

**Joseph
Chamberlain
Sixth Form
College**

**REPORT FROM
THE INSPECTORATE
1998-99**

**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 01203 863000
Fax 01203 863100
Website <http://www.fefc.ac.uk>*

© FEFC 1999 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	7

Curriculum areas

Mathematics	10
Performing arts	15
Psychology, sociology and history	20
ESOL	25

Cross-college provision

Support for students	31
General resources	40
Quality assurance	48
Governance	56
Management	65
Conclusions	74

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 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

Joseph Chamberlain Sixth Form College

West Midlands Region

Inspected October 1998

Joseph Chamberlain Sixth Form College is situated close to Birmingham city centre. The college provides full-time courses for students aged 16 to 18 and courses at community venues, particularly ESOL and IT courses. Many of the college's students come from minority ethnic communities, including some from newly arrived immigrant families, and many are from areas of substantial economic and social deprivation. The college receives additional funds to help to widen participation. Inspection of the curriculum areas covered work in five of the college's departments, and included some community provision. Inspectors' judgements of the majority of curriculum areas differed from those expressed in the college's self-assessment report. There was much closer agreement about the quality of cross-college areas. The college had not updated its original self-assessment report to take account of the examination results for 1998 which were lower than for earlier years in a number of areas. The report was thorough, but the action plans arising from self-assessment were not detailed enough. The self-assessment process was comprehensive. All areas of the college, including the corporation, were involved in the process.

Most teaching is good. The quality of provision in mathematics, however, is unsatisfactory. Students receive good pre-entry guidance but those in need of additional learning support do not always receive the support which is appropriate. Since the last inspection, the college has made good progress in developing its quality assurance procedures but these have yet to have an impact in raising students' levels of achievement. There is evidence, however, that students' GCE A level achievements are higher than might be expected from their qualifications at entry, particularly in science. The college is effectively governed. Governors have a broad range of skills and experience. The college's management has brought a strong sense of purpose to the college though some management issues have yet to be resolved. There are good links with a number of external organisations. The quality of the college's accommodation has been improved since the last inspection and there has been careful attention to the efficient deployment of resources, including staff. The college's financial management is good. The college should improve: the quality of its provision in mathematics; students' achievements; support for part-time students; staff appraisal; and governors' monitoring of the college's performance in respect of retention rates and levels of achievement.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics	4	Support for students	2
Performing arts	2	General resources	2
Psychology, sociology and history	3	Quality assurance	3
ESOL	3	Governance	2
		Management	3

Context

The College and its Mission

1 Joseph Chamberlain Sixth Form College is situated just over a mile south of Birmingham city centre. It draws students from all over Birmingham and from beyond the city boundary. About 60% of the students live in the inner-city area that includes the districts of Handsworth, Aston, Sparkbrook, Sparkhill and Small Heath. Unemployment in the city was 9.8% in January 1998 and 25.1% in the Sparkbrook ward. The Further Education Funding Council (FEFC) has identified the college as one of a group of colleges which typically recruits a high percentage of students from disadvantaged areas. Many students, including some only very recently settled in the country, come from minority ethnic communities. Their families often have very limited knowledge and experience of further and higher education. The college is committed to provide the strong pastoral support for its students which these circumstances demand.

2 The student body is ethnically, culturally and religiously diverse, reflecting the nature of the local population. Students come from a wide variety of educational backgrounds. About 60% speak English as a second language. The college offers a range of general certificate of secondary education (GCSE) and general certificate of education advanced level (GCE A level) courses, general national vocational qualifications (GNVQs) at foundation, intermediate and advanced levels, and a BTEC national diploma and certificate in nursery nursing. Courses in English for speakers of other languages (ESOL), some of which have been developed jointly with community organisations, are offered at four levels. English language support is available at all levels and a programme for basic skills support has also been developed.

3 The college aims to provide opportunities for the educational and personal development of students, to enrich their lives, develop their critical awareness and improve their prospects

of employment. It seeks to ensure that courses provide clearly established routes for students' progression. Many students are able to progress to higher education or employment from two-year advanced courses; others with overseas qualifications or with low levels of educational achievement can study at foundation level and progress to more advanced courses.

4 The college now focuses on three distinct markets: full-time students aged 16 to 19; adults seeking to improve their employment and career opportunities; and local business. About 15% of the provision is in the last two categories. The college is seeking to widen participation, by attracting 16 to 20 year olds from a greater variety of backgrounds within the community. Admissions procedures and the quality of guidance and counselling have been improved as part of a drive to raise retention and achievement. In 1997-98, the college enrolled 1,713 students, of whom 771 were full time and 942 part time; 47% were taking advanced level courses, 24% intermediate courses and 29% foundation courses; 64% were aged 16 to 18, 14% were aged 19 to 24 and 20% were over 25. The two largest curriculum areas are science, including mathematics and computing, and humanities.

5 A new principal was appointed in September 1997 and the senior management team has been reorganised. The team comprises the principal, vice-principal, four assistant principals and the manager of business and community development. There are 12 curriculum departments, organised into five groups, four covering the curriculum offered within the college and one covering community provision. The college employs 66 staff directly involved with learning and 24 other support staff. Most are permanent staff.

6 The college's mission is to serve the education and training needs of the diverse populations of the city and beyond, especially the needs of those who come from the inner city. It is committed to academic excellence across

Context

the whole curriculum within a supportive college community.

The Inspection

7 The college was inspected in the week beginning 19 October 1998. The inspection team had previously evaluated the college's self-assessment report. Most of the data for students' achievements for 1996 and 1997 were obtained from the individualised student record (ISR). The college submitted separate data for students' achievements in 1998, together with one set of data for 1997 where the ISR data were incorrect. Inspectors checked these data against primary sources such as class registers and pass lists issued by examining bodies. The college and the inspectors agreed that some of the ISR data for 1996 provided an insecure basis for inspection judgements. Owing to major changes in the courses students take, inspectors decided not to publish a table of

students' achievements for ESOL. The college was notified of the sample of its provision to be inspected approximately two months before the inspection. This included work in four curriculum areas: mathematics; performing arts; psychology, sociology and history; and ESOL courses. The inspection was carried out by nine inspectors working for 32 days and an auditor for five days. Forty-seven lessons were observed. Inspectors also observed a number of tutorials, scrutinised students' work, examined college documents and met managers, governors, staff, students, parents and representatives of external agencies.

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the 47 lessons inspected, 64% were considered to be good or outstanding and 4% less than satisfactory. This compares with 65% and 6%, respectively, for all lessons observed during 1997-98.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	4	11	4	0	0	19
GCSE	0	4	6	0	0	10
GNVQ	1	2	0	1	0	4
Other, including ESOL	0	8	5	1	0	14
Total (No.)	5	25	15	2	0	47
Total (%)	11	53	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*

Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Joseph Chamberlain Sixth Form College	11.1	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

Mathematics

Grade 4

10 Twelve lessons were observed by inspectors. The inspection covered GCE A level and GCSE mathematics and aspects of support for numeracy. Inspectors agreed with some judgements in the college's self-assessment report but concluded that a number of weaknesses, including poor examination achievements, were not sufficiently acknowledged.

Key strengths

- frequent checking of students' work to ensure learning has taken place
- good attendance in lessons

Weaknesses

- inappropriate teaching techniques in some lessons
- lack of additional support in mathematics outside the classroom
- poor examination pass rates in GCE A level mathematics
- the fall in examination results in mathematics over the past three years
- the narrow range of mathematics courses available to students
- some students entered for examinations which are inappropriate to their levels of ability
- the failure to make information technology (IT) an integral part of the subject
- poor schemes of work
- lack of professional development for staff

11 The department offers GCE A level and GCSE mathematics, and numeracy at Associated Examining Board levels 1, 2 and 3. The certificate of further studies was also offered,

although it has been discontinued by the examinations board. The department is responsible for numeracy support in the college.

12 Teachers work hard to improve students' confidence in mathematics. Good use is made of open and direct questioning in some lessons and teachers frequently check students' work to ensure that learning has taken place. In a GCSE foundation mathematics lesson on percentage discounts and the resulting sale prices, many students experienced language difficulties and the teacher was careful to repeat key words and to check understanding. Teachers give individual support where necessary. Students are well motivated and speak with enthusiasm of their studies. In some lessons, teachers used a narrow range of teaching methods which failed to address some students' learning needs. Students' work is marked to an appropriate standard but teachers' comments on completed assignments are brief. The action plan in the self-assessment report makes no reference to the development of suitable teaching strategies for mixed ability groups. In one large GCSE class, students were being taught as a single group, even though half the class would take the examination in November and the other half in the summer. There were too few opportunities for students to work at their own pace with support from the teacher. Students receive some informal support during their lunch breaks but there is no timetabled provision of support in mathematics which students can take advantage of, as and when they wish. The pace of some lessons was inappropriate for the students who were present. As the self-assessment report acknowledged, schemes of work are not sufficiently detailed. Some consist of little more than lists of topics and references to the page numbers of textbooks.

13 Pass rates in GCSE and GCE A level mathematics are declining and GCE A level pass rates are well below the national average for colleges. Value-added data for GCE A level, however, indicate that students are achieving

Curriculum Areas

results commensurate with their entry qualifications. The self-assessment report made no reference to falling results in GCSE mathematics. Retention rates for GCSE mathematics have also declined from 82% to 73% over the last three years. Staff pay great attention to ensuring that students attend regularly and are punctual. Average attendance in the classes inspected was 84%, above the average for the college.

14 At the time of the inspection, there was a vacancy for the post of head of department. Course teams meet regularly. Annual reports are produced, together with an action plan. However, many of the issues raised have not been addressed. For example, there has been a failure to make IT an integral part of the curriculum because the requisite hardware and the software are not yet available. There are also insufficient paper-based resources for students. Staff are well qualified. All have recognised teacher training qualifications. As the self-assessment report acknowledged, however, there has been little recent staff development.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE	2	Expected completions	151	185+	143
		Retention (%)	82	84	73
		Achievement (%)	37	35	32
GCE A level	3	Expected completions	*	26	46
		Retention (%)	*	59	72
		Achievement (%)	*	38	34

Source: ISR (1996 and 1997), college (1998)

+revised data submitted by the college and checked by inspectors

*no reliable ISR data

Curriculum Areas

Performing Arts

Grade 2

15 Inspectors observed 12 lessons. The inspection covered GCE A/AS level and GCSE courses in dance, drama, music including music technology, and a GNVQ advanced level course. Inspectors agreed with many of the self-assessment report's findings. The report did not comment directly on the link between admissions policies and poor retention, nor on recent improvements in retention levels.

Key strengths

- high levels of achievement for those completing their courses
- thoroughly planned, well-managed courses
- consistently effective, lively teaching
- well-researched and accomplished work from students
- good-quality accommodation
- plentiful library resources
- productive external links

Weaknesses

- poor retention rates in the years 1995-96 and 1996-97
- unclear admissions policies in past years

16 Teaching in drama, dance and music is consistently effective. Lessons and courses are carefully planned and activities are suitably varied. Teachers build effectively on earlier work, make good use of students' contributions and encourage their creative ideas. Students respond well to the purposeful atmosphere in lessons. Firm action is taken over lateness and poor attendance, to minimise their disruptive effects. This is still an issue in some lessons. Teachers successfully establish an appropriate discipline for performance work. Students are given plenty of homework. Assignments are

clearly defined and students make effective use of the many opportunities arising from their contact with professional performers. Teachers mark the completed assignments thoroughly. With the exception of GNVQ work, key skills are not always clearly identified in planning students' work. In practice, however, the key skills of literacy, communication and working with others receive careful attention. The teaching of practical skills is thorough and closely related to theoretical study. For example, GNVQ performing arts students devised brief dramatic presentations using only newspaper headlines, which were repeated and slightly varied according to the principles of Steve Reich's minimalist music, which they had studied earlier. In a dance lesson, students worked hard, and successfully, under the teacher's close supervision to realise the choreography contained in a sequence of dance notation. The lesson effectively developed both their dancing and their facility in using notation. Inspectors agreed with the self-assessment report's favourable judgements on teaching and learning.

17 The self-assessment report acknowledged that retention has been poor in some areas. It does not identify one of the causes of this weakness, the inappropriate admissions criteria. The college has been overgenerous in its attempts to be flexible over admissions. For example, in 1995, many adult students enrolled for GCE A level music to seek tuition and practice for auditions. They had little intention of sitting the examination. The result was a retention rate of 31%. Admissions criteria for GCE A level music were clarified and the much smaller number of students enrolled in 1996 all completed the course. Retention rates have improved on all courses. For example, retention rates for GCE A level performing arts students rose from 64% to 100% over the three years 1996 to 1998. For students who complete their studies, most pass rates are above national rates and some are well above. For example, all candidates passed GCE A level theatre studies,

Curriculum Areas

performing arts and dance in 1998. In theatre studies, 63% achieved grades A to C. Over the last three years, the department's GCE A level students have consistently achieved higher grades than were predicted on the basis of their GCSE grades on entry to the course. Students produce a good standard of theory and practical coursework. Most of their work in theoretical and contextual studies, for example studies which support practical work in theatre studies, is thorough and well presented.

18 The college maintains a good range of academic and vocational courses, mostly at advanced level. The provision is well managed. For example, there are department records of the reasons why individual students leave their courses early. Induction has been improved and student handbooks have been rewritten so that students can be acquainted as early as possible with the distinctive demands of performance work. The application of stricter admissions

criteria led to a sharp fall in the number of students recruited. Numbers are now increasing again, and there were approximately 112 GCE and GCSE students and 17 GNVQ students enrolled at the time of the inspection. Staff co-operate effectively across the different performance disciplines. Valuable links with performers and arts organisations have enriched students' learning.

19 Inspectors agreed with the college's judgement that specialist resources are a distinctive strength of the provision. The performing arts are well accommodated in good-quality studios and teaching rooms. Staff are well qualified and widely experienced, for example as examiners and performers. Performing arts has good library resources. There are multiple copies of scores, play-texts and music study materials, as well as a large number of books, videos and music compact disks.

A summary of achievement and retention rates in performing arts, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level theatre studies and performing arts	3	Expected completions	46	67	15
		Retention (%)	74	75	87
		Achievement (%)	76	78	100
GCE A level music and dance	3	Expected completions	*	52	12
		Retention (%)	*	33	100
		Achievement (%)	*	65	67

Source: ISR (1996 and 1997), college (1998)

*no reliable ISR data

Curriculum Areas

Psychology, Sociology and History

Grade 3

20 Ten lessons were inspected in history, psychology and sociology. The department offers these subjects at GCSE and GCE A level. Inspectors agreed with many of the strengths and weaknesses identified in the college's self-assessment report. However, the report failed to emphasise low levels of achievement and poor retention rates.

Key strengths

- good teaching
- well-designed classroom tasks and appropriate assignments
- equal opportunities an integral element of course design and teaching
- well-stocked library sections for history, psychology and sociology

Weaknesses

- poor and declining examination pass rates in some subjects
- low GCE A level retention rates
- IT not well enough integrated with other aspects of the curriculum
- the lack of performance targets at course level

21 Teaching and learning are planned effectively to meet students' needs. As part of their induction students are introduced to each course and to the resources available to them in the department, the library and the open learning centre. A handbook is provided for each course. Teachers used suitably varied teaching methods and in some of the best lessons there were touches of humour which enlivened the work and helped students to learn. Lesson tasks and written assignments are appropriate to the needs of students and to the aims of the course. Teachers pay close

attention to equal opportunities in their teaching. Good use is made of students' own experiences. For example, in one lesson, work on power relationships in the home began with a humorous but dramatic presentation of domestic scenarios with which the students identified. In contrast, a lesson dealing with statistical techniques failed to draw on students' prior learning, even though the techniques covered were part of the students' past GCSE mathematics experience. Good examples of group work included a GCE A level lesson investigating 'tip of the tongue' phenomena. Question-and-answer techniques were also used effectively in most lessons. Students valued their teachers' advice and guidance and spoke positively about their learning. In most lessons, students were enthusiastic and strongly motivated to learn; they worked well in groups and in carrying out individual tasks. GCE A level students are able to speak knowledgeably and articulately about their work; for example, a group of GCE A level psychology students spoke fluently about their proposed coursework investigations. Students' written work is of an appropriate standard. It is properly assessed and teachers make helpful comments to enable students to improve their performance.

22 Students' achievements are generally disappointing, as the college partly acknowledged in its self-assessment report. Retention rates and pass rates at GCE A level are low. Examination performance is below the national average for sixth form colleges, and it is declining. The college subscribes to a national service which measures actual achievement against expected achievement. For the years 1994 to 1997, psychology students' achievements were better than those predicted on the basis of their GCSE performance and, in 1996, their performance placed the college high in the value-added tables. Performance at GCSE is better than at GCE A level. Retention rates on two-year courses have been poor but levels of attendance and retention are generally rising this year, as a result of departmental action.

Curriculum Areas

23 The department has well-qualified, experienced and committed staff on most of its courses. Some staff have been required to take on new roles in response to the demands of the changing curriculum. Only three of the six teachers in the department are full time. Teaching takes place in pleasant, modern well-equipped classrooms which are grouped together on the first floor of the main building. There is a small IT and study room available to students within the department. Resources held in the college library are of a good standard. Students are provided with textbooks for home use and, in psychology, there are sets of books for class use. There is some use of IT in psychology and sociology but, in most subjects, IT is not properly integrated with other aspects of work.

24 The department is only one year old, having replaced the subject-based departments which previously existed. Developments are, therefore, at an early stage. There has been success in establishing common approaches to induction, schemes of work and handbooks, and the department is working to improve students' attendance and to raise staff expectations of students and students' expectations of staff. Although the college collects and publishes information on trends in the rates of retention and completion in line with FEFC performance indicators, there is no evidence of target-setting at course level. The departmental action plan does not have clear enough objectives and there is no indication of who is responsible for the actions to be taken.

A summary of achievement and retention rates in psychology, sociology and history, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE psychology and sociology	2	Expected completions	38	33	23
		Retention (%)	76	79	87
		Achievement (%)	55	69	45
GCE A level psychology	3	Expected completions	*	45	47
		Retention (%)	*	56	89
		Achievement (%)	*	67	64
GCE A level sociology	3	Expected completions	*	28	19
		Retention (%)	*	54	79
		Achievement (%)	*	53	47

Source: ISR (1996 and 1997), college (1998)

*no reliable ISR data

Curriculum Areas

ESOL

Grade 3

25 Inspectors observed 13 ESOL lessons in both college and community venues. They evaluated two self-assessment reports, one relating to ESOL provision in the college and the other to that in the community. Although the inspectors agreed with many of the strengths and weaknesses identified in these reports they did not agree with some of the college's judgements of its strengths, particularly those relating to the way in which teachers matched their teaching to the needs of individual students.

Key strengths

- very good use of bilingual classroom assistants to support learning
- good learning resources
- effective quality assurance at departmental level
- a well-managed department
- improving examination pass rates up to 1997

Weaknesses

- the narrow range of qualifications for students
- insufficient support for individual teaching and learning needs
- an overemphasis on the teaching of grammar in some lessons
- poor retention rates on community-based courses
- lack of monitoring of progression/destination data of ESOL students
- low achievement rates on some courses in 1998

26 There is some very effective and relevant language teaching at community-based venues and at the college. However, best practice is not

shared. In some of the better lessons, learning a language is linked to students' own experiences and the issues which face them in real life. For example, in a beginners lesson held at a local school, the teacher explained the school's policy on school assemblies, using simple and clear language, and the class then had a meaningful discussion about the place of religion in school assemblies. In another lesson, the teacher used authentic resources and a variety of interactive tasks to practise the everyday language used in visiting a doctor. Community-based ESOL teachers are fully aware of the language needs of their students and make effective use of bilingual classroom assistants to widen participation by including hitherto excluded groups. There is a strong commitment to community-based teaching. In one case, a community-based teacher has learned Urdu to assist his students in learning English and to help parents communicate with their children's school.

27 As noted in the self-assessment report, most lessons are well planned and build upon the students' existing language skills. Teachers have a good rapport with their students. Students are able to ask questions and to contribute to the lesson with confidence. In one lesson, students were involved in setting their own learning goals and seeing that these were achieved. In some lessons, there was an overemphasis on teaching grammar and there were few opportunities for students to practise speaking. In teaching groups of students on other courses, ESOL teachers fail to link the work to students' vocational or academic areas of study. Students work well together in most lessons. Teachers mark their work regularly and provide helpful comments to enable them to improve. Homework is set to reinforce the work covered in lessons. In some lessons, teachers talk to individual students about their work, explaining what they need to do to make progress. In a number of lessons, there was not enough emphasis on action-planning to help students to organise their own work.

Curriculum Areas

28 Students' achievements improved in the period up to 1997, but there were low rates of achievement on some courses in 1998. The college is trying out a range of English as a foreign language (EFL) qualifications with ESOL students and achievement rates for 1998, the first year of using these qualifications, are low. The change has made it impossible to evaluate trends in students' achievements effectively. Students' achievements on community-based ESOL courses are satisfactory but the proportion of students entered for accredited qualifications is low. As the self-assessment report acknowledged, retention rates for the community provision are poor. Staff have made efforts to improve retention levels; for example, by providing sporting opportunities for Yemeni students.

29 The ESOL section in the college is well managed. Roles and responsibilities are clearly allocated. The community-based ESOL provision was originally established as an extra-mural section. Inspectors agreed with the judgement in the self-assessment report that there is a lack of co-ordination between the college-based and community-based provision and a failure to share good practice. Teachers in both areas are highly qualified and have considerable experience in language teaching. The presence of bilingual staff in the team is a strength, enabling students with little English to clarify matters using their mother tongues.

30 Inspectors agreed with the judgement in the self-assessment report that the area is well resourced. There is a range of language books, audio and audiovisual resources. However, these resources are not readily accessible to the part-time teachers involved in community-based provision.

Cross-college Provision

Support for Students

Grade 2

31 Inspectors agreed with most of the judgements in the self-assessment report. Some weaknesses identified by the college have been addressed. The report did not address the issue of the less well-developed support provided for part-time students.

Key strengths

- well-developed procedures for pre-entry guidance and enrolment
- effective induction arrangements
- good support for individual students
- close monitoring of students' attendance and progress
- comprehensive guidance on careers and entry to higher education
- good opportunities for students to take part in extra-curricular activities

Weaknesses

- less well-developed support for part-time students
- lack of a clear focus in the provision of additional learning support
- variable quality of group tutorials

32 Inspectors agreed with the college's self-assessment that the college's provision of guidance for prospective students is a strength. Senior staff regularly visit local schools to give talks and to participate in careers conventions. The college holds two open days each year and 'taster' days for year 10 pupils. The attractive and informative prospectus is supplemented by useful information sheets for each course. All prospective full-time and some part-time students receive an invitation to an interview. There are clear entry criteria for each programme. Prospective students are invited to an induction day in July, when they meet their personal tutor and sample courses. During

enrolment, teachers confirm each student's course, or give guidance on alternative courses available at the college or elsewhere. A professional careers adviser is present to give impartial advice. Part-time students on evening and community-based courses do not have access to a comparable level of pre-entry guidance.

33 The college has effective induction arrangements and students' satisfaction with these are high. All students receive copies of the student diary, handbook and the college charter. In a meeting with inspectors, students confirmed that the guidance for students who wish to change courses is rigorous but sensitive. They had been well informed about the college and their rights and responsibilities during induction, but not all of them were sure about the contents of the college charter.

34 Students receive good individual support. Each has a personal tutor. For most part-time students this is the class teacher. Timetabled tutorials for full-time and some part-time students include both group and individual progress review meetings. These are highly valued by students. The college stated in its self-assessment report that group tutorials were poorly attended. The new arrangements introduced in September 1998 have led to improved attendance but guidelines are still not clear enough and there has not been enough training for tutors. The tutorials observed by inspectors ranged from outstanding to barely satisfactory. The college provides counselling services and help with financial problems. It has no childcare facilities but it provides help with childcare costs for eligible students on courses funded under the European Social Fund.

35 There is a well-developed system for reviewing individual students' progress. Inspectors agreed with the college's assessment that this is a key strength. Students evaluate and discuss their performance with their subject teachers and personal tutors. They agree targets for improvement. Parents and guardians

Cross-college Provision

of students under 19 receive progress reports and are invited to parent evenings. Attendance is carefully monitored. The college contacts parents if students fail to attend for three consecutive days. At a meeting with inspectors, parents expressed their appreciation of the good support and information provided by the college.

36 The provision of additional learning support in the college lacks a clear focus. The college has recently appointed a member of staff to take overall responsibility for this area. In its self-assessment report, the college noted problems in ensuring that all students were placed on appropriate courses and recognised that the assessment of students' literacy and numeracy took place too late to influence their placement on courses. The college has improved its arrangements for assessing literacy and numeracy. Entry requirements have been tightened but a number of students, especially some of the GCSE students, are on courses which are not best suited to their needs.

37 All prospective full-time students and some prospective part-time students are assessed for support in literacy and numeracy. Substantial numbers with low levels of literacy and numeracy have been identified. Inspectors found weaknesses in the provision of additional support. Some students receive support in timetabled sessions for individuals or small groups. In the case of literacy, teachers conduct further assessments and have developed learning plans for each student. This works well for those students who attend the sessions. For most students on vocational courses, support is provided by the English and mathematics departments in one-hour lessons. The schemes of work do not cater for the students' individual needs, nor are they always directly related to the key skills requirements of the various vocational courses. Significant numbers of students are not receiving the support they need as individuals. There is no 'drop-in' facility where students can obtain help as and when they need it. Only two teachers hold a

qualification in teaching basic skills. The literacy and numeracy skills of students on community courses are not assessed. The college provides good support for the very few students it recruits with learning difficulties and/or disabilities.

38 Inspectors confirmed the college's self-assessment that it provides comprehensive guidance on careers and entry to higher education. There is a small but well-resourced centre for careers advice. All full-time students receive careers guidance. The college has an agreement with the local careers service under which the service provides advice for individuals and training sessions for groups. The highly effective system of guidance on entry to higher education is strengthened by the good links which have been forged with higher education institutions. The careers centre has recently achieved 'gateway' status for providing guidance to adults. Few students on community courses receive careers advice and guidance.

39 The students' enrichment programme offers a wide range of activities, including sports and team games. There is free use of the facilities in the adjacent sports centre, and also opportunities for community service. Participation in the programme is voluntary and the numbers taking part in some activities have been disappointing. The college's student council has direct links to senior management and the corporation and it receives feedback on action taken in response to student surveys and to the issues it has raised. This regular dialogue contributes to the supportive and encouraging ethos of the college.

Cross-college Provision

General Resources

Grade 2

40 Inspectors generally agreed with the college's assessment of its general resources, although in some aspects the report did not match the inspection framework. The strengths and weaknesses were not always supported by appropriate evidence.

Key strengths

- some attractive accommodation
- extensive indoor sports facilities
- well-resourced library provision
- attractive wall displays

Weaknesses

- insufficient and outdated IT
- underused space for teaching and learning

41 The college is located near the city centre on a single site close to a busy ring road. Three main buildings were built in the 1960s, incorporating a six-storey teaching and administration block, an arts block and a sports facility. Inspectors agreed with the self-assessment report that the external cladding and aluminium windows of these buildings are unsightly. The windows need replacing, but the buildings are weather proof.

42 The college's self-assessment report acknowledged that there is poor access to some teaching areas and to the refectory for students in wheelchairs. A recently constructed ramp to the impressive main entrance provides good access to a welcoming reception area. There is no lift in the wing which houses the gymnasium, performing arts and the assembly hall. Since the last inspection, the two lifts which serve the main tower block have been upgraded and adapted for use by students in wheelchairs. They now provide access to all floors.

43 Effectively planned maintenance ensures that most accommodation is of a good standard. There have been many recent improvements. The college is clean and tidy. There is extensive use of well-designed wall displays of students' work, recognition of achievements and learning materials throughout the college. Teaching is carried out in several shared centres in the inner city and the college ensures that accommodation and teaching aids in these venues are of an appropriate standard.

44 Most subject departments have their own clearly identified area of the college, which encourages pride in ownership. The college's self-assessment report recognises that classrooms and other learning areas are underused. The available classroom and laboratory space is substantially more than the college requires but the nature of the buildings does not afford an easy solution to this overcapacity. Managers have improved the use of space by ensuring that classes occupy classrooms of an appropriate size.

45 There are no outdoor sports facilities, but good indoor facilities are provided in the sports hall, gym and adjacent sports centre. The college's sports areas need redecorating. The student refectory and social area is adequate in size and well furnished. It offers pleasant surroundings. Hot meals are served only at lunch time. The college has responded to students' complaints about the food service but students have failed to take advantage of the changes introduced.

46 Students make good use of the library. It holds a generous supply of current textbooks and periodicals. The number of CD-ROMs and audiovisual materials is extensive, and the art and design area is particularly well resourced. There are sufficient, well-qualified staff. Close and effective liaison between library staff and teachers benefits students' learning. Students receive a well-organised, informative induction to the library. Useful general and subject-specific guides are provided in various

Cross-college Provision

community languages. The library is small but it has an adequate number of study spaces, albeit within a somewhat cramped space. The librarian's office is too small; there is insufficient working space.

47 Facilities for students to use computers on an open access basis are too limited. Some open access is available in specialist IT resource rooms, such as those for business and leisure and tourism. Students can use the leisure and tourism computers when specialist classes finish but not those in the business area. The IT open learning centre is well used. Students sometimes have to wait to use its up-to-date computers and to seek the help of the full-time manager. Only the open learning centre and the adjoining IT specialist classrooms are networked. Inspectors agreed that the number of computers available for students' use is high but only 35% of these computers are of an industrial standard and the quality of the software applications is low. The number of printers is adequate but there are few colour printers. Access to the internet is in the early stages of development. There are not enough technicians to support the college's IT provision.

Quality Assurance

Grade 3

48 The college's assessment of its quality assurance closely followed the quality statements in Council Circular 97/12, *Validating Self-assessment*. It recorded strengths for almost all aspects of quality assurance. Some of these strengths were overstated and a few weaknesses were not identified. The evidence provided in the self-assessment report was not always adequate to justify the strengths and weaknesses.

Key strengths

- the quality group's effective leadership in setting and monitoring standards

- effective monitoring of students' perceptions of their courses
- well-planned self-assessment
- a well-written, attractive college charter

Weaknesses

- the failure to ensure acceptable levels of retention and achievement on a consistent basis
- underdeveloped arrangements for quality assurance in some areas of college activity
- an underdeveloped staff appraisal scheme
- an incomplete staff development policy
- incomplete monitoring of the quality of collaborative provision and community education

49 The college affirms a commitment to continuous improvement in its mission and charter. Arrangements for quality assurance involve a continuous cycle of setting targets for improvement, reviewing performance and then setting further targets. Quality assurance has improved significantly since the last inspection. The self-assessment report gave some examples of significant improvements resulting from its quality assurance arrangements. However, these arrangements have failed to ensure acceptable levels of retention and achievement across the whole college. They have not, for example, prevented a significant decline in pass rates in a number of subjects.

50 The college's quality group has concentrated on devising realistic and measurable standards for inclusion in the college charter and it has started to monitor levels of performance in responding to students' entitlements as listed in the charter. All departments were asked to propose standards relating to their work. One result of this has been a very well-written set of procedures and standards for the management of cross-college

Cross-college Provision

resources, as recognised in the self-assessment report. There has been little dissemination of this good practice, however, to other areas of the college. Quality assurance arrangements are underdeveloped in some support areas.

51 The college has sought to improve the procedures used to measure quality and to monitor their effectiveness. Course teams meet to discuss the quality of their courses but the written records of these discussions are too limited and indicate a superficial level of analysis and review by staff in their curriculum teams. Although data on pass rates are available, course review records make little reference to them. Reports on departmental performance make use of a number of indicators including retention, attendance and achievement rates. Departmental reports are reviewed by senior managers each October. A new format for these reviews has been created, with greater emphasis on assessing the quality of action plans. It is too early to judge how successful this change will be. Several questionnaires are used to assess the students' levels of satisfaction with their courses and good use of the findings includes effective efforts to inform students of the results and of any consequent improvements. The college has performance indicators for measuring students' levels of satisfaction with their courses and targets are set for each course. These procedures help staff to identify the strengths and weaknesses of course provision. The arrangements for monitoring the quality of the college's community provision are incomplete. Those for first-aid courses offered as part of the college's collaborative provision are not sufficiently rigorous.

52 The college conducted a thorough and comprehensive self-assessment. The process involved all staff and governors. Careful preparation ensured a clear timescale for producing the self-assessment report. Staff received training and guidelines were provided to assist them. A substantial programme of

observation of teaching and learning was undertaken. The findings and grades in the self-assessments produced for each area of work were moderated by the college's quality group. The self-assessment report is well constructed and comprehensive and it demonstrates a determined effort to be evaluative. The cross-college self-assessments are well developed and most include substantial supporting evidence. The curriculum area self-assessments vary in their comprehensiveness and the quality of the evaluation. They do not always fully reflect the evidence arising from the observation of teaching and learning and there is a tendency to cite evidence as strengths. Action plans are too limited in scope.

53 The college's well-written and attractive charter is professionally designed to illustrate the college's concern for high quality. It is a useful and informative guide to the standards that students can expect at the college. Standards are tightly monitored. The content of the charter has been carefully reviewed and revised. Students were consulted during the revision process.

54 Staff development is reviewed annually. Useful recommendations for improvement were made in the 1997-98 review. A wide range of sources is used to identify staff development needs. The college's undated staff development policy includes a set of 10 priorities to inform decisions about training. An additional set of 10 priorities is shown in the staff development plan. There is no formula for dividing up the small staff development budget between all these priorities. Requests from staff for training and development are not related clearly enough to the objectives in the strategic plan.

55 The self-assessment report acknowledged that the appraisal system does not cover all staff and that it is not fully integrated with the quality assurance system. Quality assurance issues that emerge during staff appraisals are not fed into the college's quality assurance system. Action is being taken to ensure that appraisal is more

Cross-college Provision

extensive and that it becomes a more integral part of quality assurance.

Governance

Grade 2

56 The college's assessment of governance was thorough and inspectors agreed with the great majority of the strengths and weaknesses identified. In some cases, weaknesses identified in the report had been fully or partially rectified by the time of the inspection.

Key strengths

- good procedures for the appointment of governors
- governors' wide range of skills and experience
- governors' strong level of commitment to the college
- governors' involvement in the development of strategic plans
- effective clerking arrangements
- the establishment of comprehensive standing orders
- the efficient management of corporation and committee business
- governors' involvement in the self-assessment process

Weaknesses

- little monitoring of the college's performance in relation to retention, achievement and the destinations of students
- insufficient monitoring of equal opportunities issues

57 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business

in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

58 Governors come from a wide range of professional and business backgrounds and have strong community links. As the self-assessment report acknowledged, the corporation operated significantly below strength in the past. Eight new governors have been appointed in the last year. The search committee effectively scrutinises the appointment and reappointment of governors, taking account of the need to maintain a balanced membership. Procedures for the appointment of governors have been comprehensively documented. There are careful checks to confirm the suitability of all governors. Induction arrangements are good. A continuing programme of development and training for governors has been established. A programme of presentations to the corporation by college departments has recently been implemented. Governors receive regular newsletters on current issues.

59 Recent corporation business has been dominated by the need to address a number of significant issues related to governance. Governors devote a considerable amount of time to the college. The corporation has met five times in the past year. There has been a sustained improvement in attendance at corporation and committee meetings. Governors regularly attend college events. The chairman and principal meet frequently. Governors clearly understand the distinction between governance and management. They work well with senior managers. Effective arrangements have been established for the recruitment of senior postholders. As noted in the self-assessment report, arrangements for their appraisal and development need to be strengthened.

Cross-college Provision

60 Clerking arrangements are good. Corporation meetings are well planned and effectively chaired. Discussions and actions are precise, well reported and minuted. Corporation papers, excepting confidential items, are available for public inspection. Comprehensive standing orders have been established. The clerk maintains a register of the financial and personal interests of governors and of staff with significant financial responsibilities. The register is updated annually and is available for public inspection. The corporation has adopted a code of conduct for governors and a code of ethics. A code of conduct on 'whistleblowing' has also been established.

61 Inspectors agreed with the judgement in the self-assessment report that governors have been fully involved in the college's process of self-assessment. The corporation plans to review and evaluate its performance regularly using self-assessment to bring continuing improvement. Governors are sufficiently involved in developing and scrutinising the college's strategic plan. An annual conference for governors on strategic planning is planned. Governors monitor most aspects of the college's performance closely. They regularly discuss progress towards the achievement of strategic objectives. This discussion is now supported by a written report. Students' complaints under the college's charter are reported annually to the corporation.

62 The budget is debated fully by governors, and financial forecasts are appropriately considered and approved by the corporation before being forwarded to the FEFC. Governors monitor a range of financial performance targets, and receive detailed, well-written financial reports at monthly intervals. Governors receive extensive financial information but the cashflow forecasts, essential for providing governors with a key indication of the college's solvency, are too limited in scope. Each year, governors provide an account of their stewardship of the college's funds in an annual public report.

63 Governors receive an annual report on students' achievements. It gives details of individual qualifications and summaries of results. Information is provided on trends over previous years. The destinations of individual students are shown but the report does not show the percentages progressing to employment, further and higher education and other destinations. Although information is provided on students' retention and attendance rates, there is little evidence of detailed discussion on students' achievements. Governors receive insufficient information on the curriculum. These weaknesses are recognised in the self-assessment report. The corporation does not receive reports on equal opportunities.

64 The corporation has established an appropriate committee structure, and has formally agreed the deployment of governors between committees in order to make the best use of their expertise. Each committee has terms of reference which have been approved by the corporation. Formal reports of committees' business are routinely received by the corporation. Terms of reference for the executive committee do not fully define its role and responsibilities. The audit committee has appropriate terms of reference. It regularly monitors the implementation of audit recommendations. A co-opted non-governor with financial expertise serves on the audit committee.

Management

Grade 3

65 Inspectors agreed with most of the judgements in the self-assessment report. However, the report did not refer to the weaknesses in students' achievements.

Key strengths

- outstanding links with many external organisations

Cross-college Provision

- the support for and involvement in the education and training of local communities
- the efficient management of staff
- effective leadership
- levels of achievement on the part of some students which are better than those predicted on the basis of qualifications at entry
- good financial management

Weaknesses

- the lack of clarity in some aspects of college management
- inadequate non-financial management information
- the failure to address successfully the decline in students' achievements
- an incomplete marketing plan

66 The college has effective leadership. A new principal was appointed in September 1997. The college has widened its sources of income and substantially changed the composition of the corporation. College-wide targets for students' retention, achievements and attendance are monitored. The efficient management of staff includes regular reviews of staffing levels and a skills audit. Careful monitoring ensures that teachers meet their target number of teaching hours. Staffing is adjusted to meet changing patterns of subject enrolment. Inspectors agreed with the strength recorded in the self-assessment report that in 1996 and 1997, GCE A level students achieved results better than their qualifications at entry might indicate, particularly in science. However, overall pass rates have declined.

67 There is a lack of clarity in some aspects of the college's organisation. As noted in the self-assessment report, job descriptions have not yet been revised. A number of staff have responsibility for the different aspects of support for students but no manager has overall

responsibility for this area. There is an overlap of responsibility between the manager of business and community development and other departmental managers for monitoring the quality of community provision. Heads of department have insufficient time for their administrative duties. As indicated in the self-assessment report, communications between managers and staff are good. There is a regular consultation of staff, weekly briefings and newsletters. Minutes of senior managers' meetings are circulated to staff.

68 Staff are consulted about the strategic plan at departmental meetings. The college's operating statement is clearly linked to its strategic plan, although proposed actions are not costed. Plans are informed by self-assessment. Twice a year, senior managers review with heads of department their action plans for the next year. These are based upon the quality of teaching, proposed numbers, changes from previous years, pass rates, staffing requirements and the student satisfaction surveys.

69 Inspectors agreed with the college's assessment that there are strong links with a wide range of external organisations. Links with the local education authority (LEA), local universities, neighbouring colleges and schools are good. Strong relationships with the training and enterprise council (TEC) are now well established. The college provides training and education for many local community groups. A support centre for the Yemeni community is located at the college. The Birmingham Chinese School has been based at the college since 1990. The college provides parenting classes for a local church. It also plays an active part in urban regeneration. Liaison with employers has improved since the previous inspection: for example, there are good links with the Birmingham Asian Business Association.

70 The college has carried out some useful market research which has included student focus groups and surveys of local small to

Cross-college Provision

medium businesses. The research has led to a greater emphasis on recruiting students in the 16 to 18 age range and the provision of IT training for local companies. A three-year marketing plan was prepared in 1996-97 with a set of strategic marketing objectives. The plan lacks detail. It does not cover the community and business provision and has not been updated. Inspectors agreed with the weakness identified in the self-assessment report that there is no overall co-ordination of college marketing.

71 As the college recognises in its self-assessment report, management information has been insufficient. The college has lacked necessary information; for example, there has been no analysis of achievement data on the basis of ethnicity. Staff have been unsure of the accuracy of the data supplied centrally and lack confidence in management information. The college could not provide the FEFC with all the appropriate data on students' achievements for 1996-97. These issues are being addressed but it is too early to judge the effectiveness of the changes.

72 The college has a clear and detailed equal opportunities policy. Care is taken to ensure that teachers incorporate equal opportunities in their teaching. The equal opportunities committee reports to senior management but no formal reports were submitted in 1997-98. The college has just finalised a thorough policy for monitoring equal opportunities. The results of the little monitoring of equal opportunities undertaken to date were not considered in the self-assessment report. The college broadly fulfils the requirements of sections 44 and 45 of the *Further and Higher Education Act 1992*. It makes available rooms in which students can participate in collective worship and it offers religious education to those students who wish to receive it.

73 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The finance

team has an appropriate number of suitably qualified and experienced staff. Financial forecasts and strategic plans are well integrated. Annual estimates reflect anticipated levels of activity within the college. The budget-setting process is well documented. Financial returns are made to the FEFC within prescribed timescales. Financial reports are produced within 10 working days of the end of each month. A number of these reports are not produced directly from the college's accounting system. Rolling 12-month cashflow forecasts are not prepared. Senior managers monitor the college's financial performance effectively. Budget-holders receive monthly reports on expenditure, and there is expert advice when it is required. The college's internal and external auditors have not identified any significant weaknesses in the college's internal control system. Financial regulations and procedures have been established. They need to be enhanced in a number of areas.

Conclusions

74 The college's self-assessment report was a useful basis for planning and carrying out the inspection. The report was evaluative, although the action plans were not thoroughly developed. Inspectors found that the overall judgements relating to curriculum provision were overgenerous. However, the report was written before the decline in students' achievements for 1998 was known. The quality of teaching was often good but levels of achievement were sometimes low. Inspectors agreed with most of the grades in the cross-college areas. They noted that valuable progress had been made in strengthening governance and that quality assurance, which was found to be weak at the last inspection, had also improved. Inspectors recognised that there is imaginative and effective leadership and that the college is responsive to the needs of students from a wide range of social, economic and cultural backgrounds. They also noted that entrance

Cross-college Provision

requirements for courses had been tightened as part of a drive to improve levels of achievement. College management is informed by a strong sense of purpose and a commitment to respond to and raise students' aspirations. Improvements in students' achievements have yet to be realised.

75 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	64
19-24 years	14
25+ years	20
Not known	2
Total	100

Source: college data

Student numbers by level of study (July 1998)

Level of study	%
Foundation	29
Intermediate	24
Advanced	47
Higher education	0
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	195	318	30
Engineering	24	0	1
Business	77	39	7
Hotel and catering	23	0	1
Health and community care	100	82	11
Art and design	100	69	10
Humanities	214	261	28
Basic education	38	173	12
Total	771	942	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 79% 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	56	4	6	66
Supporting direct learning contact	0	0	0	0
Other support	24	0	0	24
Total	80	4	6	90

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£3,345,000	£3,099,000	£3,009,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£21.43	£20.09	£19.44
Payroll as a proportion of income	74%	81%	77%
Achievement of funding target	95%	101%	104%*
Diversity of income	9%	5%	8%
Operating surplus	-£31,000	-£173,000	-£79,000

Sources: Income – Council Circulars 97/35 (1996), college (1997 and 1998)

ALF – Performance Indicators 1996-97 (1996 and 1997), Funding Allocations 1997-98 (1998)

Payroll – Council Circulars 97/35 (1996), college (1997 and 1998)

Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997), college (1998)

Diversity of income – Council Circulars 97/35 (1996), college (1997 and 1998)

Operating surplus – Council Circulars 97/35 (1996), college (1997 and 1998)

*estimated data

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	144	247	412	303	268	294
	Retention (%)	69	86	76	73	76	66
	Achievement (%)	100	69	93	100	56	82*
2	Expected completions	670	961	934	301	348	502
	Retention (%)	85	82	84	75	80	82
	Achievement (%)	91	72	57	95	57	75
3	Expected completions	–	589	796	–	196	265
	Retention (%)	–	81	58	–	63	53
	Achievement (%)	91	68	73	100	63	69
4 or 5	Expected completions	–	0	0	–	0	0
	Retention (%)	–	n/a	n/a	–	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
Short courses	Expected completions	6	31	327	35	252	673
	Retention (%)	100	90	97	97	98	92
	Achievement (%)	100	29	83*	100	23	85*
Unknown/unclassified	Expected completions	221	546	205	98	113	38
	Retention (%)	78	91	84	84	87	68
	Achievement (%)	90	54	50	99	39	61

Source: ISR

–ISR data not collected

*ISR data may not be reliable

n/a not applicable

FEFC Inspection Report 12/99

**Published by the
Further Education Funding Council**

Website <http://www.fefc.ac.uk>

© FEFC February 1999