

Keighley College

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
FURTHER
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FUNDING
COUNCIL**

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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.

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Grade Descriptors

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

The descriptors for the grades are:

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

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

Keighley College

Yorkshire and Humberside Region

Inspected March 1999

Keighley College is a general further education college to the north of Bradford. Self-assessment was well planned, systematic and thorough. Most staff were involved in the process that built on the experience of the first self-assessment which took place in 1996-97. The report was helpful to inspectors in carrying out the inspection. Inspectors agreed with most of the judgements but considered that some weaknesses were understated. Poor retention on some courses and matters involving students' achievements were not given sufficient critical attention.

The college offers provision in nine of the 10 programme areas funded by the FEFC. The number of students on hotel and catering courses is small. Four FEFC programme areas were inspected and resulted in five curriculum grades. Since the college was last inspected in October 1995, there has been considerable improvement in a number of curriculum areas. The quality of the college's accommodation varies considerably. Further refurbishment has to await the sale of a site. Individual students are well supported throughout their courses of study. Teaching is generally good. Timetables are managed to allow students to attend at times

that are convenient to them. The range of provision in many areas is broad and expanding to meet the needs of employers and community groups. Quality assurance arrangements are much improved since the last inspection; the framework is valued by staff. Board members review policies and have formed strong links within the college and the community. Management has also much improved; more staff are involved in decision-making and the communication network is good. Students' punctuality, attendance, retention and achievements all need to be improved. The teaching of study and other basic skills lacks vocational relevance on some courses. The college should maintain improvements in the computerised management information system that has been ineffective in the past and led to unreliable ISR data. There has been a failure to fully comply with the financial memorandum and with aspects of the remit of some corporation committees.

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

Curriculum area	Grade	Cross-college provision	Grade
Science, computing and information technology	2	Support for students	2
Business, management and administration	2	General resources	3
Hair and beauty	2	Quality assurance	2
Health and childcare	2	Governance	2
Humanities	2	Management	3

Context

The College and its Mission

1 Keighley College is a general further education college serving an area on the northern fringe of the Leeds/Bradford conurbation. Since 1996, the college has concentrated its provision at its main premises in the town centre and in the newly-developed facilities for technology, and art and design 1 mile away. The college operates in a competitive educational environment; there are four further education colleges within 15 miles, and four schools with sixth form provision in the area. In 1997, participation in post-16 education in the area was 58.5%, compared with the national average of 67.4%. The qualifications of school-leavers in the area are below the national average. In 1997, 28% of 16-year-old pupils achieved five or more general certificate of secondary education (GCSE) passes at grade C or above, compared with 45% nationally. The college collaborates with the other colleges in Bradford and district, and with the local authority, community organisations and local businesses to help to create a strong commitment to the area, for example, to meet the needs of the educationally disadvantaged.

2 Keighley and the surrounding area had a population of 73,218 in 1991 which is forecast to rise by 4.2% by 2011. Currently 8.3% of the population is of Asian origin, primarily Pakistani. The employment profile shows 33% of the working population employed mainly full time in a declining manufacturing sector, and 63% employed mainly part time in a growing service and tourism sector; 87.7% of firms employ under 25 people. The college is the eleventh largest employer in the Keighley area. Overall, unemployment in the area is 5.5%, marginally lower than for the Bradford district as a whole. Male unemployment is 6.9% and youth unemployment runs as high as 12.2% in some parts of the district. There are generally higher unemployment rates amongst the Pakistani and Bangladeshi communities.

3 The college's management structure is headed by the principal and four directors. The curriculum is managed by three faculty managers who report to the director of operations. In addition, each faculty manager has assistant managers and team managers responsible for groups of courses. The college offers a curriculum up to higher national certificate level which includes general certificate of education advanced level (GCE A level), general national vocational qualifications (GNVQs) and provision for basic education and for students with learning difficulties and/or disabilities. Vocational programmes include business, management, science, information technology (IT), art and design, health and care, teaching, hairdressing and beauty therapy, engineering and construction. Recent developments in the curriculum include management courses for Bradford Metropolitan District Council and property care and security courses. There has been an increase of a third in enrolments of part-time students since 1996. In September 1998, the college employed 190 full-time staff including those on fractional contracts and 174 part-time staff. Taken together these two groups represent 213 full-time equivalent staff.

4 The college's mission is 'to place the learner at the centre of its activities by:

- helping all students to achieve their potential
- identifying and responding to the needs of all existing and potential clients
- facilitating wider participation for people in Keighley and district
- ensuring equality of opportunity
- achieving continuous improvement to its service through quality assurance
- developing partnerships with other agencies
- developing and supporting all college staff to achieve this mission with all students'.

The Inspection

5 The college was inspected during March 1999. The inspection team studied the college's self-assessment report and information about the college held by other divisions of the Further Education Funding Council (FEFC). The college's individualised student record (ISR) data on students' achievements for the two academic years ending 1996 and 1997 were found to be unreliable for two-year courses and for some one-year courses. Internal college data for 1998 were checked against class registers and the results issued by examining bodies, and were found to be reliable. The data for one-year and short courses from the ISR and college data for 1998 were used as the basis for inspectors' judgements on students' achievements in each curriculum area.

6 The inspection was carried out by 13 inspectors and one auditor working for a total of 53 days. Inspectors observed 84 lessons, examined students' work and a variety of college documents, and held meetings with board members, managers, staff, students, external careers officers and a representative of the Bradford and District Training and Enterprise Council (TEC).

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons inspected, 67% were graded good or outstanding, and 3% less than satisfactory, compared with the national average for 1997-98 of 65% and 6%, respectively. This profile shows a considerable improvement since the last inspection when only 45% of lessons were graded good or outstanding and 24% less than satisfactory.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level and GCSE	3	5	7	0	0	15
GNVQ	1	6	5	2	1	15
NVQ	4	9	5	0	0	18
Other vocational	7	13	7	0	0	27
Other	1	7	1	0	0	9
Total (No.)	16	40	25	2	1	84
Total (%)	19	48	30	2	1	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*

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98. Attendance varied from 70% in humanities lessons to 77% in business lessons.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Keighley College	9.2	72
National average, all inspected colleges 1997-98	10.4	77

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

Curriculum Areas

Science, Computing and Information Technology

Grade 2

9 The inspection covered the full range of courses in science, computing and IT. Inspectors observed 22 lessons covering academic and vocational qualifications at foundation, intermediate and advanced levels. Inspectors agreed with most of the strengths in the college's self-assessment report. However, the report failed to identify weaknesses clearly.

Key strengths

- the effective planning and teaching of lessons
- the establishment by teachers of a positive atmosphere for learning
- examination pass rates in GCE A level science subjects above national averages
- excellent progression to higher education from the GNVQ advanced course in science
- well-managed IT and science courses
- high-quality learning materials for IT

Weaknesses

- poor retention and low pass rates on some full-time courses
- missed learning opportunities in IT lessons
- a lack of adequate study skills among some full-time IT students

10 There is a good range of courses at the college. Science courses leading to GNVQs at both intermediate and advanced level as well as GCE A level and GCSE in physics, chemistry, biology and human biology are available. A science option on the access to higher education course for adults is also offered. There has been

a rapid growth in enrolments on part-time IT courses over the last three years. These courses meet the needs of individuals and businesses in the local community. Science and IT courses are well managed through course teams. Regular meetings are held which benefit from student representation. There is one manager for part-time and another for full-time IT courses. The staff have worked well together in these two teams to design appropriate assignments and teaching materials. Part-time IT staff are closely involved in the organisation of courses. The self-assessment report identified these strengths in course organisation and management.

11 Teaching is generally good. Most of the strengths in teaching and learning are recognised in the self-assessment report. Lessons are well planned and well taught. Teachers, in the majority of cases, display enthusiasm for their subject. A good rapport between students and teachers is evident and creates a constructive and relaxed learning atmosphere. An appropriately wide variety of teaching approaches is used. In a small number of science classes, there is an over-reliance on note-taking. Marking and assessment of students' work is thorough. Teachers of IT share good-quality learning materials. This co-operation helps to ensure consistency between full-time and part-time staff teaching the same topics. Students on full-time IT courses organised an exhibition of modern communication technology, for example electronic conferencing and the use of the internet. In a few IT lessons, there was insufficient use of teaching aids to maintain student interest and motivation. In all practical science classes, students worked with appropriate regard for safety. The science team has no formal system for reporting to parents of 16 to 18 year old students on their progress.

12 Examination pass rates for the three science GCE A level subjects exceeded national averages for the sector in 1998. This result was a significant improvement on previous years.

Curriculum Areas

Retention and pass rates on science courses leading to GNVQs compare well with national averages. The GNVQ advanced course in science has an excellent record of progression to appropriate and relevant university courses. Each year, as part of the national science, engineering and technology week, students on science and IT GNVQ courses organise an event for local school children. This achievement has brought widespread recognition both to themselves and to the college. Part-time IT courses attract about 500 students a year. The proportion gaining full IT certificates is better than the national average.

13 Students' performance on full-time IT courses has been poor. Only a small proportion of students have completed successfully. These courses have now been replaced. College figures for the first students to take the new courses show substantial improvement in the retention rate. Some IT students lack effective study skills. Many do not regularly attend lessons to improve interpersonal and communication skills. GCE A level science students benefit from an effective and well-focused tutorial system that addresses key skills through an externally accredited scheme. The self-assessment report gave insufficient weight to the poor retention rates on several courses.

14 Teachers are well qualified. Technician support is effective. Teachers and technicians work well together. Laboratory and classroom accommodation is generally good with the exception of one chemistry laboratory which has poor furniture. There is an appropriate range of materials and equipment for science courses. Students are loaned text books for the duration of their courses. IT courses are supported by good levels of modern hardware and software. There was a major upgrade of IT equipment in September 1998 and many of the rooms have been refurbished. Since the last inspection, most IT facilities have been relocated to enable better student access. The self-assessment report identified the strengths in these specialist resources.

Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
C&G 7261	1	Expected completions	+	+	21
		Retention (%)	+	+	71
		Achievement (%)	+	+	53
GNVQ intermediate IT	2	Expected completions	18	12	14
		Retention (%)	77	54	71
		Achievement (%)	7	29	0
GCSE science, biology, chemistry, human biology, physics	2	Expected completions	48	61	70
		Retention (%)	75	80	77
		Achievement (%)	36	35	50
GCSE A level science, biology, chemistry, human biology, physics	3	Expected completions	*	*	63
		Retention (%)	*	*	32
		Achievement (%)	*	*	90
GNVQ advanced science	3	Expected completions	*	*	18
		Retention (%)	*	*	78
		Achievement (%)	*	*	86
BTEC national diploma and certificate computing and IT	3	Expected completions	*	*	18
		Retention (%)	*	*	39
		Achievement (%)	*	*	36

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

+courses did not run

*data not reliable

Curriculum Areas

Business, Management and Administration

Grade 2

15 The inspection covered courses in business, management and administration. Inspectors observed 22 lessons. They agreed with the conclusions in the self-assessment report. However, inspectors judged that weaknesses in teaching and learning and students' achievements on GNVQ programmes were underestimated.

Key strengths

- a broad and expanding range of provision
- good standards of teaching on administration and management programmes
- effective recording of students' progress on administration programmes
- high pass rates on administration and management programmes
- well-equipped rooms for business related IT

Weaknesses

- recent poor achievements on GNVQ business programmes
- a failure to apply deadlines for completion of GNVQ assignments rigorously

16 Inspectors agreed with the judgement in the self-assessment report that a greater breadth to part-time and short courses has been developed in business. Provision covers foundation to degree equivalent programmes in management, professional, administration, and business studies. Some of the provision is innovative, for example, a management training programme containing a substantial amount of work experience that is primarily designed for unemployed black and Asian graduates.

Enrolment on to short business related IT courses takes place at many times of the year. Two main enrolment dates, in September and January, exist for other part-time and full-time programmes. The college has recently been successful in winning a contract to deliver a substantial national vocational qualification (NVQ) management training programme for Bradford Metropolitan District Council. A number of programmes have exceeded their recruitment targets, for example those in NVQ accounting and administration. Others have recruited below target, for example the Chartered Institute of Marketing diploma and GNVQ advanced business courses. Of the eight students who started the advanced business programme in 1998, only four remained at the time of the inspection.

17 Inspectors agreed with the conclusion in the self-assessment report that course team meetings are effectively minuted and contain action points. An advisory group with employer representation meets three times a year. However, minutes for the last two meetings record that only a small number of employers attended. Course files support effective planning on management, professional and administration programmes. Schemes of work cover learning activities as well as course content. Lesson plans for administration classes are used effectively to meet the needs of individual students. By contrast, schemes of work for GNVQ business courses are sometimes incomplete and lesson plans are not used consistently. The deadlines for finishing students' assignments on these courses are not applied rigorously.

18 Teaching on management and professional programmes is good. Teachers appropriately draw upon students' experiences at work to enliven their teaching. Inspectors judged 64% of all lessons to be good which closely matched the internal observation profile in the self-assessment report. In administration lessons, all students learn the rudiments of keyboard

Curriculum Areas

skills at the outset of their programme. This approach successfully develops speed and accuracy. Students are able to work at a pace which suits them best. Record-keeping on administration programmes is thorough. Students' work is carefully marked by teachers and comments are summarised in an individual record book. The skills acquired by students are also noted in the book together with a record of past examination papers that they have completed. Some innovative teaching of key skills was observed on the GNVQ foundation programme. Students in a lesson where the aim was to improve communication skills devised 'humorous' and 'serious' captions to photographs in order to explore the use of concise and appropriate language. In some unsatisfactory GNVQ lessons teachers fail to gain the full attention of their students. Inappropriate topics are covered and some very small class sizes limit the effectiveness of group work. These weaknesses were not recognised in the self-assessment report.

19 Students' portfolios of work on administration and GNVQ programmes are well presented and reach the required standard. In some administration portfolios, insufficient evidence is derived from work placement activities. Students' achievements are often good and sometimes outstanding. For example, 88% of the 703 students on short courses in administration in 1997-98 passed, two-thirds at distinction level. The higher national certificate programme has had pass rates of 100% in each of the last three years. Most students on management programmes achieve their qualification aim. The self-assessment report recognised some unsatisfactory retention rates, for example, the rates on GNVQ advanced business and NVQ accounting courses. Some of the low pass rates have not been given sufficient prominence in the self-assessment report. The GNVQ advanced and foundation pass rates in 1998 were 57% and 14%, respectively. The NVQ level 3 accounting pass rate has been below 30% for the last two years.

20 Inspectors agreed with the self-assessment report that specialist accommodation for administration courses is of a high standard. A purpose-built suite of computer rooms using industry standard software provides a high-quality learning environment. Classrooms for the teaching of business and management programmes are less satisfactory. They contain old furniture and there is too much reliance on chalkboards. Teachers are well qualified and experienced. All full-time and part-time staff hold a teaching qualification. Part-time staff possess a broad range of current commercial experience. Specialist texts in the library are adequate for business studies, less so for accounting and higher level programmes. Students say that the restricted access to the internet reduces their range of information sources for assignment work.

Curriculum Areas

A summary of achievement and retention rates in business, management and administration, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Text and wordprocessing	1	Expected completions	*	*	282
		Retention (%)	*	*	88
		Achievement (%)	*	*	88
Text and wordprocessing	2	Expected completions	*	*	284
		Retention (%)	*	*	87
		Achievement (%)	*	*	90
NVQ business administration	2	Expected completions	49	45	29
		Retention (%)	88	76	100
		Achievement (%)	100	59	69
NVQ accounting	2	Expected completions	*	*	16
		Retention (%)	*	*	68
		Achievement (%)	*	*	46
GNVQ advanced	3	Expected completions	*	*	26
		Retention (%)	*	*	54
		Achievement (%)	*	*	57
NVQ management	4/5	Expected completions	*	*	45
		Retention (%)	*	*	89
		Achievement (%)	*	*	87

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

*data not reliable

Curriculum Areas

Hair and Beauty

Grade 2

21 The inspection covered all aspects of the college's provision for hairdressing and beauty therapy. Thirteen lessons were observed. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report.

Key strengths

- good teaching methods
- flexible timetabling to meet students' needs
- a realistic working environment for practical classes
- effective target-setting by students
- the rapid achievement of commercial standards by students
- most equipment of a high standard

Weaknesses

- poor achievement on the City and Guilds of London Institute (C&G) beauty therapy NVQ level 2 course
- insufficient accommodation for beauty therapy students
- the second hairdressing salon below commercial standards

22 Inspectors agreed with the self-assessment report that the range of courses for hairdressing and beauty therapy is good. The provision meets the needs of a large number of students. Courses are offered up to NVQ level 3. Individual students negotiate their own timetable which gives them the opportunity to attend at times convenient to themselves. Hairdressing students can choose which practical classes to attend either during the day or in the evening. Students on beauty therapy courses select which units to study from a wide range of options. Teachers of hairdressing and

beauty therapy work well together. Regular meetings are held to review and record students' progress and to develop courses.

23 Overall teaching is good. Schemes of work and lesson plans are well developed. Improvements have been made since the last inspection; more time is now spent on practical work. Practical lessons in hairdressing and beauty therapy reflect current commercial practices. For example, the sale of products and the use of a wide range of clients improve the commercial aspects of these lessons. In practical beauty therapy lessons, teachers review the previous week's work and ensure that students know the main objectives of the lessons. Students often work with a number of clients and are sometimes joined by students with learning difficulties and/or disabilities. Teachers give good one-to-one advice and support to develop students' skills and understanding. Work experience is well organised. Good use is made of the experiences gained by students during work placement. Learning packages have been developed that support the teaching of theoretical components. Teaching styles are used that meet the needs of individuals. For example, lectures, demonstration, effective questioning, group work and exercises for individuals students are all used effectively. In a theory lesson, a video made by the students prompted discussion on teamwork. A list of the key points was made and students then analysed their own contribution to the teamwork in which they had been involved.

24 The work produced by students is good. Many display practical skills that reach high commercial standards. In a practical hairdressing lesson, a student who had only been on the hairdressing NVQ level 2 course for six months completed a cut and blow dry which was to level 3 standard. Students are encouraged to assess their own work and to create plans which set targets for further development. Copies of these plans go to the

Curriculum Areas

course tutor who reviews them with the student in tutorials. Holistic therapy courses have high retention rates. For example, these courses retained all students during 1997-98. NVQ level 2 beauty therapy courses also have good retention rates but have declined from 96% to 77% over the last three years. Inspectors agreed with the college's self-assessment report that pass rates on these courses are poor at 43% or less since 1996. The students negotiate learning outcomes but many choose not to undertake all the units for full certification. Pass rates for two-year courses completed in 1998 were at the national average for the sector.

25 The main hairdressing salon is spacious, well maintained and has a high level of industry standard equipment. A second, smaller hairdressing salon is poorly decorated and contains old equipment. It is sometimes used inappropriately for beauty therapy work. The college acknowledges that this weakness, which was identified during the last inspection, still has to be rectified. The main beauty therapy salon is of high quality but is not large enough to accommodate students and clients at peak periods.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
C&G beauty therapy	2	Expected completions	24	46	39
		Retention (%)	96	80	77
		Achievement (%)	35	43	43
C&G hairdressing	2	Expected completions	*	56	43
		Retention (%)	*	45	65
		Achievement (%)	*	64	79
C&G beauty therapy	3	Expected completions	*	*	80
		Retention (%)	*	*	91
		Achievement (%)	*	*	71

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

*data not reliable

Curriculum Areas

Health and Childcare

Grade 2

26 The inspection sampled aspects of the college's provision in health and childcare. Ten lessons were observed which covered full-time and part-time courses at a variety of levels. Inspectors agreed with most of the judgements in the self-assessment report but felt that it paid insufficient attention to weaknesses.

Key strengths

- effective teaching
- effective options for attendance
- responsiveness to the needs of employers and community groups
- the successful and sensitive integration of students with learning difficulties and/or disabilities
- effective tutorial support in care programmes
- good retention and achievement rates on short courses

Weaknesses

- pass rates on the foundation level course below the national average
- ineffective integration of the teaching of numeracy on vocational courses
- poor retention rates on two-year level 3 programmes

27 The college offers a wide range of full-time and part-time health and childcare courses with opportunities to progress from levels 1 to 4. Courses are taught on a modular basis and flexible attendance patterns meet the needs of most students. There are well-established links with local employers, care providers and community groups. There is an increase in the off-site commercial provision, for example, in the delivery of short first aid and food hygiene courses. The college has done well since the

income target for these commercial activities has been exceeded before the end of the academic year. Equal opportunities issues are discussed and form an integral part of the curriculum. Students on childcare programmes develop resources in English and several community languages. For example, students wrote short stories with suitable illustrations based on a health education topic for infant school pupils. Students made their own arrangements for translating the text so that they were produced in both English and a south Asian language. Cross-cultural examples, images and displays are well used in lessons and assignments. Students with learning difficulties and/or disabilities are sensitively included in learning activities. For example, a student with a speech impairment on a BTEC national diploma course was included in class discussions and took a full part in the lesson.

28 Courses are well managed and lessons carefully prepared. Detailed schemes of work are available for all courses. They are well matched to the programme specifications and the expected levels of work. Well-structured lesson plans are used across all care courses. Teaching is effective and uses a wide range of appropriate methods. These include: group discussions; role-play; student presentations; and more formal didactic teaching approaches. An appropriate variety of activities for students within lessons maintains their interest and supports their learning. The teaching of numeracy on the GNVQ programmes is not integrated with the vocational units and is not related to the interests of students. Attendance at these numeracy lessons is low and the support is therefore ineffective. A tutorial programme is well developed, and involves effective tracking of students' progress. There is a useful programme of visiting speakers for level 3 students which helps students to decide on appropriate careers.

29 Students' coursework is well produced and of an appropriate standard. Much assignment

Curriculum Areas

work is wordprocessed. Portfolios that include evidence from work placement and wider student experiences are frequently used to demonstrate achievements in key skills. Student retention and achievement rates on short courses are good. For example, first aid and short counselling courses have retained all their students for the last two years. The retention rate for the GNVQ intermediate course is at the national average for the sector. Retention and pass rates, however, at foundation level are poor and well below national figures. In 1998, the retention and pass rates for the BTEC national programmes were also below the national average.

30 Teachers are well qualified and have extensive teaching and vocational experience.

There is a strong commitment to professional and industrial updating which is used well by teachers as they develop courses. Arrangements for secondments and work shadowing allow teachers to maintain a good knowledge of current practices in the field. Accommodation for most programmes is good. Specialist equipment is appropriate for teaching purposes. Classroom displays and posters have a vocational relevance and provide a good environment for learning. The college changes rooms to accommodate wheelchair users. However, this sometimes leads to the use of rooms that are inappropriate to the planned activity.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation	1	Expected completions	6	15	12
		Retention (%)	83	66	92
		Achievement (%)	80	40	36
GNVQ intermediate	2	Expected completions	36	40	18
		Retention (%)	58	78	77
		Achievement (%)	62	94	79
National diploma/certificates	3	Expected completions	*	113	86
		Retention (%)	*	54	55
		Achievement (%)	*	100	64
Counselling	3	Expected completions	17	20	16
		Retention (%)	88	100	100
		Achievement (%)	93	100	94

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

*data not reliable

Curriculum Areas

Humanities

Grade 2

31 Inspectors observed 17 lessons in English, sociology, psychology, modern foreign languages and teacher training. Inspectors agreed with many of the judgements within the subject self-assessment reports but disagreed with the balance of judgements in the programme area self-assessment report.

Key strengths

- good teaching in lessons for teacher education and GCE A level and GCSE
- an effectively accredited key skills programme for GCE A level courses
- the high standard of students' work and contributions in class
- good retention rates on teacher training courses
- flexible attendance patterns
- attractive and well-equipped teaching rooms

Weaknesses

- some uninspiring teaching of modern foreign languages
- poor student attendance and punctuality
- the low retention rates on two-year courses
- an inadequate range of academic provision

32 Subjects within the humanities programme area make use of GCE A level, GCSE and open college network accreditation. Teacher training programmes are accredited through C&G. They are managed jointly through the faculty of business and general education and the faculty of community and continuing education. Students on teacher training programmes can progress through a range of levels from initial certificates to NVQ level 5. Courses can be

studied through an extensive variety of modes of attendance with flexible start dates and study periods. Inspectors agreed with the judgements in some course logbooks that the range of provision in the area is inadequate. This weakness was not identified in the college's self-assessment report. Modern foreign languages are to be introduced into a number of full-time courses in order to give them a European dimension. Short courses for local industry are also being developed. Courses are generally well managed with comprehensive and well-written course logbooks and a schedule of regular well-organised meetings for planning and review. However, there are no subject specific teams for GCE A level and GCSE courses. Some tutors are confused over the complicated accreditation arrangements on access to higher education and modern foreign language courses. All GCE A levels are modular but the full benefits of such modes of delivery are not exploited.

33 Teaching was good on most GCE A level and GCSE lessons and on all teacher education lessons. However, some lessons have unclear objectives and insufficiently detailed plans. The best lessons demonstrated an appropriate variety of approaches to teaching and learning. Surveys of student perception indicate high levels of satisfaction with all aspects of humanities courses. Students also value the support they receive from their tutors. There is a well-structured tutorial and review system for all students on full-time courses and for those on part-time teacher education courses. Records of achievement are developed through review meetings with their subject and personal tutors. GCE A level students benefit from a well-developed key skills programme which is externally accredited and contains structured work experience and a popular IT unit that includes the use of the internet. Students' interest was not always maintained in modern foreign languages lessons and an inadequate range of teaching methods was used. The

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college's internal inspection of lessons did not include modern foreign languages. The adult access to higher education course includes key skills lessons but attendance is poor. For example, only four of the 25 students advised to take a unit actually attended. This programme is being redesigned on a modular basis that integrates the teaching of key skills.

34 The standard of students' work and level of students' contributions in classes is good. Retention is high on teacher education courses but is low on two-year full-time programmes. For example, retention on GCE A level sociology was 10% for 1995-97, and in 1996-98, it rose to 43% compared with a national rate for the sector of 71%. The college has acknowledged weaknesses in retention but has not cited such

weaknesses in its self-assessment report.

Students' attendance and punctuality are poor; inspectors recorded 65% attendance in GCE A level, GCSE and modern languages lessons. The college recognised this weakness in its self-assessment report and is making attempts to improve the situation.

35 Staff are well qualified and experienced. A significant number of tutors have appropriate assessor qualifications. Teaching rooms are attractive, well equipped and many are decorated with displays of students' work. The library staff have close links with teachers through attendance at course team meetings. The library bookstock is adequate to support the curriculum.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Modern foreign languages: French, German, Italian, Spanish, Urdu	1	Expected completions	103	55	163
		Retention (%)	70	74	63
		Achievement (%)	85	54	83
GCSE English, psychology, sociology, French	2	Expected completions	268	209	188
		Retention (%)	73	73	71
		Achievement (%)	57	55	48
GCE A/AS level English, psychology, sociology	3	Expected completions	*	*	82
		Retention (%)	*	*	67
		Achievement (%)	*	*	62
C&G teacher education	4	Expected completions	105	76	67
		Retention (%)	100	100	93
		Achievement (%)	70	100	52

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

*data not reliable

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Support for Students

Grade 2

36 Inspectors agreed with many of the strengths identified in the college's self-assessment report, though they identified some further weaknesses.

Key strengths

- a well-managed and responsive advice and guidance service
- good links with external agencies
- comprehensive induction arrangements
- good individual support for students from tutors
- an effective counselling service
- well-planned careers advice and guidance

Weaknesses

- underdeveloped arrangements to accredit prior learning
- the uneven quality of students' tutorial experience
- shortcomings in communication and numeracy support for some students
- an inadequate range of enrichment activities

37 The college makes good arrangements to attract students on to courses, especially those from groups traditionally under-represented in further education. The guidance centre is well managed and well used by prospective students. The guidance team constantly evaluates the effectiveness of the services provided. The college collaborates with other providers of training, education and guidance to promote lifelong learning opportunities. For example, pupils from first schools visit the construction curriculum centre, secondary pupils who are excluded from schools are involved in practical training projects and a series of exhibitions,

demonstrations and 'taster' activities encourages adults to return to learning. College newspapers highlighting students' successes and college events are circulated three times each year to over 60,000 homes. Printed information about courses is comprehensive and accessible. Publicity for part-time and evening courses is especially good. The college has significantly increased the number of adult students since the last inspection. Pre-course guidance is impartial and valued by students. Interviews with students are carefully managed and specialist tutors take a full part in the process. The outcomes from these interviews are carefully recorded; guidance centre staff follow up those students who are offered places but do not enrol. In 1998-99, 74% of applicants for full-time courses subsequently enrolled. Procedures for accrediting prior learning and achievements of adults are underdeveloped. No students obtained accreditation of prior achievements in 1997-98.

38 Induction is well planned to meet the needs of different programmes. All students receive a student handbook which gives useful information about the college's charter, the annual calendar of activities and local organisations that offer further support. Most students value their induction and have a comprehensive knowledge of the support available to them. The college acknowledges that the induction of some late applicants is less well managed.

39 Support to help students with their study skills is given high priority. An enthusiastic team has effective policies to provide support in the classroom and in learning centres. Students' needs are identified through the application and interview process and the use of effective tests devised by the college for numeracy and communication. The attendance and progress of students receiving additional support is regularly reviewed. The college has noted that students who have received this support show improved levels of retention and

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achievement. Inspectors observed that some support was not aligned with course requirements. The achievement and progression of some students on foundation and intermediate courses are hampered by inappropriate communication, study skill and numeracy support. The college recognises the need to develop further the co-ordination of support for the teaching of key skills. Comprehensive diagnostic and on-course support is provided for students with learning difficulties and/or disabilities. Inspectors observed many examples of effective support being provided to these students in classrooms and workshops.

40 Students find tutors helpful and supportive. All full-time and part-time students on long courses have regular tutorials. There are guidelines for the content of the tutorials though there is considerable variation in approach and some poor practice. Arrangements for monitoring the delivery of tutorials are only partially effective. A cross-college working party has started to address some weaknesses identified through a recent internal inspection of 12 tutorials. The self-assessment report did not recognise the extent to which different styles of individual action-planning and review influenced the effectiveness of tutorials. Tutorials are sometimes held in inappropriate rooms. Some students have insufficient opportunities to discuss wider social issues through group tutorials.

41 Students and staff receive good counselling from an experienced member of staff who has developed strong links with external support agencies. Students' views on the service are monitored. The guidance centre provides effective advice on financial and welfare matters. A student liaison officer has been appointed to develop extra-curricular activities. At the moment there are few opportunities for students to participate in a range of sporting, social and cultural activities. Only a small number of students is actively involved in the

students' union. Childcare facilities are available for 30 children between the ages of two and five and financial support is available to support other childcare arrangements in the community.

42 The self-assessment report recognised the strength of careers education and guidance. Each full-time student receives a careers plan with an annual schedule of careers education and guidance events. The college contracts with the local careers service to provide guidance for students. This team of three advisers works closely with course tutors and the college team to ensure a comprehensive service which is tailored to group and individual needs. The take-up of interviews offered to students is high.

General Resources

Grade 3

43 Inspectors agreed with the strengths described in the self-assessment report, but found the weaknesses to be understated. This section of the self-assessment report also included staffing issues.

Key strengths

- the attractive refurbishment of parts of the college
- a significant investment in IT
- well-resourced learning centres on both sites

Weaknesses

- some poor-quality accommodation
- inefficient space utilisation
- restricted access for students with mobility problems

44 The college has rationalised its accommodation and is now using buildings on two sites. The town centre site consists of the Cavendish and North Street buildings. The Harold Town building has been purchased

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recently. Buildings on the third site at Dalton Lane are of very poor quality and are now empty and up for sale. Much of the accommodation in the Cavendish building has been refurbished since the last inspection and is generally well maintained and fit for purpose. Accommodation for science, business studies, courses for students with learning difficulties and/or disabilities, and a combined library and learning centre have been refurbished. Much of the North Street building requires refurbishment. There has been significant financial investment in the Harold Town site to provide facilities for engineering, construction, property care and art and design. The accommodation strategy includes plans to continue this refurbishment when the Dalton Lane building is sold. The strategy recognises that even when this building is sold the college will have too much space. Managers have partially resolved the matter by selling a part of the Harold Town site to a private company and by using some other parts to create a 'Keighley Arts Factory'. This 'factory' consists of an arts gallery and space for creative activity. It is being developed for the community with funding from the Keighley single regeneration budget and from the college. Timetabling software is being used to help identify inefficiencies in room utilisation. The self-assessment report did not comment on the oversupply of space or inefficient room utilisation. There is an appropriate long-term maintenance plan which is reviewed annually.

45 General teaching rooms in most subject areas are clean and well maintained. The poorer rooms have bare walls and do not provide a stimulating environment. Inspectors agreed with the self-assessment report that access to some areas is difficult for students with restricted mobility. Although some improvements have been made, access is restricted for these students at both the North Street building and the refectory at Harold Town. Internal signage remains inadequate. There are poor directions from the North Street

entrance, between the buildings and between floors, and at the Harold Town site. However, work is under way to improve these shortcomings. The refectory has inadequate opening times, no evening provision and at peak periods is overcrowded. Car parking facilities are insufficient at the town centre site but good public transport is available. Full-time and part-time staff generally have appropriate work areas and staff rooms. However, a few of these rooms are in need of refurbishment. Inspectors agreed with the weakness stated in the self-assessment report that there are insufficient social and recreational facilities. The college has a large gym which is carpeted and is mainly used for examinations. Playing fields, about a mile away, are underused by college students but are used by other local teams.

46 There is a high investment in the development of IT resources. Currently the ratio of computers to full-time equivalent students is 1:8. A plan for further development is being implemented and there is a programme for upgrading and replacing computers. Most computers are linked to the internet. Access to the internet by students is effectively controlled. Up-to-date software is available to support teaching. There is a computer in all staff work rooms although electronic mail facilities are underdeveloped.

47 The libraries and learning centres are integrated. They are managed by a learning resources manager who is a professionally qualified librarian. The libraries provide a good range of services. There are plans to resite the libraries adjacent to the learning centres. This intention has already been achieved at Harold Town. The learning centres have up-to-date multimedia computers; all are equipped with CD-ROMs and internet links. The library budget of £20,000 for books, newspapers and periodicals has remained the same for the last three years. Faculties have another budget of £15,000 much of which was spent on books in 1997-98. There is an adequate number of study

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places and a designated quiet study area. The library publishes a useful series of guides for staff and students. The college used the introduction of the computerised cataloguing to inform faculties of student usage of books and other resources. Links between the libraries and curriculum areas are good. The learning resource manager now attends faculty meetings.

Quality Assurance

Grade 2

48 Inspectors generally agreed with the strengths and weaknesses identified in the self-assessment report.

Key strengths

- a clear framework for assuring the quality of provision
- a college-wide commitment to self-assessment
- significant improvement in teaching and learning practices
- dissemination of good practice through peer assessment of lessons and support services
- some excellent cross-college manuals for the evaluation of quality
- effective staff development programmes

Weaknesses

- insufficient rigour in completing a few course logbooks
- a lack of effective manuals or clear service standards for some support services
- insufficient attention to trends in student retention and achievement

49 The previous inspection identified many weaknesses in the college's quality assurance process. In September 1996, the college's quality assurance framework was substantially improved. A well-designed quality assurance

policy encompasses the college's operations. This policy includes effective processes for self-assessment, observation of teaching and learning and auditing of cross-college support services. The corporation has established a standards committee which has successfully guided and monitored the development of quality assurance and self-assessment.

50 There is a strong commitment to the quality assurance procedures throughout the college. Inspectors agreed with this strength which was clearly identified in the self-assessment report. The college's mission, strategic plan and students' charter all refer to quality assurance. Staff are briefed on arrangements for quality assurance and self-assessment. Although some staff are not aware of some of the key objectives of the quality assurance policy, all staff have been persuaded through the operation of quality assurance to place the learner at the heart of college activities. Students and staff spoken to by inspectors were able to identify ways in which courses had been modified to meet the needs of individuals.

51 Inspectors agreed with the judgement in the self-assessment report that the views of those with an interest in the college are carefully considered. Managers receive regular feedback from surveys and develop appropriate action plans to respond to issues identified. The standards committee receives reports on the outcomes of each survey and the action taken. The college has recently updated its students' and employers' charters. The students' charter is published in three of the languages spoken in the locality. Students are introduced to the charter through the student handbook. A thorough evaluation of the college's performance against its charter commitments has been carried out using independent consultants. They identified that students were highly satisfied with the quality of provision.

52 Course logbooks for curriculum areas and quality manuals for cross-college support

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services are used extensively by the respective teams. These documents are used to record and review a range of performance targets and outcomes. The logbooks include targets for recruitment, retention and achievement. Both logbooks and manuals require teams to identify strengths and weaknesses and develop action plans to improve performance throughout the year. Most teams comply with these tasks. Line managers monitor the arrangements, moderating grades and developing overall self-assessment reports. These are reviewed annually by a senior manager and the standards committee. A few course logbooks are not fully completed. Some support service teams have yet to establish their manuals and appropriate performance indicators.

53 The college has an internal inspection team made up of teachers and support staff that has been well trained. This strength was identified in the self-assessment report. The team undertakes the observation of lessons and the auditing of cross-college provision. Evaluative inspection reports are produced for each programme area and some cross-college functions. Analysis of these reports informed the college's second self-assessment report. The deployment of staff from different areas of the college to observe lessons and audit cross-college support services has led to good practice being disseminated.

54 A high priority is given to the training and development of staff. The budget for staff development is 1% of the payroll. This budget is supplemented by a substantial programme of in-house training activity. Staff development activities are linked effectively to the college's strategic plan and are evaluated thoroughly. The college analyses the cost benefit of professional development activities. Staff are encouraged to improve personal effectiveness. The annual staff development interview and review system is well established and contributes to the identification of the training needs of individuals. Participation in training

and development activities is high. Staff enthusiastically endorse the college's arrangements for staff development. The staff training and development plan is well presented, appropriately detailed, and reviewed and reported on twice a year. The college gained the status of Investor in People in the week before the inspection.

55 The college's self-assessment report relates clearly to all the quality statements outlined in Council Circular 97/12, *Validating Self-assessment*. The report is lengthy and contains clear judgements that are supported by evaluative evidence. The identification of weaknesses is less thorough than the identification of strengths. Each curriculum and cross-college section has a useful introductory section and an action plan that is intended to rectify weaknesses. An initial section deals with the college's response to the previous critical inspection report from the FEFC. A comprehensive update to the self-assessment report was supplied to inspectors before inspection. The college made effective use of lesson observations to inform its self-assessment but the analysis of students' achievements failed to mention the uneven trends in student retention and achievement. Grades are given for each section. They were generally in accord with those awarded by inspectors.

Governance

Grade 2

56 Inspectors and auditors broadly agreed with the college's judgements on governance but identified some additional strengths and weaknesses.

Key strengths

- the effective oversight of strategic direction
- a strong involvement in the standards committee

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- a regular review of key policies
- effective assistance in developing stronger community links
- appreciation by staff of the positive contribution by governors to the life of the college

Weaknesses

- the failure of some key committees to comply fully with their remit
- insufficient overview of a capital project
- the lack of a structured training programme for individual board members

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

58 The corporation has a membership of 14 governors. One vacancy has occurred recently. There are six independent members, three co-opted members, a TEC nominee, one staff member, a student, and the principal. The staff and student members and two members from the minority ethnic communities have been appointed since the previous inspection. Inspectors and auditors agreed with the self-assessment report that board members have a range of appropriate skills that are relevant to the community. There is effective induction of new board members, and training sessions on aspects of the college have been introduced. However, there is no structured programme based on a systematic training needs analysis. Board members do not evaluate their individual performance. Information on the work of the corporation is regularly communicated to all staff through summaries of its meetings in executive briefings.

59 Detailed standing orders determine the conduct of meetings. The corporation acts in an open manner and has a policy on access to corporation business. Agendas, minutes and supporting papers are available for public scrutiny although this opportunity is not openly advertised. There is a register of interests which is also not advertised as available for public inspection. All members of the board and staff with significant financial responsibilities have completed declarations of interest which are updated annually. The code of conduct requires updating to bring it into line with current best practice. A 'whistleblowing' policy has recently been drafted but has not yet been approved by the corporation.

60 The corporation generally meets eight times each year. Attendance at its meetings and committees is good. Average attendance at the corporation and the finance and general purposes committee over the last 12 months was 76% and 80%, respectively. There are four committees: finance and general purposes; audit; nomination and search; and remuneration. The self-assessment report failed to identify that the operation of certain committees was not fully in accordance with their terms of reference. For example, the audit committee has adopted the finance and general purposes committee's role of reviewing financial accounts and financial regulations. There has been a failure to address previous audit service recommendations. The finance and general purposes committee has not adequately monitored controls over a capital project expenditure nor did it review the 1998-99 budget and three-year financial forecast. However, both were directly considered and approved by the full corporation.

61 Members of the board play an active role in determining the college's direction. For example, the strategic planning group comprises both board members and college staff. The corporation receives reports of progress towards the overall achievement of strategic objectives, a strength identified in the self-assessment report.

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However, the data presented do not always contain year-on-year comparisons of performance. For example, there is no such comparison for retention rates or the income from full-cost courses. The corporation recognises the need to improve the quality of this information. The standards committee carefully considered the college's draft self-assessment report. Members of the board have discussed some aspects of the report with individual curriculum managers.

62 Inspectors agreed with the self-assessment report that the corporation is well informed about the educational activities of the college. Managers and other staff give presentations on educational issues, for example inclusive learning. Members of the board attend college events, for example open days and presentation evenings, and many have links with individual curriculum areas. They are frequently members or chairmen of faculty advisory groups. Task groups which include both board members and college staff are increasing the awareness of board members about academic issues. Some members help the college to develop stronger links with the community, for example hosting meetings with employers and community groups. Executive summaries supported by statistical data help members of the board to assess college performance and to keep abreast of developments in the college. Board members' positive contributions to the life of the college are widely appreciated by staff.

63 There are good working relationships between members of the board and senior managers. The chairman and principal meet regularly. The chairman reviews the personal performance of the principal and the clerk annually. These reviews are not passed on to the remuneration committee. Key policies, for example health and safety and equal opportunities, have received corporation approval and members monitor their implementation through a calendar of items for report at corporation meetings.

Management

Grade 3

64 Inspectors agreed with many of the findings in the self-assessment report. They considered, however, that some of the strengths of management were overstated and they identified some additional weaknesses which were not mentioned in the report.

Key strengths

- effective management of cross-college functions
- a comprehensive strategic planning process
- the involvement of staff in decision-making
- effective communication
- productive partnerships with external organisations

Weaknesses

- the failure to comply with aspects of the financial memorandum
- the failure of the management information system to provide reliable data
- some unresolved aspects of the new management structure
- a lack of clarity in the role of the academic board
- over-optimistic target-setting

65 Since the last inspection the college has successfully managed major changes to its structure in consultation with staff, and created a more unified institution. The structure is clearly understood by staff. Faculty managers have cross-college responsibilities, for example quality assurance and staff development. Team managers are a strong and cohesive cross-college group and are supported by an effective

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and well-considered training programme. However, there is some overlap and ambiguity in the roles of team managers and assistant faculty managers. Managers responsible for support functions are clearly involved in decision-making and enjoy good working relationships with curriculum managers.

66 The college has given high priority to improving its internal communications. These are now effective at all levels of the institution. There are regular staff meetings and newsletters. Part-time staff are also kept effectively informed and involved in college life. Clear direction from senior managers, in particular the director of operations, and an open, consultative style, have resulted in a shared understanding of the college's mission and objectives. There are regular meetings at all levels within the college involving managers, teachers and support staff. Minutes and action plans are published to a standard format. The self-assessment report identified these improvements in communication.

67 The strategic planning process is well understood. Staff at all levels have a part in the process. Review of the previous year's performance provides a basis for future planning. All staff are able to contribute to whole college planning days. Labour market information usefully informs the strategic planning. Operational plans for curriculum areas and aspects of cross-college provision are linked to the college's strategic objectives. There is clear monitoring of these plans by senior and faculty managers. However, data used to make judgements are not always reliable which restricts the ability of senior managers to take appropriate actions. This problem has led to targets set for retention and achievement proving over-optimistic, a weakness not identified in the self-assessment report. Policies and procedures are well documented and their implementation reported upon on a regular basis.

68 The academic board has no formal position within the strategic planning process, although its validation panel is responsible for considering new course proposals. The college acknowledges that the role of the academic board and its link to the standards committee lack clarity.

69 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is weak. There is a small but appropriate finance team. The college has an acceptable level of reserves and the draft financial accounts record an operating surplus in 1997-98 for the first time in three years. Financial regulations are not reviewed on an annual basis but have recently been amended to strengthen tendering procedures. Management accounts are prepared monthly and are reviewed by the finance and general purposes committee and by senior management. However, out-turn forecast and cashflow information are still not provided. A special report produced by the internal auditors identified significant control weaknesses over the monitoring and reporting of a capital project expenditure. These weaknesses indicate that the requirements of the financial memorandum relating to the establishment of a satisfactory control environment have not been adhered to. A significant overspend was incurred which was not approved by the corporation. Budgets for part-time teaching expenditure and consumable materials are delegated to faculty managers. They receive regular reports on the income and expenditure related to these budgets.

70 The college is developing its computerised management information system to meet the needs of managers and staff. In the current year, access by staff to relevant information has been greatly improved and includes regular updates on student enrolments and attendance. However, returns to the FEFC have been consistently late. The external auditors have reported problems with the 1996-97 audit of student numbers resulting in a significant

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adjustment. Inspectors were unable to rely on much of the data on students' achievements for 1996 and 1997; this significant weakness was not fully recognised in the self-assessment report.

71 The college has effective links with its local community and with external organisations, for example other colleges, employers and the TEC. Partnerships have been successful in attracting funds from Europe and elsewhere and developing training which meets the needs of the community. Training courses have been provided for Asian small businesses. The college and the Keighley business forum have obtained funding to develop and provide internet-based training for environmental management, and partnership arrangements have facilitated the development of the 'Keighley Arts Factory'. Targets for income generation are set by governors. These targets have been achieved in each of the last two years. However, there is no overall planning that seeks to maintain or increase these sources of funding.

Conclusions

72 The college has built on the experience of its first self-assessment process to develop the current report. The inspection team found the self-assessment report a useful basis for planning the inspection. Inspectors agreed with many of the judgements made in the report but insufficient weight was given to some weaknesses, particularly those related to students' achievements. All curriculum area grades awarded by inspectors agreed with those of the college. The inspection team agreed with three cross-college grades awarded by the college in its self-assessment report. Two cross-college grades were judged by inspectors to be one grade lower. Significant improvement has been achieved throughout the college since the last inspection.

73 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 (March 1999)

Age	%
Under 16	0
16-18 years	36
19-24 years	14
25+ years	50
Not known	0
Total	100

Source: college data

Student numbers by level of study (March 1999)

Level of study	%
Foundation	26
Intermediate	37
Advanced	30
Higher education	3
Leisure/recreation (non-schedule 2)	4
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	81	1,122	14
Construction	103	369	6
Engineering	128	798	11
Business	36	840	10
Hotel and catering	5	54	1
Health and community care	96	758	10
Art and design	82	183	3
Humanities	12	3,466	42
Basic education	0	254	3
Total	543	7,844	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 35% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (September 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	82	23	0	105
Supporting direct learning contact	26	6	0	32
Other support	66	10	0	76
Total	174	39	0	213

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£6,446,000	£5,962,000	£6,395,000
Average level of funding (ALF) Out-turn to 1997; funded 1998	£19.85	£19.64	£17.80
Payroll as a proportion of income	79%	80%	69%
Achievement of funding target	101%	93%	100%
Diversity of income	19%	21%	21%
Operating surplus	-£146,000	-£507,000	£151,000

Sources: Income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

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

Payroll – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

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

Diversity of income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Operating surplus – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	202	115	172	1,166	683	599
	Retention (%)	100	89	79	100	87	85
	Achievement (%)	47	91	70	37	91	97
2	Expected completions	544	639	684	849	1,151	952
	Retention (%)	100	75	76	98	79	78
	Achievement (%)	15	50	51	37	70	74
3	Expected completions	–	390	345	–	381	516
	Retention (%)	–	85	86	–	84	82
	Achievement (%)	16	62	66	27	71	81
4 or 5	Expected completions	–	25	44	–	206	241
	Retention (%)	–	100	93	–	91	88
	Achievement (%)	16	52	76	18	89	45
Short courses	Expected completions	67	200	245	651	1,569	1,734
	Retention (%)	100	89	93	100	91	96
	Achievement (%)	24	92	33	33	94	45
Unknown/ unclassified	Expected completions	21	12	242	141	144	237
	Retention (%)	100	100	85	99	88	81
	Achievement (%)	67	83	96	19	83	94

Source: ISR

–ISR data not collected

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