

# Lowestoft College

REPORT FROM  
THE INSPECTORATE  
**1999-00**

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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*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 1998-99, are shown in the following table.

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

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

## Student Achievements

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

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

# Summary

## Lowestoft College

### *Eastern Region*

#### Inspected February 2000

Lowestoft College is a medium-sized general further education college serving the town of Lowestoft and the surrounding areas of north Suffolk and south Norfolk. The college offers a wide range of vocational programmes and courses in basic skills and general education. Courses are provided in all 10 FEFC programme areas. Provision in five of these areas was inspected. The college produced its fifth annual self-assessment report for the inspection. Inspectors considered that the self-assessment report did not provide clear judgements of the college's work. Inspectors agreed with four of the five college grades for the curriculum areas selected for inspection and with three of the five grades for aspects of cross-college provision.

Since the last inspection the college has made significant progress in increasing student enrolments whilst reducing an accumulated financial deficit. There have been substantial improvements in students' retention and achievements. Full-time students receive well-organised tutorial support and their progress is effectively monitored. Work experience programmes are well managed. Some support for basic skills is effective. Retention and achievement on NVQ courses are good. The college has improved its accommodation since the last inspection and has some high-quality facilities. Governors have established comprehensive procedures for

openness and accountability. Senior managers have supported governors in ensuring effective financial planning and monitoring. There is an open and consultative style of management and internal communication is good. Managers across the college co-operate to achieve corporate goals. There is extensive collaboration with the community and business. Teaching methods do not always take account of the needs of students. Quality assurance arrangements have not had a sufficient impact on the quality of teaching or the monitoring of standards in some areas. There is a lack of IT equipment in some areas and insufficient attention given to the development of students' key skills. Achievements of full-time students aged 16 to 19 in some areas are poor. The college should address: the low retention and achievements on some courses; the unreliability of data on students' achievements; the ineffective management and co-ordination of the support for basic skills; the lack of rigour in course reviews and the imprecision in action plans resulting from the quality assurance procedures; weaknesses in the operation of the corporation and its audit committee; the lack of clarity in strategic and operational plans; inadequacies in the management information system; the inadequate library provision; and the insufficient access for students to IT resources.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Engineering	3	Support for students	3
Business	3	General resources	3
Health care and childcare	2	Quality assurance	3
Humanities	3	Governance	3
Basic skills	3	Management	3

## The College and its Mission

1 Lowestoft College is a medium-sized general further education college serving the town of Lowestoft and the surrounding areas of north Suffolk and south Norfolk. It was established towards the end of the nineteenth century and celebrated 125 years of further education provision in 1999. Most of its students are drawn from Lowestoft and the Waveney district. In 1998-99, 53% of students came from the town of Lowestoft and 6% from outside the United Kingdom. Since the last inspection the college has sited the majority of its provision on a single campus close to the centre of Lowestoft. The college also has a training centre about 2 miles away at Kirkley and a lease arrangement for an offshore training platform situated at the harbour. Lowestoft developed originally as a fishing port. More recently it has been a significant contributor to the offshore gas industries. The town now suffers from a high level of unemployment, over-dependence on a limited number of declining industries including fishing and other port-related activities, low wage levels and a high level of seasonal and part-time working. The town is not well served by major roads, motorways or airports and the majority of students attending the college travel less than 12 miles.

2 The college has links with a range of business and community organisations and works in collaboration with schools. A consortium of three local high schools and the college which supports the teaching of a common 16 to 19 curriculum was featured as an example of good practice in the Department for Education and Employment's (DfEE's) Better Choices booklet. There are five 13 to 18 high schools in Waveney, two 11 to 16 special schools in Lowestoft and a pupil referral unit. Pupil performance in the schools in Lowestoft lags behind performance across Suffolk as a whole. The population of students in Lowestoft at 16

achieving five or more grade Cs at general certificate of secondary education (GCSE) was 10% below the national average of 48%. The college is one of four colleges of further education in Suffolk. The nearest alternative providers of further education are Great Yarmouth College of Further Education, Norwich City College of Further and Higher Education and East Norfolk Sixth Form College, all situated in Norfolk.

3 The college offers approximately 1,500 different courses across the 10 Further Education Funding Council (FEFC) programme areas. Since the last inspection student enrolments at the college have grown by 20%. The majority of provision is at advanced and intermediate level and includes a wide range of vocational programmes together with courses in basic skills and general education. Undergraduate level courses are franchised from Anglia Polytechnic University and the University of East Anglia. The college also has a managing agency offering modern apprenticeships, New Deal and national traineeships. The main areas of provision are engineering, business and humanities. The college also provides a range of specialist provision in a regional centre of excellence relating to the maritime and offshore oil and gas exploration industries.

4 In February 2000, the college enrolled 4,620 students, of whom 28% were full time and 72% part time. Of the college's students, 26% were 16 to 18 year olds. The college employs 242 full-time equivalent staff who teach or directly support learning and 62 full-time equivalent administrative staff. The provision is divided into four curriculum areas, three of which are led by heads of school: academic and professional studies; vocational and technical studies; and community studies. There is also the head of the commercial and services unit. The college's senior management team comprises the principal, two vice-principals, the director of finance and the four heads of school.

# Context

5 The college's mission is 'Lowestoft College provides education and training in partnership with the wider community to meet the needs of individuals and groups'.

## The Inspection

6 The college was inspected during the week beginning 28 February 2000. The inspection team had previously reviewed the college's self-assessment report and considered information about the college held by other directorates of the FEFC. Some data on students' achievements drawn from the college's individualised student record (ISR) returns to the FEFC proved to be unreliable. Consequently, the report contains some incomplete tables of students' achievements. Inspectors based their judgements on those aspects of validated college information and ISR data which were considered to be reliable.

7 The inspection was carried out by a team of 10 inspectors and an auditor working for a total of 50 days. Meetings were held with college governors, managers, other college staff

and students. Inspectors observed 52 lessons, evaluated students' work and examined college documents. Eight inspectors from the Training Standards Council (TSC) worked with the inspection team during the inspection. The TSC inspectors concentrated on work-based training supported by the college in construction, engineering, transport, business administration, hair and beauty, hospitality and foundation level programmes. They spent 30 inspector days based at the college. They observed instruction sessions and interviewed trainees, employers and college staff. Where it was appropriate to the FEFC inspection framework, evidence gathered by TSC inspectors was taken into account when assessing college provision.

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons inspected, 50% were judged to be good or outstanding and 10% less than satisfactory compared with national averages for 1998-99 of 65% and 6%, respectively.

### Lessons: inspection grades by programme of study

Programme	Grade	Grade				Totals
		1	2	3	4	
GCE A/AS level	0	2	3	1	0	6
GCSE	0	2	0	1	1	4
GNVQ	0	3	3	0	0	6
NVQ	0	3	4	0	0	7
Other vocational	5	5	8	1	0	19
Other	3	3	3	1	0	10
Total (No.)	8	18	21	4	1	52
Total (%)	15	35	40	8	2	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

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

# Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Lowestoft College	8.4	72
National average, all inspected colleges 1998-99	11.2	78

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



# Curriculum Areas

## Engineering

### Grade 3

**10 FEFC inspectors observed 10 lessons. TSC inspectors observed work-based training in engineering for 63 trainees. Inspectors agreed with the general statements contained in the self-assessment report.**

#### Key strengths

- good retention
- good levels of achievement on national vocational qualification (NVQ) level 2 and 3 courses
- effective monitoring of students' progress
- good standard of students' work on general national vocational qualification (GNVQ) programmes

#### Weaknesses

- failure to maintain students' attention in some lessons
- lack of appropriate range of teaching methods
- lack of information technology (IT) based engineering equipment
- insufficient development of IT skills

11 The school of vocational and technical studies teaches most of the engineering programmes. A small amount of predominantly work-based provision for the offshore and maritime industries is provided by the customer and commercial services unit. An adequate range of courses includes a GNVQ advanced in engineering, NVQs in engineering maintenance, motor vehicle technology and basic engineering competences awarded by City and Guilds of London Institute (C&G). The management of courses is satisfactory. Course team reports contain action plans with clear identification of responsibility for each action and dates set for achievement. Students are not represented on

course teams, contrary to college policy.

Full-time students have regular tutorial sessions, receive a one-to-one tutorial each term and are allocated sessions for portfolio development and assessment. There are effective systems for monitoring students' progress.

12 Teaching is satisfactory. In the most effective lessons, teachers made clear their objectives. Theoretical aspects are developed in stages and explained carefully. Teachers helped students to understand theoretical concepts by working through related exercises. Weaknesses were observed in the management of about half of the lessons. Teachers did not vary the learning activities and students lost interest. Students commented on the excessive amount of note-taking. Practical classes are not effectively managed. Time was wasted at the start of lessons and students were easily distracted. Few lessons were effectively planned. Much course material was handwritten. Lateness and absence are closely monitored. Safe working practices are observed at all times in workshops.

13 Engineering equipment and resources, though still effective for the development of basic competences, are dated. There is inadequate IT equipment and modern computer-based engineering devices, in workshops and laboratories. Students are not provided with a sound understanding of IT in a modern engineering environment. The limited integration of IT key skills with the engineering curriculum area, together with the insufficient use of on-line integrated learning systems, were identified as weaknesses in the self-assessment report. Staff possess qualifications appropriate for the level and range of work they undertake. A few classrooms are too small for the size of classes using them.

# Curriculum Areas

14 Retention rates for most courses and levels are good. Retention is weak on courses for technician qualifications. NVQ level 3 retention rates compare well with a national average of 85%. NVQs at levels 2 and 3 show good achievement. Whilst the self-assessment report discussed retention and achievement in general terms, it failed to identify specific judgements. Students' GNVQ portfolios and files were well presented and well organised. Few students used IT in the production of portfolios. Assignments do not have a common format or marking scheme. All were of an appropriate academic standard. Teachers made sufficient comments on students' assignment work to enable them to assess their progress.

## A summary of retention and achievement rates in engineering, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
C&G (24 weeks and over)	1	Number of starters	87	34	16
		Retention (%)	85	82	100
		Achievement (%)	78	57	81
C&G (24 weeks and over)	2	Number of starters	26	76	22
		Retention (%)	92	89	100
		Achievement (%)	65	67	48
NVQ	2	Number of starters	*	*	84
		Retention (%)	*	*	83
		Achievement (%)	*	*	77
NVQ	3	Number of starters	150	85	154
		Retention (%)	99	96	100
		Achievement (%)	95	92	86
Advanced technician	3	Number of starters	*	*	40
		Retention (%)	*	*	75
		Achievement (%)	*	*	76

Source: ISR (1997 and 1998), college (1999)

\*data unreliable

# Curriculum Areas

## Business

### Grade 3

**15 FEFC inspectors observed 12 lessons covering administration, public services, general business studies, and office technology. TSC inspectors observed work-based training in business administration for 25 trainees. Inspectors agreed with many of the judgements in the self-assessment report, but identified additional strengths and weaknesses.**

#### Key strengths

- good tuition for individual students
- effective contribution of work experience to students' learning
- good retention rates on NVQ administration courses
- flexible delivery of business administration and secretarial provision
- good specialist materials for some courses

#### Weaknesses

- lack of challenge, interest and variety in many lessons
- insufficient attention to developing students' study skills
- poor and declining retention rates on GNVQ advanced business
- poor retention and pass rates on general certificate of education advanced level (GCE A level) business
- ineffective use of IT by staff and students

16 The college offers a broad range of business courses, including the GNVQ in business at intermediate and advanced levels, NVQ courses in administration, accounting and management. Since the last inspection the college has extended the public services provision to include the first and national diploma courses. An increasing number of

short courses are offered on a modular basis in the office technology workshops. The timetable enables students to join courses at different times of the year, and gives students and trainees the opportunity to gain additional qualifications.

17 Courses are effectively planned and managed. Course documentation is thorough and well organised, with appropriate schemes of work. Assignments are well designed and emphasise the development of students' key skills. Inspectors agreed with the self-assessment report that work experience makes an effective contribution to students' learning. A programme of work placements for students on GNVQ intermediate and advanced programmes includes tutor visits and linked assignments. There is an extensive programme of visits and activity days with the armed forces and emergency services for students on public services courses. Course teams have regular meetings, but some records of meetings are insufficiently detailed. Analysis of performance lacks rigour. Weaknesses in the course review and evaluation process were not identified by the college in the self-assessment report.

18 Effective individual support is given to students. In the best lessons teachers use appropriate teaching methods. Students in the office technology workshops worked effectively on a variety of IT tasks with confidence and purpose, and demonstrated good independent learning skills. Good use was made of questions and answers to consolidate students' understanding in a lesson which explored accident and emergency scenarios. In many lessons teachers did not use an appropriate variety of teaching methods and learning activities. In the weaker lessons, the demands made on students were frequently too low. For example, students in a GNVQ advanced business lesson were required to make copious notes from poorly produced overhead transparencies. In other lessons, the teacher failed to intervene to ensure that all students participated equally

# Curriculum Areas

in group discussions. These weaknesses in teaching and learning were not acknowledged by the college in its self-assessment report.

19 Most students are well motivated and approach their learning with purpose. Students' written work is of an appropriate standard. GNVQ and public services students' portfolios are well organised, and show a good standard of presentation. The self-assessment report did not identify the insufficient attention given to the development of students' study skills. Some assignments and portfolios are poorly organised, and some students make insufficient use of IT to prepare and present their work.

20 Retention rates for NVQ administration at levels 2 and 3 are consistently high, with retention on both courses above 93% in 1998 and 1999. Retention rates for integrated business technology at level 2 are also high.

## A summary of retention and achievement rates in Business, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
First diploma public services	2	Number of starters	*	*	14
		Retention (%)	*	*	71
		Achievement (%)	*	*	70
NVQ administration	2	Number of starters	25	49	30
		Retention (%)	76	94	94
		Achievement (%)	42	96#	72
GNVQ advanced business	3	Number of starters	*	*	23
		Retention (%)	*	*	52
		Achievement (%)	*	*	58
National diploma public services	3	Number of starters	+	*	14
		Retention (%)	+	*	79
		Achievement (%)	+	*	64
GCE A level business	3	Number of starters	*	29	2
		Retention (%)	*	66	50
		Achievement (%)	*	58	0
NVQ administration	3	Number of starters	20	48	24
		Retention (%)	80	94	96
		Achievement (%)	13	96#	70

Source: ISR (1997 and 1998), college (1999)

\*data unreliable

+course not offered

#over 25% continuing students

The college recognises that retention rates on GNVQ and GCE A level courses are poor.

Retention rates for GNVQ advanced business have declined from 76% to 52%, and are below the national average. Retention rates for GNVQ intermediate business have improved, but are below the national average. Some improvement has been made in retention in the current year.

21 Comprehensive learning materials are provided for students and trainees on business administration and secretarial courses, and there are some excellent case study materials for public and uniformed services courses. However, some overhead slides and handouts are not well presented. Teachers are appropriately qualified and experienced. Some outdated office equipment is used by trainees on NVQ administration courses. These strengths and weaknesses were not identified by the college.

# Curriculum Areas

## Health Care and Childcare

### Grade 2

**22 The inspection of health and care courses included the observation of 10 lessons. Inspectors agreed with many of the judgements in the college's self-assessment but identified some additional weaknesses. Action had already been taken to address some identified weaknesses.**

#### Key strengths

- well-planned and effective teaching
- well-organised work experience
- good achievement and retention rates
- effective support for, and monitoring of, students' progress
- good progression to higher level courses

#### Weaknesses

- some poor management of classroom activity
- insufficient development of students' key skills
- inadequate resources for teaching and learning

23 The college offers full-time and part-time courses that provide good opportunities for progression from foundation to advanced level. There is good progression to higher level courses. Curriculum management is effective and course teams meet regularly. Links with a range of voluntary and statutory agencies are productive. Course team minutes and annual reviews are not always fully comprehensive.

24 Inspectors agreed with the self-assessment report that most teaching is well planned and students participate in a wide range of appropriate learning. Teachers use their vocational background effectively and draw on students' experience of work. In some good lessons, theory was extensively related to

practice. In a social policy lesson, students shared research undertaken in local supermarkets and debated the financial implications of living on state benefits. Adult students, shown slides of children at play, demonstrated a good understanding of health and safety requirements and an awareness of issues of responsibility and accountability. In a few lessons, teachers failed to make clear learning objectives to students and their interest was not sustained.

25 Teachers use a range of assessment methods. Some teachers' comments on students' work gave constructive clear guidance to help them to improve the standard of their work but this was not always the case. There is insufficient development of students' key skills. Lesson plans did not include the development of key skills. Opportunities for the development and accreditation of key skills are not included in some childcare courses. Three lessons where students were asked to present information using visual aids made no reference to communication skills. However, in some written assignments students showed development of communication and IT skills. The self-assessment report did not identify the lack of opportunity for the development of key skills.

26 Students on full-time courses have the opportunity to experience a range of work placements. Inspectors agreed with the self-assessment report that this enhances their learning. Work experience is well organised. Regular meetings with placement supervisors ensure good liaison and effective monitoring of students' progress both in college and in the workplace. Full-time students have regular tutorials. Individual tutorials for part-time students are provided on request. Students are very satisfied with the quality of tutor support. The high level of effectiveness of student support was identified in the self-assessment report.

# Curriculum Areas

27 Staff are well qualified and have an appropriate range of vocational expertise. Opportunities are taken to update knowledge and skills through placements. Part-time staff are well supported through informal mentoring arrangements. Inspectors did not agree with the self-assessment report that resources are a strength. Teaching rooms do not have basic equipment and are in need of refurbishment. There are insufficient resources for the teaching of practical care skills and creative activities. Students make little use of the college library, which has insufficient recent and relevant books for either teaching or learning. Students make good use of a local children's library. Course tutors keep small class sets of main textbooks. The audiovisual aids service provides up-to-date video recordings.

28 Inspectors agreed with the self-assessment report that retention and achievement rates are high. Retention rates on most courses are well above national averages. Achievement levels for childcare courses completing in 1999 were excellent. Retention rates on GNVQ advanced courses are above average. The standard of students' assignment work is good. Students on a health and social care course had prepared and presented a dental health awareness campaign for children at a local primary school. An excellent project on learning through play included instructions for the managing of play,

## A summary of retention and achievement rates in health care and childcare, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
CACHE certificate in childcare and education	2	Number of starters	*	*	54
		Retention (%)	*	*	82
		Achievement (%)	*	*	100
CACHE diploma in nursery nursing	3	Number of starters	*	*	43
		Retention (%)	*	*	93
		Achievement (%)	*	*	95
GNVQ advanced health and social care	3	Number of starters	*	*	28
		Retention (%)	*	*	82
		Achievement (%)	*	*	70
Edexcel Foundation national diploma in childhood studies and nursery nursing	3	Number of starters	*	*	40
		Retention (%)	*	*	86
		Achievement (%)	*	*	100

Source: ISR (1997 and 1998), college (1999)

\*data unreliable

# Curriculum Areas

## Humanities

### *Grade 3*

**29 The inspection covered English, psychology and sociology at GCE A level and GCSE and the access to higher education programme in humanities and social sciences. Inspectors observed 10 lessons. They considered that the self-assessment report was too general. Inspectors agreed with some of the judgements but identified additional weaknesses.**

#### **Key strengths**

- good achievement on GCSE courses
- well-managed access to higher education programme
- comprehensive assessment of students' work

#### **Weaknesses**

- poor achievement on GCE A level courses
- insufficient monitoring of performance at subject level
- failure of teaching to take sufficient account of all students' needs

30 The college offers GCSE, GCE A level and access to higher education courses in humanities and social sciences. Psychology is provided as part of a consortium arrangement with local schools. Students are offered spring and summer schools to prepare them for their courses and for return to study. The best course handbooks give clear guidance to students on what to expect from the course and provide reading lists and information about the additional support available. There is insufficient monitoring of the quality of teaching and learning. Annual reviews are not completed for all subjects. Reviews lack detailed evaluation of strengths and weaknesses and there is no formal monitoring of action points to ensure that improvement is taking place.

31 Inspectors agreed with the college's assessment of the quality of teaching. Lessons are not planned to meet the range of students' learning needs within classes. Schemes of work do not include learning objectives and some are only a list of topics to be covered. However, teachers on the access to higher education courses had adjusted their methods in response to a survey of their students' learning needs. The access courses are well structured and enable students to develop their skills, knowledge and confidence systematically. Teachers on all courses mark students' work assiduously and promptly. Their comments are specifically linked to assessment criteria, which are published to students, and give detailed guidance to help students improve their work.

32 The best lessons were carefully planned to ensure that students were able to develop appropriate knowledge and skills. The teacher of a GCSE English class took students skilfully through advertising techniques. They wrote their own literal descriptions of a magazine advertisement and then compared their efforts with a more probing analysis put together by the whole group. Their discussion showed a high level of insight into persuasive techniques and the exercise developed their writing and analytical skills. Discussions during lessons are well managed by teachers. In some poorer lessons teachers failed to provide sufficient structure, the pace of learning was slow and students were not motivated or challenged by the work.

33 There is little display of students' work to enliven classrooms or corridors. Only the access courses have a base room. The books available in the library are insufficient for the number of students on these courses. The college recognises that teachers do not use IT in lessons and students do not make sufficient use of IT in producing and presenting their work. For instance, questionnaires, graphs and other data presentation methods for psychology investigations are usually produced by hand. Staff are well qualified to teach the courses available.

# Curriculum Areas

34 There are good levels of achievement on the access to higher education courses and all students who completed the courses in 1999 were offered places on higher education courses. Pass rates on GCSE courses have been well above national averages for the three years covered by the inspection, although English GCSE results in 1999 were low. Pass rates in GCE A level English literature and GCE A level psychology have declined. In 1999, results were particularly poor. Results for sociology GCE A level were poor in 1997. Retention rates are good on the GCE A level psychology, GCSE English and GCSE psychology courses which have the largest number of students. On English literature GCE A level and GCSE social studies courses retention is poor.

## A summary of retention and achievement rates in humanities, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE English language	2	Number of starters	105	*	110
		Retention (%)	67	*	75
		Achievement (%)	73	*	38
GCSE social studies	2	Number of starters	25	*	20
		Retention (%)	80	*	40
		Achievement (%)	65	*	63
GCE A level English literature	3	Number of starters	*	*	31
		Retention (%)	*	*	65
		Achievement (%)	*	*	40
GCE A level psychology	3	Number of starters	*	46	120
		Retention (%)	*	76	91
		Achievement (%)	*	73	21
GCE A level sociology	3	Number of starters	*	23	*
		Retention (%)	*	70	*
		Achievement (%)	*	63	*
Access to higher education (humanities and social sciences)	3	Number of starters	18	21	23
		Retention (%)	78	86	78
		Achievement (%)	93	89	94

Source: ISR (1997 and 1998), college (1999)

\*data unreliable



# Curriculum Areas

## Basic Skills

### Grade 3

**35 FEFC inspectors observed 10 lessons. TSC inspectors observed work-based training in foundation level programmes for 19 trainees. Inspectors agreed with some strengths and weaknesses in the self-assessment report but identified additional strengths and weaknesses.**

#### Key strengths

- effective support for students' personal development by teachers
- good levels of retention and achievement
- well-managed staff development programme for basic skills
- effective learning resources and use of information and communications technology in the basic skills workshop

#### Weaknesses

- insufficient attention to individual students' learning needs
- ineffective planning of learning for basic skills for students with learning difficulties
- inadequate monitoring and recording of students' progress
- lack of assessment of part-time students' learning needs

36 The provision includes courses leading to C&G Wordpower and Numberpower at entry level and level 1, basic skills as part of other courses and individual learning support. The initial assessment for basic skills has two aspects, an assessment of numeracy and a free writing exercise. There is only one level of assessment for numeracy. The self-assessment report identified that staff require further training in assessing the free writing exercise. Staff responsible for planning and giving learning support are not adequately informed

about students' learning needs. The results of the assessment are not used effectively to plan individual students' learning programmes. This weakness was not identified in the self-assessment report. Part-time students are not included in the initial assessment of basic skills.

37 Most basic skills support is provided through a workshop. In the workshop teaching is well organised and effectively supports students' development. All students had a workshop file containing the result of their assessments, a negotiated action plan, records of progress made and the resources required. Vocational tutors are informed regularly about students' progress but this information is not used effectively to plan students' learning. In the best lessons, teachers organise stimulating learning activities which take account of the students' individual learning needs. In one literacy lesson, carefully differentiated work had been prepared with material from the Internet. The material was matched to the students' interests.

38 Staff relationships with students are good. Students are treated respectfully and account is taken of their age and maturity. Students gain self-confidence and self-esteem which enables them to relate better to people both at work and in the community. Teachers skilfully manage students' conduct within the lessons and effectively cope with challenging behaviour. Inspectors agreed with the self-assessment report that the work-based basic skills course held for one large national company is exemplary. Following a successful basic skills summer school, this course is now an integral part of the education and training for all employees. A teacher from the college and the training manager work closely together to integrate the skills required at work with the teaching programme.

39 Students with learning difficulties do not have an individual learning plan for literacy or numeracy and their lessons were not well

# Curriculum Areas

planned. For some lessons there were no aims and objectives defining the learning outcomes. Teachers used a small range of teaching and learning methods. In one lesson, adults inappropriately copied addition and subtraction sums from the whiteboard and chanted tables. Some students could already do this while another student was unable to recognise numbers up to 10. There is inadequate monitoring and recording of students' individual progress in literacy and numeracy, a weakness not identified in the self-assessment report.

40 Students' work is of a high standard and their files are well presented. The majority of work is marked and teachers provide comprehensive feedback encouraging the student to develop further skills. The staff are well qualified. Most have an assessors award. A well-managed staff development programme for basic skills is being implemented. Staff from a range of vocational areas are working towards specialist qualifications in teaching basic skills. Data on achievement and retention provided by the college were not directly related to the ISR information and so a tabular presentation of retention and pass rates is not provided. Inspectors were able to agree that there are very good retention rates across all levels for Wordpower and Numberpower and high levels of achievement.

41 There is a good range of resources in the basic skills workshop. These include a range of software programmes. Assignments have been developed which are vocationally relevant. This strength was not identified by the college. Use of IT in basic skills is underdeveloped. Some accommodation, for example, when the workshop was used for both 'drop-in' and small group teaching did not provide an effective setting for learning. Classrooms were in good decorative order but only one had a good display of students' work.

# Cross-college Provision

## Support for Students

### Grade 3

**42 Self-assessment reports for support for students were provided by each school and for the central service. These reports did not provide a clear evaluation of the overall quality of the support given to students. Inspectors identified weaknesses not referred to in the reports.**

#### Key strengths

- good support for transition from school for full-time students
- effective provision of information and pre-entry guidance
- well-planned induction and tutorial system for full-time students
- effective guidance on progression to further learning and employment

#### Weaknesses

- lack of systematic monitoring of effectiveness of induction and tutorial provision
- lack of a comprehensive strategy for identifying learning support needs
- ineffective co-ordination of learning support
- insufficient support for part-time students

43 Inspectors agreed with the college that support for students' transition from school to college is good. The college has established a range of joint projects and initiatives with middle and high schools in the area.

A long-standing partnership with four high schools enabled the development of a GNVQ advanced programme with schools and joint work for curriculum 2000. There is an extensive link programme for year 10 pupils. The children into university initiative is a partnership between the college, two

universities and four middle schools. Year 8 pupils from disadvantaged backgrounds are encouraged to gain experience of college and university through activities in the college and an after school club. There is an extensive programme of 'tasters', open evenings and presentations to schools across the area.

44 Induction sessions for full-time students use a planning framework which covers both college and course activities. Tutors carry out a course specific induction. A checklist is used by course tutors and the elected student representative to monitor that induction is carried out consistently by all tutors. This has been adapted for use by students with learning difficulties. Course handbooks are available for all full-time courses. Although induction takes place on some part-time courses, it is not centrally supported or monitored. College-wide induction sessions are open to part-time students but attendance is low.

45 Full-time students have three individual progress reviews a year with a personal tutor. Group and individual tutorials are timetabled. A tutorial handbook includes a comprehensive tutorial calendar, standard documentation and guidelines for the completion of students' progress reviews. For part-time students there is no entitlement to progress reviews. Some tutors provide effective support. Tutors have a good knowledge of the level of performance, progress and individual circumstances of full-time students who speak highly of their personal tutors. However, the quality of induction and tutorial support is not thoroughly evaluated. Records in some student files are superficial.

46 Careers education and guidance are provided through individual and group sessions. Tutors are involved in a range of activities to maintain their awareness of developments in their own industry. Visits, external speakers and other activities are organised as part of careers education. Most vocational courses offer

# Cross-college Provision

work experience. The college works with a number of external agencies to provide a range of 'taster' and transitional opportunities into employment for students with learning difficulties and/or disabilities.

47 Inspectors did not agree with the college that all full-time students are effectively assessed for additional learning support needs in basic skills. Tests are administered and marked by course tutors. The numeracy test is not suitable for students on courses at level 2 or above. The college has developed a free writing assessment for literacy which is level specific. However, it is time-consuming to mark and insufficiently reliable as an assessment instrument. Part-time students are not routinely screened. The number of students identified as needing additional support is low. Only 65% of full-time students' assessments have been analysed and of these only 30% are identified as needing support; of the students identified as needing learning support only 38% take it up. Diagnostic assessment for learning difficulties and/or disabilities is carried out by appropriately skilled staff supported by external specialists.

48 The self-assessment report did not recognise the ineffective management of learning support. Most initial assessment and the subsequent development of individual learning plans is managed centrally, but the specialist support teams and the workshop are managed through the school for community studies. There is no agreed procedure for co-ordinating support or monitoring its quality. Learning support is provided in group sessions and through one-to-one support. Effective use is made of a basic skills workshop. Additional support is also provided by tutors within course programmes. Course tutors are responsible for providing support to over 50% of students identified. However, the results of the assessment process are not always made available to vocational tutors or used effectively to inform students' learning programmes or the arrangements for providing learning support.

## General Resources

### Grade 3

**49 The college's self-assessment report was mainly descriptive. Strengths and weaknesses were not clearly stated.**

#### Key strengths

- well-designed purpose-built new facilities
- responsive and efficient management of accommodation
- good resources for students with physical disabilities
- good access to a range of recreational and sports facilities

#### Weaknesses

- no access to some areas of the learning centre for students with restricted mobility
- outdated and insufficient bookstock
- insufficient open-access resources for IT
- some unsatisfactory accommodation

50 As recognised in the self-assessment report there have been considerable improvements to the college accommodation since the last inspection. Well-designed and purpose-built new facilities include the Horizon centre which provides a lecture theatre with video-conferencing, a cyber centre and display areas. Enhanced accommodation and equipment for maritime and offshore training with dynamic positioning and bridge simulators situated in the maritime block has gained centre of excellence status. The new college nursery, which was previously located in two mobile classrooms, provides a pleasant environment. The college has effective links with the local sports centre, situated close to the main site, giving students good access to a range of recreational and sports facilities. A newly refurbished student centre provides a pleasant and attractive place for students to relax and there are facilities for confidential counselling and prayer. Performing

# Cross-college Provision

arts students also use the local Seagull Theatre. There is good access to most of the main site for students with restricted mobility. Lifts in the tower block and Horizon centre have information in Braille and make audible announcements. A detailed and recent audit has further identified access and disability support issues. Comprehensive strategies are in place to develop further the accommodation and learning resources.

51 The main college site is clean and well maintained. There is an effective system for reporting routine maintenance problems and prompt action is taken to rectify these. Comprehensive risk assessments are undertaken and staff have received training on health and safety issues. The general classroom accommodation is satisfactory but a few rooms are shabby and in a poor state of decoration. Video and television facilities are not available in all rooms and some teachers commented on the unreliability of the equipment. Room utilisation reports show that use of unsatisfactory accommodation is low in comparison to the high utilisation of the better accommodation in the Horizon centre. Centralised timetabling of rooms and learning resources helps the college monitor the use of its accommodation. The main reception area, also designated the information centre, is unattractive and poorly laid out. It is noisy and becomes crowded and there is no browsing area and little space to display information. It is also the main thoroughfare for the entrance to the learning centre.

52 The college has effectively developed the IT infrastructure and has some comprehensive strategies to develop IT within the curriculum but these have not yet been fully implemented. Students can have electronic mail addresses and are able to access the Internet and college-produced learning materials on the college intranet.

The college IT network does not provide sufficient open-access to IT equipment for students. The use of IT in curriculum areas is underdeveloped. Staff have access to at least one computer in each staff work room which also provides access to electronic mail. There are some good resources for students with physical disabilities, including a range of specialist computer equipment.

53 The learning centre includes the library, a private study and a quiet working area adjacent to the audiovisual resources room. There is no access to the private study area and a quiet working area for students with restricted mobility. The stock of videos, audio equipment and CD-ROMs is good. However, inspectors found that a significant proportion of books are out of date and the stock is insufficient for some courses. A large percentage of the stock is more than six years old and a significant amount is more than 15 years old. Expenditure on new books is low. The self-assessment report did not identify these weaknesses.

## Quality Assurance

### *Grade 3*

**54 Inspectors broadly agreed with the strengths and weaknesses identified for quality assurance in the self-assessment report. However, some of the judgements were statements which were neither strengths nor weaknesses.**

#### **Key strengths**

- improved quality assurance arrangements since the last inspection
- the establishment of quality standards and thorough internal audits
- staff development linked to strategic objectives
- the systematic analysis of the views of full-time students

# Cross-college Provision

## Weaknesses

- lack of rigour in course reviews
- imprecise action plans to address weaknesses
- deficiencies in monitoring the charter and complaints
- incomplete implementation of staff appraisal

55 Inspectors agreed with the self-assessment report that the college has made steady improvements in the quality assurance arrangements since the last inspection. A significant initiative has been the establishment of quality standards for teaching and learning and cross-college functions. This strength is noted in the self-assessment report. Key quality assurance documentation is readily available to staff on the college intranet. Regular bulletins keep staff informed of new developments. Thorough internal audits are carried out and the resulting reports identify action required for improvement. The monitoring of progress on these action points is not sufficiently effective. A well-devised lesson observation scheme has been implemented in the last year. The outcomes from lesson observations are not fully used to inform staff development and make judgements on teaching and learning. Quantitative indicators have not been identified to measure performance.

56 A well-planned approach was used to produce the college's fifth self-assessment report in preparation for the inspection. Staff, managers and governors were involved in the process. Sections on the curriculum and cross-college areas have a commentary on the progress made since the last inspection and on the previous self-assessment report. A review compares progress made with the college's strategic objectives. Insufficient attention has been given to the analysis of students' achievements when making judgements on

teaching and learning. The self-assessment report is repetitive and overly complex and many statements lack evaluation. There are no specific action plans directly linked to the weaknesses identified in the report. Some operational plans do incorporate identified weaknesses but actions to address them are imprecise. Links between the self-assessment process and the college's planning cycle are tenuous. These weaknesses have not been fully recognised by the college.

57 Course and curriculum area teams meet regularly. Standard documentation is used to record the outcomes from meetings but actions are not routinely followed up at subsequent meetings. Course teams review courses annually. However, there is no formal requirement for teams to carry out mid-year reviews. The recently introduced students' achievements policy is being used effectively to identify poorly performing courses and set targets for improvement. However, the setting of improvement targets by course teams is at an early stage of development. Inspectors identified anomalies between the individualised students' achievements data and the data used by course teams. The self-assessment report identifies the need to improve the accuracy of the data on students' achievements. Some course reviews are superficial, pay insufficient attention to students' achievements and are lacking in evaluation. Students' views are given scant consideration in some reviews. The college acknowledges that responses to awarding body reports need to be more rigorously followed up by course teams. Action plans arising from course reviews are often inadequate.

58 The views of full-time students are systematically gathered and analysed thoroughly by course, school and for the college as a whole. This strength was also identified at the previous inspection. The student forum has improved communications between college management, the corporation and students. Improvements

# Cross-college Provision

have been made to courses and the learning environment in response to student feedback. Overall, students express high levels of satisfaction with the college and their course. The views of part-time students and employers have been canvassed recently for the first time. Parents' views about the college are not routinely gathered.

59 The college charter outlines the services and standards students and employers can expect from the college but contains few measurable standards. This weakness was identified at the previous inspection. There are no systematic means to monitor the charter commitments. The complaints procedure is clear and the policy identifies the individuals responsible for dealing with the different categories of complaints. However, there is no central record to log complaints and monitor their resolution. The college acknowledges that the complaints file is not well maintained.

60 Staff development is clearly linked to the college's strategic objectives. All staff are invited to attend a planned series of events which are offered during the two staff development weeks. Staff attendance at some of these sessions is low. Inspectors agreed with the self-assessment report that further work needs to be done to evaluate the effectiveness of staff development. The college achieved Investors in People status in March 1997. A revised appraisal scheme for all staff was introduced in 1999. The college acknowledges that slow progress has been made in its implementation and the majority of staff have not been appraised within the agreed timescale.

## Governance

### *Grade 3*

**61 The college's self-assessment report for governance was stated in terms of developmental priorities rather than as judgements. Inspectors agreed with some strengths and identified additional weaknesses.**

#### **Key strengths**

- effective procedures for openness and accountability
- detailed attention to reviewing students' retention and achievements
- participation of governors in the student forum
- comprehensive financial monitoring

#### **Weaknesses**

- some ineffective monitoring of performance
- some deficiencies in the conduct of corporation and committee business
- ineffective audit committee
- lack of a formal training programme for governors

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

63 Inspectors agreed that the composition of the corporation is appropriate. The search committee conducts an annual audit of the skills of governors and has been effective in recruiting governors to fill some of the gaps in the expertise of corporation members. There has been a very low turnover of membership. Two governors attend the student forum, which is chaired by the elected student governor, and provides a valuable mechanism for identifying the views of students. Arrangements for identifying and meeting the training needs of governors are underdeveloped. Newly appointed governors receive a useful handbook. However, there is no formal training programme to support governors in their role and no systematic review of training undertaken by governors.

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64 Governors have established comprehensive procedures for openness and accountability. Corporation and committee minutes, with the exception of confidential items, are made available for public inspection. The clerk to the corporation maintains a register of the financial interests of governors which is updated annually and is available for public inspection. Governors have established a code of conduct, a code of ethics, a public interest disclosure policy, and standing orders. The corporation also produces an annual report. The corporation has responded positively to recommendations made by the FEFC concerning good practice in governance.

65 The relationship between the corporation and senior managers is productive. Suitable arrangements are in place for the appraisal of senior postholders informed by the operational objectives of the college. However, neither the principal nor the clerk have been appraised in the last year and the remuneration of some senior postholders has not been considered sufficiently often. The clerk to the corporation, who is also a member of the college staff, has an appropriate job description and receives sufficient administrative support.

66 The corporation has an appropriate range of committees. Agendas and supporting papers are usually circulated in good time. Inspectors and auditors found some weaknesses not identified by the college in the conduct of corporate and committee business. The receipt of committee minutes by the corporation is not always formally recorded. Minutes of discussions often do not refer to advice and recommendations from the considerations within committee. On some occasions different committees have considered the same business.

67 Governors monitor the performance of the college through committees. Strategic targets have been agreed but many operational objectives do not have measurable targets. Governors have a thorough understanding of

key issues relating to students' achievements and consider them carefully. Detailed information helps them to assess the relative performance of courses in comparison with national levels of achievement.

68 The self-assessment report acknowledges that there are insufficient measures to assess the performance of the corporation. The clerk to the corporation produces an annual report. Attendance of governors is closely monitored. Attendance levels failed to meet the agreed target this year and the overall figure concealed some poor patterns of individual attendance.

69 As stated in the self-assessment report, governors are well informed about the college's finances. The corporation and finance advisory group considers the college's comprehensive management accounts and cashflow statements. Activities of the college company are considered separately. The terms of reference of the audit committee are comprehensive but the committee has considered business outside its formal remit. The committee has inappropriately considered revisions to the financial regulations. The college's auditors have rarely attended the committee's meetings. This has hampered the committee's consideration of business and the committee's timely recommendations to the corporation.

## Management

### *Grade 3*

**70 The college's self-assessment report was insufficiently evaluative. It listed priorities for development, rather than identifying key strengths and weaknesses. Inspectors agreed with some of the judgements but identified additional weaknesses.**



# Cross-college Provision

## Key strengths

- extensive collaboration with business and community groups
- open and consultative management style
- active and effective academic board and subcommittees
- effective monitoring of human and physical resources
- effective financial planning and monitoring

## Weaknesses

- inadequate management information system
- unreliable information on students' achievements to inform decision-making
- lack of clarity in strategic and operational plans
- some ineffective management of the curriculum
- underdeveloped procedures for monitoring performance

71 Since the last inspection the college has made significant progress in increasing student enrolments and improving utilisation of staff and accommodation whilst reducing an accumulated financial deficit. It has increased the proportion of level 1 provision and expanded access to adult students. College performance has improved; FEFC 1997-98 benchmarking data indicate a substantial improvement in both students' retention and achievements. The college financial recovery plan has been well managed and has led to increased enrolments and improved the utilisation of staff and accommodation.

72 Inspectors agreed with the self-assessment report that the college has a record of success in working in partnership with business and community groups. The college has gained an international reputation for specialist training for the maritime and offshore industries that has

attracted substantial business sponsorship and international students. It is also making a substantial contribution to the training of disadvantaged groups, such as the unemployed, through provision in the community.

73 Following the last inspection and the appointment of a new principal, the management structure was reorganised. The committee structure is effective in promoting good internal communication and the development of college policies. Senior managers are open and consultative. A wide range of teaching, support staff and students participate in the academic board and its subcommittees. The equal opportunities committee is active in monitoring and reviewing policy. Leadership roles in the schools and service areas are clear and managers across the college co-operate to achieve corporate goals. However, the arrangements for the management of the curriculum and guidance are not fully effective. There is insufficient attention to the monitoring of standards in some subject areas. Some aspects of the management of the curriculum across the college such as the integration of IT with teaching and learning are poor. The management of learning support is unsatisfactory and the support given to students lacks effective co-ordination. The self-assessment report includes these weaknesses.

74 The process of strategic and operational planning is complex and results in a lack of clarity in both strategic and operational plans. There is insufficient coherence between the three-year development plan, the annual operating plan, the self-assessment process, curriculum plans and specific plans for marketing, accommodation and staff development. However, many of these plans are sound in their own right, although the annual operating plan does not provide an effective basis for measuring progress towards agreed goals. Many of the objectives are extremely broad in scope and actions are not clearly

# Cross-college Provision

defined. These weaknesses were not identified in the self-assessment report. There is close monitoring of enrolments and the utilisation of staff and accommodation.

75 The last inspection identified the need for further work in developing an effective management information system. Since then the college has made a substantial investment to upgrade its systems. This has led to significant improvements, for example, in the systems for monitoring student attendance and staff utilisation, and in the timeliness, quality and accuracy of its ISR returns to the FEFC. The college acknowledges that there are still inadequacies in the management information system. There is a need to integrate the separate systems for recording financial, student and resources data and to extend on-line access to more staff. Much of the information about students' achievements held in the college's system is unreliable. In many curriculum areas the college is unable to provide reliable information on students' retention and achievements to inform management decisions and enable accurate monitoring of students' performance. Insufficient quantitative information is provided by management to enable governors to monitor effectively the progress made in achieving the college's strategic aims.

76 The FEFC's audit service concludes that, within the scope of its assessment, the college's financial management is adequate. Prudent management has enabled the college to maintain the slow financial recovery and achieve improved levels of solvency. Financial planning and monitoring procedures are well established. Budget holders are fully supported with timely reports produced directly from the system, at monthly intervals, showing actual and committed expenditure. Comprehensive management accounts are prepared and regularly considered by the college management team and governors. These reports include key performance indicators and the results of the

college's subsidiary company. Financial regulations and procedures have been established. The college has experienced some difficulties with the implementation of a new finance system. This has affected the formal financial reporting cycle. The college's internal auditors have raised concerns regarding the student record system. These deficiencies are being addressed by management.

## Conclusions

77 Inspectors agreed with many of the general statements in the self-assessment report but considered that it lacked evaluative judgements. Curriculum sections did not pay enough attention to teaching, learning and students' achievements. Many of the strengths were overstated and the college failed to place sufficient emphasis upon some of the weaknesses. Action plans to remedy weaknesses identified in the self-assessment report were inadequate. They did not identify clear statements of the actions needed, appropriate targets or measures of success, or responsibilities. Inspectors agreed with four of the final grades awarded by the college for the five curriculum areas selected for inspection. Inspectors also agreed with three of the five grades the college awarded for aspects of cross-college provision. The grades determined by inspection were lower than the college had awarded.

78 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 (February 2000)

<i>Age</i>	<i>%</i>
Under 16	3
16-18 years	26
19-24 years	15
25+ years	55
Not known	1
Total	100

Source: college data

## Student numbers by level of study (February 2000)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	14
Level 2 (intermediate)	27
Level 3 (advanced)	30
Level 4/5 (higher)	1
Non-schedule 2	28
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (February 2000)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	100	378	10
Agriculture	12	0	0
Construction	186	142	7
Engineering	126	926	23
Business	96	568	14
Hotel and catering	152	313	10
Health and community care	276	269	12
Art and design	135	79	5
Humanities	166	482	14
Basic education	48	165	5
Total	1,298	3,322	100

Source: college data

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 16% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

## Staff expressed as full-time equivalents (January 2000)

	<i>Per- manent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	205	0	0	205
Supporting direct learning contact	37	0	0	37
Other support	62	0	0	62
Total	304	0	0	304

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

# College Statistics

## Three-year Trends

### Financial data

	1997	1998	1999
Income	£8,383,000	£8,847,000	£8,961,000
Average level of funding (ALF)	£20.03	£18.70	£17.87
Payroll as a proportion of income	81%	66%	66%
Achievement of funding target	102%	99%	96%
Diversity of income	34%	40%	40%
Operating surplus	-£793,000	£256,000	£170,000

Sources: Income - Council Circular 98/43 (1997), college (1998 and 1999)

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

Payroll - Council Circular 98/43 (1997), college (1998 and 1999)

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

Diversity of income - Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus - Council Circular 98/43 (1997), college (1998 and 1999)

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	236	204	232	585	324	816
	Retention (%)	84	92	93	91	86	89
	Achievement (%)	43	43	70	36	50	52
2	Number of starters	416	607	850	618	783	1,178
	Retention (%)	78	78	80	84	81	89
	Achievement (%)	63	71	74	62	59	67
3	Number of starters	366	616	557	405	794	892
	Retention (%)	89	82	75	91	85	83
	Achievement (%)	68	56	66	56	56	63
4	Number of starters	-	-	1	87	86	119
	Retention (%)	-	-	100	95	95	87
	Achievement (%)	-	-	-	33	60	52
Short courses	Number of starters	393	773	623	577	1,571	1,877
	Retention (%)	92	93	87	96	96	90
	Achievement (%)	64	40	69	61	44	46
Unknown/unclassified	Number of starters	424	654	336	4,506	5,397	1,830
	Retention (%)	84	87	91	98	96	96
	Achievement (%)	60	73	62	82	73	63

Source: ISR

-ISR data not collected

## **FEFC Inspection Report 68/00**

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