photocopy this report and use extracts in promotional or other material provided quotes are accurate, and the findings are not misrepresented.

Contents

Paragraph

Summary

Context

The college and its mission	1
The inspection	8

Curriculum areas

Science, mathematics and information technology	11
Business studies	17
Art, design and media	22
Basic skills	30

Cross-college provision

Support for students	36
General resources	46
Quality assurance	55
Governance	63
Management	71
Conclusions	79

College statistics

Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

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

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

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

Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

Hereward College of Further Education

West Midlands Region

Inspected March 2000

Hereward College of Further Education in Coventry is a small general further education college with specialist facilities that include residential provision for students with disabilities. The college was purpose-built for students with physical disabilities and all buildings and facilities are accessible to wheelchair users. The college offers 24-hour care and nursing services. Support in lessons and during periods set aside for individual study is provided for students who cannot undertake these activities unaided. The college produced its second self-assessment for this inspection. Inspectors agreed with many of the judgements but found additional strengths and weaknesses. Insufficient attention was paid to the strengths and weaknesses of teaching and to rates of student retention and achievement. Of the grades proposed by the college, inspectors agreed with four, and awarded two higher and three lower grades.

The college offers courses in six of the 10 programme areas funded by the FEFC; four of the programmes were inspected, together with cross-college provision. The proportion of lessons judged by inspectors to be good or outstanding was above the average for colleges inspected in 1998-99. All aspects of the college

have been improved since the previous inspection. Provision in art and design is outstanding. All students benefit from an extensive range of support services. Facilities and resources for learning are good. Some, for example IT, are outstanding. Extensive arrangements for quality assurance include comprehensive procedures which cover all aspects of the college's work. Senior managers have led the recovery of the college from an earlier state of major financial and management weakness. There is now a clear management structure and good communication between staff and management. Financial planning is effective. The management information system is impressive. The governors have overseen the recovery of the college and adopted sound policies for probity, openness and accountability. They effectively monitor the college's financial performance and financial health. The college should improve: the provision for basic skills; the rates of student retention and achievement on some courses; some aspects of teaching; some poor residential accommodation and communal areas; the main entrance to the college; the operation of quality assurance procedures; the use of management information for planning and monitoring; the monitoring of targets; underdeveloped programmes for individual learning and support; some aspects of the corporation's conduct of its business; and governors' procedures for monitoring the curriculum and students' achievements.

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

Curriculum area	Grade	Cross-college provision	Grade
Science, mathematics and information technology	2	Support for students	2
Business studies	2	General resources	3
Art, design and media	1	Quality assurance	3
Basic skills	3	Governance	3
		Management	2

The College and its Mission

1 Hereward College of Further Education is a small general further education college with specialist facilities for students with disabilities. The college was established in 1971 to provide residential further education for students with physical and sensory disabilities. Although it remains a national provider of residential further education for students with physical disabilities, local students with and without disabilities are enrolled and attend daily. The college's mission is 'to be the national residential and day college which promotes the development of all students, particularly those who have physical and sensory disabilities'.

2 The college was purpose-built for students with physical disabilities. The main teaching and administration block is linked to the residential accommodation by covered pathways. All buildings and facilities are accessible to people who use wheelchairs. The college offers 24-hour care and nursing services. Educational enablers provide support in lessons and in sessions devoted to individual study for those students who cannot undertake activities unaided.

3 The college offers courses in six of the programme areas funded by the Further Education Funding Council (FEFC): science, mathematics and information technology (IT); business; art and design; health and community care; humanities; and basic education. Courses are available from pre-entry to level 5. To extend their educational options students can also study at one of the college's partner schools or colleges, including Tile Hill College of Further Education whose campus adjoins that of Hereward College of Further Education.

4 In 1999-2000, the college had 389 students enrolled including 82 residential students, and 89 students with additional support needs. Most residential students with learning difficulties and/or disabilities come from the Midlands or from London and the south east. Many current

and recent students with disabilities have more severe and more complex conditions than previous cohorts. The curriculum areas with the largest number of full-time students are art and design with 35 students and basic education with 32 students. For part-time provision, the largest number of students study on courses in science and in business with 125 and 65 students, respectively. Of the college's students, 83% are aged 19 or over. The college estimates that some 8.92% of its students are from minority ethnic populations

5 Nationally, Hereward College of Further Education operates in competition with specialist independent colleges for students with physical disabilities. Other colleges in the further education sector are also providing increasingly appropriate access and support for students with disabilities. A small number of students come to Hereward College of Further Education from other countries. Students who are recruited locally, often have additional support needs.

6 The college employs 141 full-time equivalent staff including 25 teaching staff, 50 residential staff and eight nursing staff. There are also 20 educational enablers. Who give a wide range of help which can include acting as an amanuensis, keying in information as the student tires, or reading text for visually impaired students.

7 At the time of the last inspection, the college was experiencing severe financial and management difficulties. The college had been diverted from its stated mission and was in serious debt. Inspectors found that students were at risk because of inadequate policies and procedures. The college now has a reconstituted governing body, a principal who was appointed after that inspection and a revised management and staffing structure.

Context

The Inspection

8 The college was inspected in March 2000. Inspectors had previously scrutinised the college's self-assessment report and reviewed information held by other directorates of the FEFC. To help inform their judgements, inspectors used a range of data on students' achievements including the college's own records, and lists and certificates from awarding bodies. Individualised student record (ISR) data are incomplete because the residential students are funded individually, separately from the FEFC's main funding methodology. They are not all included in the ISR returns. The number of students on most courses is below 10. Rates of achievement and retention cannot be compared with national statistics because the students' disabilities and ill health affect course completion rates. Statistical tables are therefore not included in this report. Eight inspectors and

an auditor, working for a total 41 days, carried out the inspection. An additional inspector joined the inspection team to gather information to contribute to an Office for Standards in Education (Ofsted) area inspection of educational provision for 16 to 19 year olds. Meetings were held with governors, managers, other college staff, students and employers.

9 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the 44 lessons observed, 71% were rated good or outstanding. This profile compares well both with a national average of 65% and with the profile of 41% for lessons that were awarded similar grades at the college during the previous inspection. Inspectors judged 4% of lessons to be unsatisfactory against a national average of 6%.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCSE	0	4	0	0	0	4
GNVQ	3	6	2	0	0	11
NVQ	0	1	1	1	0	3
Other vocational	7	5	0	0	0	12
Other*	0	5	8	1	0	14
Total (No)	10	21	11	2	0	44
Total (%)	23	48	25	4	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

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

*includes basic skills

Context

10 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. The numbers of students in classes at Hereward College of Further Education are low as a matter of policy because of the degree and nature of their disabilities.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Hereward College of Further Education	6.8	82
National average, all inspected colleges 1998-99	11.2	78

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

Curriculum Areas

Science, Mathematics and Information Technology

Grade 2

11 Inspectors observed 11 lessons. The self-assessment report identified some of the strengths in the provision, but did not place sufficient emphasis on the quality of teaching and learning and students' achievements. Inspectors identified additional key strengths and weaknesses.

Key strengths

- good teaching of students individually
- good progression through general national vocational qualification (GNVQ) IT courses
- good rates of student achievement and retention on numeracy courses
- good IT resources
- effective arrangements for teaching and assessing students with disabilities and health problems

Weaknesses

- insufficient opportunities for group work
- poor retention rates on some courses
- the threat to the viability of science courses from declining numbers

12 The college offers: GNVQ programmes at foundation, intermediate and advanced levels; courses for the general certificate of education advanced level (GCE A level) and general certificate of secondary education (GCSE) in science and mathematics; numeracy courses at a range of levels; and courses in computer literacy and information technology and information business technology.

13 Most teaching was good and some was outstanding. Most classes were small and most students had disabilities. Students benefit from the individual attention that they receive from

teachers. In mathematics and IT lessons, good use was made of equipment which enabled students to carry out their work. In two lessons technicians modified equipment quickly to help a student overcome an unexpected problem. In an application of number lesson, two students with severe disabilities were using computers to enhance the presentation of their work. Software developed by college staff in collaboration with other colleges was used effectively to allow students to develop their numeracy skills. However, while the emphasis on teaching students individually helps them to learn, opportunities for students to experience group work, question and answer sessions and class discussion are missed. Educational enablers appropriately help students who need their support. Two enablers worked well under student direction which resulted in the students being able to carry out the required learning activities. These strengths and weaknesses of teaching were not included in the self-assessment report. Inspectors agreed with the recognition in the self-assessment report that work experience is a strength of the provision.

14 The self-assessment report did not comment on students' achievements on most courses. Students on the GNVQ IT programme have a good success rate and the retention rate is satisfactory. Students achieve well on GCSE and GCE A level courses, but the retention rates are poor. Oxford Cambridge and RSA Examinations (OCR) numeracy courses for 1999 have a retention rate of 87% and an achievement rate of 65%. These rates are above the national averages for the sector. Retention rates on some computer literacy and information technology courses are poor. Of the 55 students who started courses in computer literacy and information technology in the spring of 1998, 23 withdrew before September. The self-assessment report did not comment on the high standard of students' work which is better than work produced by most students on comparable courses in other colleges. Although

Curriculum Areas

all students have their own records of progress, the processes for review and action-planning are not always satisfactory. GNVQ IT is providing a good progression route for students. They can move from one level to the next when they are ready. During the inspection period one student completed foundation level and started intermediate level and another student began advanced level whilst finalising the intermediate portfolio. Three out of the four students who passed GNVQ advanced in 1999 have gone onto computer courses at university.

15 Management of the provision is good. Staff give students sound support. Inspectors agreed with the self-assessment report that the college provides particularly flexible arrangements for teaching and assessment to meet student needs. For example, the arrangement of science GCSE modules was modified for a student suffering a severe health problem which enabled her to rejoin the course successfully. Students who had enrolled on particular lessons for computer literacy and information technology and integrated business technology temporarily changed to differently timed lessons to suit medical arrangements. Arrangements for teaching and monitoring the curriculum have been substantially improved for lessons in computer literacy and information technology and integrated business technology level 2. An experienced member of staff has been retimetabled to oversee consistent procedures for recording and assessment. Effective use of this information that students provide on their course evaluation forms together with other management information is starting to improve rates of retention on courses. Assessment of students' work is well organised and thorough. Assignment briefs are clear and appropriate for the level and stage of the course. Work is marked well and feedback to students is accurate. Levels of achievement in assignments for oral mathematics are good but there is insufficient written feedback to students. GCSE and GCE A level numbers have fallen in science

since 1996; there is no current access provision in science. The science courses are now barely viable, a situation that was not identified in the self-assessment report.

16 Inspectors agreed with the self-assessment report that students' access to IT is a strength. There is a good stock of networked computers and appropriate software and printing and scanning facilities. However, in one lesson the network was slow and some students' work was lost without any reason being given. The science area is well maintained but lacks wall displays or other material that can stimulate an interest in the subject. Careful attention is paid to issues affecting students' health and safety.

Curriculum Areas

Business Studies

Grade 2

17 Inspectors observed 11 lessons. Inspectors agreed with many of the judgements in the self-assessment report but identified additional strengths and weaknesses.

Key strengths

- appropriately detailed lesson planning
- good opportunities for work experience
- improved rates of retention
- the high standards of students' work
- effective encouragement of learning
- a realistic work environment
- the effective use of support staff in lessons

Weaknesses

- insufficient attention to recording and analysing students' destinations
- underdeveloped schemes of work
- underdeveloped formal processes for reviewing courses

18 For full-time and part-time students the college provides a wide range of courses which offers good progression routes. Courses include: GNVQ at foundation, intermediate and advanced levels; NVQ levels 1, 2 and 3 in administration; management NVQs at levels 3, 4 and 5; and awards of the training and development lead body D32, 33 and 36. A small but appropriate range of vocational courses, for example wordprocessing and text processing qualifications, are also available. The provision is well planned. Arrangements for teaching are effective and designed to allow individualised learning. The department is well managed. The small team of full-time and associate lecturer staff work well together and communicate with each other effectively. The

quality assurance processes are well established in the department but the formal processes for reviewing courses are underdeveloped. This weakness was not noted in the self-assessment report.

19 Teaching in most lessons was good or outstanding. Most lessons are well planned. Most schemes of work are underdeveloped; this weakness was identified in the self-assessment report. Teachers use an appropriate variety of teaching methods to sustain the interest of students in the work and promote the development of individual and group skills. For example, in a number of lessons students undertook revision singly or in small groups to formulate answers to examination questions. These answers were then shared with the whole class and corrected by the teachers. In one foundation level lesson, a basic skills teacher working alongside the class teacher took a small group of students and helped them to identify the key words or phrases that answered multiple choice questions. In another lesson very effective use was made of educational enablers. Their work was not claimed as a strength in the self-assessment report. A few lessons were characterised by poor class management, ineffective use of teaching aids and underuse of some modern equipment. For example, the department has modern interactive whiteboards, capable of producing hard copy for students. These boards were not used when to do so would have saved time and helped the students. Attendance is higher than the programme area national average and most students are punctual. Work experience is a strong feature of the provision, a strength not identified in the self-assessment report. One student described his work experience at a local magistrates' court as 'tremendous'; others paid particular tribute to the chamber of commerce for the opportunities and quality of experience which it provides.

20 Students' work is of a high standard. Most students' portfolios are well organised,

Curriculum Areas

assignments are marked fairly and teachers provide helpful oral and written feedback. There are regular progress reviews for all full-time and additional learning support students. This information is held on file for each student. The self-assessment report identified these strengths. The retention rate has improved in three out of the last four years rising from 73% in 1995-96 to 86% in 1998-99. The overall achievement rate for the last three years was 71% in 1996-97, 62% in 1997-98 and 71% in 1998-99. Although students take longer than the average to complete their courses, their achievements are good. Inspectors agreed with the college that insufficient attention is paid to recording and analysing students' destinations.

21 The business studies centre provides a large, open-plan working environment. It includes a reception area for the department and two small businesses which share the premises but are separate from the college. The department uses this high-quality realistic working environment to provide work-based assessment. The quantity and the standard of networked IT and associated industry standard software is impressive. There have been numerous but brief systems failures which staff and students have found frustrating. Considerable efforts are made to identify and rectify such faults. The staffing team has a good range of qualifications, skills and experience.

Curriculum Areas

Art, Design and Media

Grade 1

22 Inspectors observed 12 lessons. They agreed with most of the strengths and weaknesses in the college's self-assessment report, but judged that the overall standard of the work had been underestimated.

Key strengths

- good or outstanding teaching
- high levels of progression of students with disabilities into employment or higher education
- high standards of attainment
- good curriculum leadership
- effective course developments
- the good quality of resources
- the high standard of support for students from teachers, enablers and technicians

Weaknesses

- underdeveloped use of target-setting in monitoring and review
- some cramped accommodation

23 The college offers good progression opportunities from pre-entry level to first degree. Recent new additions to the range of courses offered include music technology and pre-entry provision in art, photography and video. The college is planning a foundation level art and design course to remedy a weakness identified in the self-assessment report. Most courses have small numbers of students.

24 Teaching is consistently good or outstanding, a strength identified in the self-assessment report. Lessons are appropriately demanding and students respond well to group work and to individual assignments. In most classes, which are mixed in age and ability, teachers are responsive to individual needs.

Supporting material is clear, informative and of a consistently high standard. Students' self-esteem is increased by their high standard of attainment. Teaching methods are often inventive. One student, for example, drew patterns using a pierced bag of salt tied to his wheelchair, which he then photographed. Most lessons benefit from the work of educational enablers and signers for students with physical or sensory impairment disabilities.

25 Work on GCSE and City and Guilds of London Institute (C&G) photography courses is stimulating and appropriately varied. There are flexible arrangements for GCSE programmes which allow students a choice of opportunities for expression, media or direction. Students achieve a high standard of work and teachers modify their approaches to assessment for those students who take longer to achieve the required standard of practical output. Photography is popular and, although modern equipment is moving toward digital technologies, students continue to enjoy making pinhole cameras as a group activity. The BTEC foundation course in art and design is a well-established, well-integrated and successful programme. Students of performing arts undertake ambitious assignments. These include recent productions of 'Beowulf', 'Noah' and 'Cinderella'. Media students record on video much practical and expressive work in creative arts.

26 Critical and contextual studies lessons are lively and challenging. The self-assessment report recognises as a strength the involvement of students in discussions on moral, cultural and equal opportunities issues. In a presentation on a photo-journalism topic, an Asian student's analysis of photographs in tabloid newspapers considered gender representation and also pointed to the omission of names in the captions that accompanied group photographs showing people of Asian origin. An exhilarating lecture, concerned with early nineteenth century anti-art movements, challenged students to consider

Curriculum Areas

contemporary values in an historical context. The lecturer promoted a lively discussion on using other people to make artworks under the direction of the artist.

27 Inspectors agreed with the college's assessment that progression to higher education and employment is a strength. Students have entered higher education from the foundation course for the last 12 years. Since 1997, students on the television and video production course have gained placements in employment and higher education. The college has a steadily improving record of placing students with disabilities into higher education. In 1998-99, 10 students out of 18 students who completed their courses progressed to higher education.

28 Organisation in the departments demonstrates good curriculum leadership. Lesson plans are clear and effective. Attendance levels are high. In their monitoring and review activities, course managers do not yet use the analysis of course recruitment, achievement and retention data, and students' perception surveys to set and apply targets. This weakness was not recognised in the college's self-assessment. There are many valuable links with higher education, and community and industrial organisations. Inspectors agreed that these links are a strength in provision. Media staff have good industrial contacts which provide work experience opportunities for students. Creative arts staff have developed a particularly significant link with Bretton Hall College which enables students to progress to a degree in fine art or textiles. This arrangement also enables residential students to continue to study at Hereward College of Further Education and to benefit from the full range of support available to them.

29 Resources are good. A dedicated computer facility is used well by all students. Equipment is appropriately adapted for use by students with physical disabilities. Students work is displayed throughout the college and is available

on videotape. Photographic and video provision has industry standard equipment including a digital editing suite and digital cameras. Rooms are well maintained and there is good attention to health and safety. Teachers make valuable use of off-site facilities through study visits to galleries, arts centres and industrial premises. The base room for performing arts is small and restricts the number of wheelchair users. Courses in music are housed in rooms which are shared with other subjects. The implications for the future growth of these subjects that share accommodation have not been recognised as a weakness in the self-assessment report.

Curriculum Areas

Basic Skills

Grade 3

30 Inspectors observed 10 lessons across the range of provision. They found strengths and weaknesses additional to those included in the self-assessment report. They agreed with the college's judgement of the standard of the work.

Key strengths

- effective basic skills teaching in vocational subjects
- good progress by many students on vocational courses
- strong cross-college management support for basic skills development
- the effective work of technology and educational enablers

Weaknesses

- inappropriate individual learning plans
- unsatisfactory arrangements for monitoring the effectiveness of learning and teaching
- some ineffective teaching of literacy and numeracy on discrete courses
- the lack of appropriate specialist training for staff

31 The college has recently rationalised its teaching of literacy and numeracy. All the basic skills work has been brought together and the curriculum restructured. The college's basic skills provision now comprises: specific literacy and numeracy courses; basic skills teaching integrated with vocational courses; and literacy and numeracy support on a 'drop-in' basis for those students who need it. The integration of the teaching of literacy and numeracy with vocational areas has recently been achieved. One basic skills tutor is now assigned to each programme area as a member of the course team. In some cases, lessons are jointly

planned and taught by the basic skills tutor and subject tutor. Inspectors agreed with the college's self-assessment report that this has led to increased opportunities for progression and achievement on vocational courses.

32 There is effective development of students' literacy and numeracy skills, particularly in vocational programmes where students make good progress. The college did not identify these strengths in the self-assessment report. In one course at entry level on television and photography, basic skills were taught through the development of sequences for storyboards. A television advertisement was used to explore sequencing in relation to story telling. However, in many lessons there is an overemphasis on paper-based activities which students often did not understand, especially when worksheets were substituted for close contact with the teacher. This weakness was not identified in the self-assessment report. In addition, achievements such as completed worksheets are not accurate indicators of what a student can do. This is because it is unclear how much of the work on the worksheet is the student's unaided effort. This weakness was not acknowledged in the self-assessment report. In lessons, activities are sometimes insufficiently demanding for some students and too difficult for others. Students were generally encouraged to become independent learners but teachers did not always know how to help students to work by themselves to organise and improve their skills in literacy or numeracy. Little attention is paid to teaching students how to learn. The lack of relevant specialist training for staff limits the effectiveness of some teaching, particularly in responding to students with complex learning profiles. Although there is some group teaching, there is little opportunity for students to learn from each other. Interaction between students, other than contacts mediated by the teacher, is not fostered. These weaknesses are not identified in the college's self-assessment report.

Curriculum Areas

33 Many literacy and numeracy lessons are taught within the context of accreditation arrangements. Learning goals are often expressed as the achievement of an award. In order to meet the requirements of accreditation, teachers have to cover the whole syllabus, including aspects which are not relevant to the students, and skills which they cannot achieve. This approach means that students with learning difficulties or those with very poor basic skills have to participate in lessons which include aspects which they are not ready to learn. Sometimes they cannot attempt the work or the activity that is involved. This weakness was not recognised in the college's self-assessment report. Even where students can complete the activities involved to meet the requirements of the award, the accreditation schemes used are not always appropriate to their assessed learning needs. The college recognised this weakness and the inappropriate provision for students. It anticipated that the new basic skills curriculum would resolve the mismatch; inspectors did not agree with this view.

34 Although students have individual learning plans, these do not reflect their previous achievements or their goals. There is no clear measure of what students have achieved in relation to what they could do previously, nor are there clear targets against which to measure achievement. As aims and objectives are not set in terms of students' primary learning goals, planning for individual students lacks focus and clear targets. As a consequence, the monitoring and assessment of the effectiveness of teaching and learning are weak. Diagnostic assessment is underdeveloped, and does not sufficiently influence lesson planning, individual learning plans or teaching. There is a systematic review of progress in students' individual study logs but the content of the logs is not always used in subsequent teaching. Students' achievements are acknowledged and celebrated. Students are proud of their work. Current work is displayed

in all the classrooms. Work on a supermarket customer survey project that was current at the time of the inspection was being added to a large display as each stage was completed.

35 A range of computers, some especially adapted for individual needs, is available and easily accessible in all basic skills classes. Both technology and educational enablers are effective. A suitable variety of software is also available and is often used appropriately to support the development of students' skills. However, in some cases software programmes are used without clear purpose. There was a lack of practical resources, particularly for numeracy, that simulated real-life situations and circumstances.

Cross-college Provision

Support for Students

Grade 2

36 Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report but felt that the significance of some of them had been overstated. They identified additional strengths and weaknesses.

Key strengths

- the extensive range of general and specialist support services
- good technical support
- good support from therapists and nursing staff
- the effective support from educational enablers

Weaknesses

- underdeveloped individual learning and support programmes
- fragmented monitoring and recording of students' progress
- shortcomings in the planning of students' transition from the college

37 The college is unique in the sector in the provision of an extensive range of general and specialist support services for students with disabilities. Many students have very complex needs and may receive support from up to 20 different specialist staff. Since the previous inspection, senior managers have introduced systems and procedures which have had a positive impact on the co-ordination of support. Many services are managed within the student services section which is easily accessible to students and well placed near the main entrance to the college.

38 Detailed information about the college and the courses which it offers is provided through documents such as the prospectus and the disability statement which are also available in

large print, Braille or on audiotape. Prospective students are encouraged to make an informal visit to the college and those who wish to apply are invited for a formal interview. Students who apply for a residential placement attend the college for a two-day assessment. Students find this process helps them to learn about their proposed course and about life at the college, but some students do not receive sufficient specialist guidance to help them make fully informed choices about the course they wish to study.

39 Where appropriate, the college requests information from the student's previous school or college, and from parents and other professionals who have worked with the student. The quality of the information received is uneven. For some students the information is sparse and is inadequate for planning purposes. All students have individual learning and support plans but many contain only general aims. Insufficient thought is given to identifying specific objectives relating to students' personal and social development, which for many students are essential elements of their programme at college. These weaknesses were not identified in the self-assessment report.

40 As the self-assessment report states, students benefit from the extensive range of enabling technological equipment available in the college. Skilled technicians undertake thorough assessments of students' support needs and ensure that students have the equipment and adaptations which they need in order to participate fully in lessons. A strength not fully recognised in the self-assessment report is the creativity of the technicians in designing switches and controls which enable students with severe physical disabilities to operate equipment independently.

41 The self-assessment report did not recognise as a strength the support that students receive from educational enablers. Within lessons the enablers help students by, for example, taking notes, acting as scribes,

Cross-college Provision

organising materials and photocopying. Enablers are careful not to hinder students' learning by doing too much for them. They are skilled in helping the student to take responsibility for giving them, as enablers, appropriate direction. Students speak positively about the quality of the support which they receive from the care staff within the residential units but some students feel that at times that there are insufficient care staff to meet their needs. For example, some students said that they are late for lessons because there are too few care staff to help them to get out of bed and to get dressed.

42 Inspectors support the judgement in the self-assessment report that many students benefit from the support which they receive from physiotherapists and speech therapists. The college also offers conductive education sessions which are designed to teach movement skills to enhance students' independence. A particular strength of this work which is not noted in the self-assessment report is the production of instruction sheets with photographs demonstrating how an individual student should transfer from, for example, a bed to a wheelchair or vice versa. The instruction sheet helps different staff to adopt a consistently appropriate approach.

43 Youth workers and volunteers work with the care staff to provide a range of leisure and recreational activities during the evenings and weekends. The emphasis given to encouraging students to take responsibility for organising activities and events helps them to become more independent and self-reliant. The enrichment programme comprises a wide range of leisure and personal development modules. These modules which are compulsory for all first-year students and optional for others are studied mainly on one afternoon each week.

44 Monitoring and recording of progress is fragmented. Each member of staff working with a student assesses and reports on progress over a six-month period. Progress is monitored

mainly in relation to the subjects the student is studying. The student's tutor reviews the reports and compiles a summary report. Many of these summary reports do not provide a clear overview of the progress which a student has made. The main purpose of tutorials is also to review the progress students are making in relation to their academic courses. Joint tutorials between the students, their care enablers and tutors are held each term. This arrangement is having a positive impact on the co-ordination of support between the college and the residential units but as yet, the discussions are not sufficiently focused to be fully effective.

45 There are shortcomings in the arrangements for planning students' transition from the college. Some students benefit from the support that they receive through attending enrichment modules which are specifically designed to support them through the transition to their next placement. However, not all students attend these modules and as a consequence are not well prepared for their placements after Hereward College of Further Education. This weakness was not identified in the self-assessment report. Students progressing to higher education receive good support.

General Resources

Grade 3

46 Inspectors agreed with some strengths in the self-assessment report, but identified additional strengths and weaknesses. Some identified weaknesses were understated.

Key strengths

- extensive provision of IT resources
- good access to IT resources for staff and students
- a welcoming, attractive and well-managed library

Cross-college Provision

Weaknesses

- some poor residential accommodation and communal areas
- a dangerous main college entrance
- unco-ordinated elements in the planning and management of accommodation

47 The college's accommodation comprises a main teaching block and three linked blocks of residential accommodation. The college also uses the first floor of an adjacent building, which was designed for wheelchair users. One of the residential blocks was refurbished to a good standard in summer 1999, but the other two blocks are in poor condition. One is due to be refurbished in summer 2000 and there are plans to refurbish the other in 2001. The original buildings were designed for a more ambulant population of students and corridors and doorways are often too narrow for students who use large electric wheelchairs. The college recognises this limitation and, since the last inspection, has effected considerable improvements in widening access and introducing more automatic doors.

48 Many groups are involved in the planning and management of accommodation. The links between them are not always sufficiently clear. This weakness was not identified in the self-assessment report. The college has an accommodation strategy which dates from December 1997 and does not reflect later developments. Developments in accommodation, for example in relation to refurbishment of residential blocks, are planned through the governing body and executed through the 'new build' subcommittee. The accommodation committee deals with operational matters and does not present reports to governors. Accommodation issues are also discussed at the meetings of the management group for residential accommodation. The college conducts an annual 'assessment of the estate'. Maintenance

is generally efficient and cost effective. There is a planned maintenance programme, though, as the self-assessment report recognises, some areas of the college suffer from a legacy of under-investment.

49 Although the college recognises that the narrow entrance to the college is unsatisfactory, this weakness was not identified in the self-assessment report. Delivery lorries, students in wheelchairs, partially sighted students, cars, pedestrians and taxis are not separated. Parked cars provide an additional hazard. The tarmac is old, worn and uneven. Two signs warn drivers of the presence of students in wheelchairs, but otherwise there is no system for managing or separating this diverse traffic. The college has plans to improve this area but there is no scheduled date for beginning the work.

50 Some of the residential accommodation is poor. This weakness is understated in the self-assessment report. The style of the accommodation is now outdated and is not in keeping with current views on provision for people with disabilities. In addition, the long corridors are drab. Insufficient use is made of pictures or other forms of decoration. In two of the blocks the physical environment is of a poor standard and repairs to wood and plasterwork have not been affected. The refurbished block has been considerably improved. Bedrooms are appropriately furnished for a student population and all have network points. Bathrooms are well equipped. However, the kitchen surfaces are too high for some wheelchair users. It is difficult for students to make private telephone calls and most telephones have conventional keypads which are difficult for many students to use. The refectory is unattractive and dull.

51 Classroom accommodation is satisfactory and some, such as the photography studio and the television studio, is of a high standard. There are attractive displays of students' work on most walls. A particular strength, recognised in the college's self-assessment report, is the

Cross-college Provision

provision of information and learning technology. The college provides one computer to 2.7 full-time equivalent students, which is significantly above the average for the sector of one to eight students. In addition, many students have their own computers. All computers are network capable and the college is extensively networked. On some occasions the network has been overloaded, but there is good technician support and problems are generally dealt with quickly and effectively.

52 Most staff accommodation is satisfactory. Most curriculum heads have their own offices. Accommodation for senior managers is poor; senior staff either share or have very small offices. There is a shortage of small meeting rooms. These weaknesses were not included in the self-assessment report.

53 The library is welcoming and attractive. This strength is not recognised in the self-assessment report. The library area has recently been refurbished and improved. Students are also able to use the library at Tile Hill College of Further Education. The management system for stock is good and can produce records of book usage by course and individual student, but teaching staff do not yet ask for this information as a matter of routine. As many students find difficulties in using books and paper-based materials, the bookstock is small for the size of the college. There is good provision of IT much of which has been adapted for students to use independently. The learning resources officer has made effective links with teaching staff, students, and partner organisations

54 The college makes good use of its small number of on-site leisure and recreational facilities. A number of sporting and leisure activities take place in the 'pool studio', including aerobics, weightlifting, boccia and basketball. Students are able to use other nearby sports facilities. The college has employed an additional evening driver to

improve transport provision to Coventry town centre. A good programme of social and leisure activities takes place in the evenings and at weekends.

Quality Assurance

Grade 3

55 Inspectors agreed with most of the self-assessment report for quality assurance. They found some additional strengths and considered that the college had underestimated the significance of some of the weaknesses in this area.

Key strengths

- extensive quality assurance arrangements
- comprehensive quality assurance procedures
- a close and effective oversight of the quality assurance system by the quality working group
- good access to development opportunities for staff

Weaknesses

- insufficiently comprehensive overall measures of students' achievements
- underdeveloped monitoring of retention and achievement rates against targets
- insufficiently rigorous end of course reviews
- lack of clear action plans arising from monitoring and evaluation processes

56 The college has a well-established quality assurance system. It achieved the quality management standard ISO 9002 in 1993, and has maintained it successfully. Each area of the college has carefully written, regularly audited working procedures. Several of the headings in the ISO quality management standard have been appropriately adapted to the needs of an

Cross-college Provision

educational establishment. The college has recently gained recognition as an Investor in People. The quality working group keeps the operation of all quality assurance processes under careful review. There is an annual plan which shows how corporate planning, self-assessment and other quality assurance activities are linked together. The non-teaching areas of the college are fully included in all quality assurance arrangements. These strengths were identified in the self-assessment report.

57 The practice of monitoring against targets for retention and achievements is not well developed at all levels in the college. Targets are set at departmental level. Staff are beginning to discuss targets. In some curriculum areas staff familiarity with the use of targets is underdeveloped. Service statements are not widely used to indicate the standards to be aimed for in all areas of the college. Inspectors agreed with the college's assessment that aspects of the monitoring of its provision have been weak. At course level, the arrangements for the monitoring and review of retention and achievement rates are not sufficiently coherent and rigorous nor are they sufficiently effective in identifying areas for improvement. The college is taking action to improve the review process but it is too early to judge how effective the new arrangements will be. The academic board did not give detailed consideration to students' achievements in 1999. The college carries out students' perceptions surveys and a survey of parents' perceptions. The findings from the surveys have insufficient impact on improving curriculum areas. The college is considering ways in which students' views of the curriculum and teaching that they receive can be more effectively gathered and used.

58 Individual learning goals for students are set and progress is measured against them. However, records of qualifications gained are not complemented by additional, broader,

measures that include the personal development of students, which is a significant part of residential further education for students with disabilities. Little attention is given to measuring the value added to students' achievements or to summarising the range of new skills that students have acquired during their time at the college. Data on students' destinations are collected, but the college does not have good information on students' destinations.

59 A useful annual summary report provides an evaluation of the quality of teaching in each curriculum area. The report is based on the observation of lessons. The 1998-99 report shows the main strengths and weaknesses in each curriculum area, and includes the grade profile for the whole college. The findings from the report are not sufficiently systematically followed up. The grades given for the lessons observed in 1998-99 were higher than the grades awarded by inspectors during the inspection.

60 In most sections of the self-assessment report inspectors found additional strengths and weaknesses that the college had not identified. Evidence provided by the college does not always sufficiently explain what justified a strength or weakness, but simply gives the source documents. Action points are sometimes inadequate. For instance, some weaknesses are to be addressed by action plans that state the college would 'continue to take action to improve' an area of weakness.

61 Inspectors agreed with the self-assessment report that access to staff development is generally good, although in some areas, such as basic skills, improvements are needed. Operational plans are cross-referenced to staff development. They include an outline of the staff development needs that will arise from the developments that are planned. Careful scrutiny of requests for staff development ensures that requests for training are closely linked to the

Cross-college Provision

college's needs. The training and development group monitors the operation of the system and the adequacy of the policy and associated procedures. Evaluation and reporting of the impact of staff development activities is underdeveloped. A system of staff appraisal includes the use of three interviews each year where objectives are set and performance is discussed. Training needs and completed staff development activities also are considered.

62 The college's charter is available in several formats, including audio tape and Braille. The commitments in the charter are mostly measurable though some are not easy to understand. Some commitments in the charter are monitored through the student questionnaires. There is a system for recording and processing comments, compliments, suggestions and complaints. Most issues that concern students are dealt with informally and effectively.

Governance

Grade 3

63 Inspectors and auditors were broadly in agreement with the strengths in the self-assessment report. Some key weaknesses were not identified by the college.

Key strengths

- governors' commitment to the college
- the range of governors' skills and experience
- the regular monitoring of the college's financial performance and financial health
- sound policies for probity, openness and accountability

Weaknesses

- some deficiencies in the conduct of corporation and committee business

- underdeveloped procedures for monitoring the curriculum and students' achievements
- insufficient evaluation of the effectiveness of the corporation

64 Following the previous inspection of the college, when governance was found to be poor, all but one of the governors resigned. The secretary of state appointed four governors in November 1995 to form the core of a new governing body. Further members were appointed and the new board met for the first time as a fully constituted governing body in March 1996. The new corporation was charged with ensuring the college's recovery from serious financial debts and replacing systems of governance which had previously lacked openness and integrity.

65 Governors have worked with senior management to make the college financially stable. This task has required considerable time and expertise. Governors are committed to the success of the college and their levels of attendance have been good. All meetings of the board in the past year have been quorate. Governors are well informed about the college's finances, as is stated in the self-assessment report. The board approves the college's financial strategy which includes clear financial objectives and key performance indicators. The finance and general purposes committee considers the college's quarterly management accounts and comprehensive cashflow statements. Financial implications strongly influence the decision-making process of the board.

66 The board has adopted sound policies for probity, openness and accountability. All governors and senior staff annually update a register of interests. The board regularly reviews a range of policy documents that includes standing orders, the code of conduct, fraud policy and 'whistleblower' procedures.

Cross-college Provision

Governors have recently appointed an independent clerk. The clerk has a comprehensive job description. Agendas are well organised and deadlines set for the production of supporting papers. Agendas clearly identify documents circulated in support of each item of business. Minutes are too concise. Governors should give consideration to ensuring that discussions and actions are reported and minuted in sufficient detail for them to be understood by those not present at meetings. Agendas, papers and minutes, except confidential items, are available in the college's learning resource centre.

67 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is adequate. The board 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.

68 The board has 16 members of whom six are independent governors, including the chair of the board. Governors come from a wide range of business backgrounds or from higher education. Inspectors agreed that their appropriate range of expertise is a strength, as noted as in the self-assessment report. The governors are clear on the distinction between governance and management. The board has quickly established a membership in accordance with the revised instrument of government, after well-judged consideration by the search committee. Governors are required to make annual declarations of eligibility. The board has established an appropriate range of committees. Membership of these committees has been established to utilise the skills and experience the governors effectively. Committee minutes and key papers are presented to the board for its consideration. The terms of reference of some committees are not comprehensive. The board has failed to ratify some committee recommendations and committees have acted

outside their delegated authority. These weaknesses had not been recognised and hence were not included in the self-assessment report.

69 Although some training has taken place, the college has not established a formal training and development programme for governors. The induction procedures for new governors need to be further developed. The corporation recognises that consideration must now be given to how the college moves forward. A useful training day was held at the end of the autumn term to review the college's position. Information gained from that event will be used to form the basis of the college's strategic plan.

70 Procedures for governors to monitor the work of the college are underdeveloped. This weakness was not fully identified in the self-assessment report. Governors receive regular reports from the principal which consider college issues relevant to the corporate objectives. However, they do not receive a clear report on the progress made in achieving strategic objectives. Monitoring is concerned mainly with student recruitment and financial performance. The board has not systematically reviewed college progress in meeting achievement and retention targets. The recently established standards committee has resolved that all future meetings will receive a report on progress towards meeting targets. The self-assessment report acknowledges that some governors have insufficient understanding of disability and of the provision that the college makes. To remedy this they have endeavoured to establish links with students and curriculum departments. This initiative has had mixed success. There was some discussion at the autumn training day of the governors' own performance, but the corporation has not undertaken any other formal evaluation or assessment of its own activities. This situation was not identified as a weakness in the self-assessment report.

Cross-college Provision

Management

Grade 2

71 Inspectors and auditors were broadly in agreement with the strengths identified in the self-assessment report. Some strengths and weaknesses were not identified.

Key strengths

- the effective management of the recovery of the college
- the clear management structure
- good communication between staff and management
- effective financial planning
- the impressive management information system

Weaknesses

- underdeveloped use of management information
- some unmet targets
- delays in planning for the future of the college

72 Since the last inspection, when the management of the college was judged to be poor, a new principal has been appointed. Management and staffing have been restructured. Managers have successfully led the recovery of the college out of serious difficulties and saved it from closure. The college now operates within a context of open and transparent management and stringent financial monitoring. Staff morale is high. Care staff training has improved. Staff are committed to the success of the college and subscribe to its aims and values.

73 All staff understand the clear management structure. This strength is noted in the self-assessment report. The senior management team, known as the executive, meets weekly and comprises the principal, the director of curriculum and student services, the finance director and the assistant principal. The five

curriculum heads manage teaching staff. The operational managers' group comprising curriculum heads, managers of support services and the executive meets monthly to discuss curriculum and cross-college support services. Lines of accountability are clear and well known to all staff. Inspectors agreed with the self-assessment report that communication in the college is good, a significant improvement since the last inspection. Senior managers are readily accessible to staff who also welcome the opportunity to meet informally with the principal at meetings which are held fortnightly. The college newsletter and weekly bulletins also keep staff well informed.

74 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The director of finance is a qualified and experienced accountant. The self-assessment report identified the need to develop key performance indicators for financial performance. This issue is being addressed. The budget setting process is well documented and effective. Budget holders receive monthly reports. However, the current accounting system does not allow automated reporting nor does it identify budget holders' outstanding financial commitments. These issues were not identified in the self-assessment report. The executive receives and considers the monthly management accounts. The minutes of the meetings do not always identify subsequent management action. The management accounts include rolling 12-month cashflow projections. Financial regulations and procedures have recently been updated and are comprehensive.

75 The strategic plan for 1997 to 2000 builds on the plan for the college's recovery. Curriculum and service departments have developed their own operating plans based on the college's strategic priorities. All departments now have targets for enrolment, retention and achievement set by curriculum heads and confirmed by the executive but these are not yet routinely used in all departments.

Cross-college Provision

Targets are submitted for approval to the governors' standards committee and ratified by the corporation. Most curriculum areas have met their targets for achievement in the last academic year but none has met its target for retention. Success in meeting targets for enrolment for full-time and part-time standard students has been variable over the past three years. This weakness was not included in the self-assessment report.

76 Until the academic year 1999-2000 considerable time and energy has been concentrated on setting up and maintaining the college's recovery from its previous difficulties. A management planning day has been set in the spring term at which discussions will be started which will lead to planning for the college's future as a specialist residential provider for students with disabilities. Managers met with governors on a recent training day when the college's core responsibilities and ambitions were agreed. Although some discussions have taken place, the college has not yet gathered the information on which to base detailed plans and decisions.

77 The college has developed an impressive management information system. As well as providing information on enrolment and students' achievements, it can provide a tracking service which will enable the college to track on any day during the year the progress and attendance of each student and the record of all full-time and part-time courses. The self-assessment report acknowledges the need for managers to increase their understanding and use of this information. Further training is required before the system can be used effectively to guide future planning. The college has made a successful bid to the standards fund to address this weakness.

78 External agencies speak positively of the college, which they see as responsive and approachable. The college is committed to widening participation and to equal opportunities. The college has collaborated

effectively with other colleges in the area on a project to identify potential students for whom there is currently little provision. As a result, the college has targeted its marketing towards such students. A number of white men, a previously under-represented group in the college, have since enrolled on basic skills courses. Curriculum initiatives aim to increase both the participation in further education of young women with children at school, and people in the local community with communication, independence and mobility difficulties.

Conclusions

79 The self-assessment report, the second produced by the college, provided a useful starting point for planning the inspection. It included a helpful summary of the college's recent history and its progress since the last inspection. The self-assessment report was drawn up in a format which reflected the management structure of the college and not the FEFC's programme areas. Updates of the report in which courses were placed within the FEFC's programme areas were produced for those curriculum areas being inspected. The report was prepared in accordance with the statements of quality in Council Circular 97/12, *Validating Self-assessment*. Inspectors agreed with many of the judgements but found additional strengths and weaknesses in most areas that were inspected. In general, insufficient attention was paid to the strengths and weaknesses of teaching and to students' rates of retention and achievement. Inspectors agreed with four of the grades claimed by the college. They awarded a higher grade than the college in two curriculum areas and a lower grade in three cross-college areas.

80 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 (1999-2000)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	17
19-24 years	27
25+ years	56
Not known	0
Total	100

Source: college data

Student numbers by level of study (1999-2000)

<i>Level of study</i>	<i>%</i>
Level E (entry)	24
Level 1 (foundation)	33
Level 2 (intermediate)	33
Level 3 (advanced)	9
Level 4/5 (higher)	1
Non-schedule 2	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (1999-2000)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	22	125	38
Business	26	65	23
Health and community care	1	15	4
Art and design	35	17	13
Humanities	14	11	7
Basic education	32	26	15
Total	130	259	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 45% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (1999-2000)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	20	4	0	24
Supporting direct learning contact	21	0	0	21
Other support	96	0	0	96
Total	137	4	0	141

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£3,715,000	£3,248,000	£3,784,000
Average level of funding (ALF)	£8.79*	£12.53*	£16.20*
Payroll as a proportion of income	69%	72%	64%
Achievement of funding target	138%	85%**	107%
Diversity of income	17%	14%	16%
Operating surplus	-£41,000	-£123,000	£161,000

Sources: Income – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

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

Payroll – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

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

Diversity of income – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Operating surplus – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

*for those students funded through the FEFC funding methodology

**revised target

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	n/a	9	11	n/a	43	33
	Retention (%)	n/a	89	82	n/a	81	94
	Achievement (%)	n/a	67	64	n/a	56	85
2	Number of starters	n/a	19	35	n/a	124	134
	Retention (%)	n/a	74	86	n/a	75	77
	Achievement (%)	n/a	47	71	n/a	50	60
3	Number of starters	n/a	51	58	n/a	99	107
	Retention (%)	n/a	96	72	n/a	88	71
	Achievement (%)	n/a	75	66	n/a	56	63
4 or 5	Number of starters	n/a	14	20	n/a	54	38
	Retention (%)	n/a	93	65	n/a	83	87
	Achievement (%)	n/a	64	50	n/a	59	87
Short courses	Number of starters	n/a	n/a	n/a	n/a	n/a	4
	Retention (%)	n/a	n/a	n/a	n/a	n/a	50
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	50
Unknown/unclassified	Number of starters	n/a	n/a	n/a	n/a	n/a	n/a
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a

Source: ISR

n/a not applicable

FEFC Inspection Report 76/00

**Published by the
Further Education Funding Council
Website www.fefc.ac.uk
© FEFC June 2000**