

Wilberforce College

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
FURTHER
EDUCATION
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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Contents

Paragraph

Summary

Context

The college and its mission	1
The inspection	5

Curriculum areas

Mathematics, computing and information technology	8
Business studies	14
English and modern foreign languages	20
History, geography and law	25

Cross-college provision

Support for students	30
General resources	38
Quality assurance	43
Governance	51
Management	57
Conclusions	65

College statistics

Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

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

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

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

Student Achievements

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

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

Summary

Wilberforce College

Yorkshire and Humberside Region

Inspected October 1998

Wilberforce College is a sixth form college situated in the city of Kingston-upon-Hull. The college's self-assessment report was comprehensive and all staff were involved in its production. The report contained clear judgements supported by firm evidence. It specified action plans for addressing weaknesses and the college has made good progress in implementing these. Inspectors agreed with most of the strengths and weaknesses identified in the report and they found some additional weaknesses. Some of the grades awarded by inspectors were lower than those given in the self-assessment report.

The college offers courses in seven of the FEFC's 10 programme areas ranging from foundation level to advanced level. The college has been successful in widening participation in further education to serve the needs of the local community. Governors have a strong commitment to the college and possess a wide range of skills. The college is well managed. Communication is open and effective. Accommodation is of good quality and is well maintained. The arrangements for quality assurance are sound. Students receive good advice and guidance. Their progress is rigorously monitored. Tutorial provision is effective. Much teaching is good. Staff maintain

extensive liaison with partner schools. The college should: address poor retention and low pass rates on some courses; ensure that more students take advantage of additional learning support; improve financial management; ensure the corporation sets strategic targets for the college and monitors progress towards their achievement; improve aspects of quality assurance; establish an IT strategy; and re-establish an appraisal system for all staff.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics, computing and information technology	2	Support for students	2
Business studies	3	General resources	2
English and modern foreign languages	3	Quality assurance	3
History, geography and law	3	Governance	3
		Management	2

Context

The College and its Mission

1 Wilberforce College is located in the eastern part of the city of Kingston-upon-Hull which was established as a unitary authority in the Yorkshire and the Humber region in 1997. The college serves a wide catchment area. A significant proportion of students live in rural communities in the district of Holderness which is some distance from the college. The college is one of two sixth form colleges in the city of Hull which also has a large general further education college. There are fourteen 11 to 16 schools and two 11 to 18 schools in Hull. The college has seven partner schools within a four-mile radius of the college, none of which has sixth forms, and a further two in the west of the city. All the secondary schools in neighbouring towns have sixth forms. There are also a large number of private training providers.

2 The population of the area served by the college is about 200,000. Across the city, 23% of the population over 16 receive income support. The rate of unemployment is significantly above the national average. Unemployment within Kingston-upon-Hull is the highest within the Humber subregion, and the city has the largest number of persons under 25 claiming unemployment benefit. The major sources of employment in the city are in public administration, education and health. In east Hull, most employment is in manufacturing industry and maritime services such as shipping and distribution, and in the chemicals industry. There has been a significant decline in the number of fishing, food-processing and skilled manufacturing jobs. Participation in further education is significantly below both regional and national levels. In 1997, the proportion of young people aged 16 in further education and training in east Hull was 46% which is well below the national average of 79%. In 1997, the proportion of school-leavers in all east Hull secondary schools achieving grade C or above in five or more subjects in the general certificate of secondary education (GCSE) was 21.4%

compared with 45.1% nationally. The college is a partner in the first education action zone in the city, based on the Bransholme area. The college has adopted an open access policy. It offers courses through a variety of modes of attendance, including those for students with learning difficulties and/or disabilities and is involved in a variety of initiatives designed to widen participation across the city and surrounding area.

3 In September 1998, the college enrolled 821 full-time students, with a further 583 part-time students on daytime and evening courses. This represents a steady overall increase in student numbers during the last three years, during which period staffing levels have reduced. The college's annual target for funded units has increased from 127,607 in 1995-96 to 143,047 in 1998-99 and this was exceeded in the first two years. The college provides courses in seven of the 10 Further Education Funding Council (FEFC) programme areas. It offers 30 subjects at general certificate of education advanced level (GCE A level) and 23 subjects leading to GCSE. There are five general national vocational qualification (GNVQ) advanced courses and six GNVQ intermediate courses. The college offers two courses leading to national vocational qualifications (NVQs) at levels 2 and 3. Courses are also available which lead to City and Guilds of London Institute (C&G), RSA Examinations Board (RSA) and Open College qualifications. The college offers some courses at centres away from the main site and during 1997-98 provided courses for over 300 individuals in community centres, local employment centres, and on employer premises. In 1997, the college became an associated college of the University of Hull.

4 The college's mission has recently been revised. Since incorporation, the college has sought to work collaboratively with other educational providers and external agencies to improve the opportunities available for individuals in east Hull and the surrounding

Context

area. By its mission statement, the college is committed to:

- 'provide high-quality education
- serve the community
- enable the fulfilment of individual potential'.

The Inspection

5 The college was inspected during the week commencing 19 October 1998. The inspection team had previously studied the college's self-assessment report and reviewed information about the college held by other divisions of the FEFC. The college's individualised student record (ISR) provided generally reliable data on students' achievements for 1995-96 and 1996-97. For 1997-98, college data were verified before the inspection against primary sources, such as class registers and pass lists issued by examining bodies. The college was notified of the sample of its provision to be

inspected three months before inspection. The inspection was carried out by eight inspectors and an auditor over 35 days. Another auditor was present for training purposes. Inspection team members observed 53 lessons and six tutorials. They examined students' work and college documentation. They met college governors, staff at all levels and students. They discussed the work of the college with representatives from local employers, partner schools and a representative of Humberside Training and Enterprise Council (TEC).

6 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 observed, 63% were rated good or outstanding which is below the average of 65% for all lessons observed by inspectors during 1997-98. Only 5% of lessons were less than satisfactory, compared with 6% of lessons observed by inspectors during 1997-98.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	5	13	8	0	0	26
GCSE	1	6	2	1	0	10
GNVQ and NVQ	0	4	6	1	0	11
Other vocational	1	4	3	1	0	9
Other	2	1	0	0	0	3
Total (No)	9	28	19	3	0	59
Total (%)	15	48	32	5	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

Context

7 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98. The average level of attendance during the inspection was 83% compared with an average of 84% for sixth form colleges. The average number of students in each class was 13.1 which is significantly above the national average.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Wilberforce College	13.1	83
National average, all inspected colleges 1997-98	10.4	77

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

Curriculum Areas

Mathematics, Computing and Information Technology

Grade 2

8 The inspection covered courses leading to GNVQs in information technology (IT), GCE A level and GCSE subjects and provision at foundation level. Sixteen lessons were observed. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report, although they judged that some weaknesses were not given sufficient prominence.

Key strengths

- carefully planned and well-managed curriculum
- good teaching
- good curriculum development in mathematics
- thorough assessment, good recording and careful monitoring of students' progress
- the improving of the curriculum in response to students' views
- good additional support activities

Weaknesses

- poor pass rates in GCE A level computing
- poor and declining results in GCSE mathematics

9 The college offers a range of full-time courses in mathematics, computing and IT. Provision in mathematics includes GCE A level and GCE AS in mathematics, further mathematics, and GCSE day and evening courses. The range of computing and IT courses includes GCE A level in computing, GCSE in IT, NVQ in IT at levels 2 and 3 and GNVQ in IT at intermediate and advanced levels. Foundation courses, such as computer literacy and information technology, are provided in the day

and evening; and the number of part-time students attending these has increased considerably. There is good curriculum development in mathematics. Inspectors agreed with the self-assessment report that the programme team reviews and adapts its provision to meet students' needs. All GCE A level students may carry out work for an extension certificate, accredited by the University of Hull, which involves them in a structured research project on a topic beyond the syllabus. In practice, the certificate is specifically aimed at the more able mathematicians. There is a well-planned foundation programme for those students who are not ready to attempt GCSE. As part of a national exercise, the college is piloting, at three levels, new freestanding units in mathematics. The college is investigating these to see if they might prove an appropriate alternative to GCSE provision for many students.

10 When carrying out curriculum reviews, programme teams take a variety of information into account. This includes students' opinions and also value-added data which are obtained by comparing students' actual performance at GCE A level with the performance predicted for them on the basis of their GCSE grades. Focus groups are used in mathematics to determine students' opinions on teaching and learning. The induction programme for first-year GCE A level students in mathematics was adapted as a result of discussions in the focus groups. Feedback from student questionnaires influenced the introduction of a modular course in GCE A level computing.

11 All lessons observed were at least satisfactory and 11 were judged good or outstanding. Inspectors agreed with the college's self-assessment report that teaching is well planned and well managed. Lesson planning is based on detailed schemes of work, which specify the resources to be used and how assessments will be carried out. There is a good balance between individual activities and whole-class work. In mathematics, lesson tasks are

Curriculum Areas

provided at different levels and are well matched and relevant to the needs of students. In one IT class students created a spreadsheet to enable them to record assessment data and to track their progress during the course. Students use the internet to carry out research for project work.

12 Inspectors agreed with the finding in the self-assessment report that students' progress is assessed and monitored regularly. Marking is clear, indicating the standard reached and giving guidance on improvement. In mathematics, students use a series of booklets which, in addition to the unit outline, contain a grid for recording test and homework marks and this helps students to track their progress quickly. Programme teams have systems to monitor the progress of students and they promptly take appropriate action on those students who are falling behind in their assignments. Students feel well supported in their learning and they are provided with workshop sessions, outside lesson times, for additional support.

13 The self-assessment report identified that, on some courses, pass rates have been poor. Results in GCSE mathematics have been below the national average for sixth form colleges for the past three years and are declining. The retention rate in GCE A level computing has decreased over the same period. In two of the past three years, the pass rate was below the national average. Some students have chosen courses which are inappropriate for them in the light of their past attainment. For example, predicted end of course grades for one-third of the students in a GCE A level computing class were either E grade or fail. In two of the past three years, the proportion of students gaining grade C or above in GCSE IT has been above the national average for sixth form colleges. Last year, there were staffing difficulties and students' results were particularly poor. The staffing situation has now improved. The college successfully offers courses for full-time and part-time students in computer literacy and

information technology, and information business technology level 2. Pass rates on these courses are good.

Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate IT	2	Expected completions	*	*	19
		Retention (%)	*	*	79
		Achievement (%)	*	*	67
GCSE IT	2	Expected completions	42	39	39
		Retention (%)	67	64	91
		Achievement (%)	71	54	7
GCSE mathematics	2	Expected completions	266	207	191
		Retention (%)	72	72	79
		Achievement (%)	35	32	21
GNVQ advanced IT	3	Expected completions	*	12	14
		Retention (%)	*	75	79
		Achievement (%)	*	57	64
GCE A level computing	3	Expected completions	38	34	59
		Retention (%)	68	65	54
		Achievement (%)	54	45	84
GCE A level mathematics	3	Expected completions	62	62	59
		Retention (%)	74	74	76
		Achievement (%)	84	82	82

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

*course not running

Curriculum Areas

Business Studies

Grade 3

14 Inspectors observed 10 lessons covering GCSE and GCE A level business and accounting and courses leading to GNVQ foundation and advanced business and NVQ administration. The college's self-assessment report includes a range of appropriate statistical data. Inspectors agreed with many of the strengths and weaknesses in the report but they considered that some of the strengths had been overstated. The college had not received the students' poor results in GNVQ advanced business at the time that the self-assessment report was written.

Key strengths

- high pass rates on modular GCE A level courses
- detailed and extensive schemes of work
- good work placements for students on vocational courses

Weaknesses

- poor retention and pass rates on GNVQ advanced courses
- poor results on GCSE and GCE A level evening business studies courses

15 Since the last inspection, the college has successfully introduced NVQ administration courses at levels 2 and 3. Evening provision has been extended to offer GCSE accounting and GCE A level business studies as well as additional wordprocessing classes. Enrolments for daytime GCE A levels in business studies and accounting are good. By contrast, recruitment to GNVQ courses has declined significantly. There has been no recruitment to GNVQ intermediate business and retailing courses for two years.

16 Schemes of work specify objectives, the content to be covered, learning activities, assessment methods and requisite resources. Course handbooks have been revised as part of the self-assessment action plan, in response to student concerns that they lacked sufficient detail. No course handbook, however, had been provided for students starting the GCE A level accounts course. Since the last inspection, more extensive industry links have been developed, as is indicated in the self-assessment report. Students on vocational programmes undertake work experience. Students' assessed work is of an appropriate standard. There is, however, little evidence in GNVQ portfolios of assignments which link different elements of the course.

17 The majority of the lessons observed were judged to be satisfactory, and four out of 10 were good. In the best teaching, lessons are well planned and carefully structured. Students are provided with appropriate tasks which allow them to apply basic concepts to different business contexts. In one lesson, slides produced by the students effectively supported a wide-ranging discussion of the different methods of communication in business. In some lessons, however, the pace is too fast, and students fail to complete tasks or understand fully the concepts introduced. In other lessons, the teaching does not challenge the students to think and explore concepts and they receive insufficient help and guidance on ways of organising their studies.

18 The self-assessment report identified some improvements in students' achievements. In 1997, for example, the pass rate in GCE A level accounts was 80% compared with 63% in 1995. In GCE A level business studies, pass rates on the modular course in 1998 were better than those in the previous year: 95% of those students who completed the course were successful, and over 60% achieved high grades. In contrast, the evening course has a poor pass rate. The college uses value-added data to compare students' actual GCE A level results with those predicted for them on the basis of

Curriculum Areas

their performance in GCSE. In 1996, students who took GCE A level accounting performed significantly better than predicted. In 1997, however, the value-added factor in the achievements of students who took GCE A level accounting and business studies was negligible. Retention and pass rates on the GNVQ advanced course were poor in 1998. The retention rate of the second-year group is only 50%. The self-assessment report recognises that students' GCSE results in business studies are unsatisfactory and over the past three years, less than 30% of students have achieved grade C or above. The action plan in the self-assessment report commits the college to improve these to within 5% of the national average for sixth form colleges by August 1999. NVQ pass rates in business administration are above the national average. Students have

performed well on evening secretarial courses. In 1997, the pass rate in wordprocessing and typewriting was 83% and 58% of successful students achieved distinctions.

19 All teaching staff possess relevant academic or vocational qualifications; all full-time staff are qualified teachers. The self-assessment report recognised the lack of recent industrial experience of those staff teaching vocational courses. The action plan addresses this weakness but progress in remedying it has been slow. Specialist accommodation comprises a number of base rooms including one with modern IT facilities and a training office for administration students. The latter contains basic office equipment and a reception area. Students can use more advanced office equipment in other parts of the college.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate business	2	Expected completions	20	11	*
		Retention (%)	80	55	*
		Achievement (%)	75	50	*
GCSE business studies and accounting	2	Expected completions	26	18	26
		Retention (%)	81	72	54
		Achievement (%)	29	50	43
NVQ business administration	2 and 3	Expected completions	*	12	18
		Retention (%)	*	92	83
		Achievement (%)	*	73	67
GNVQ advanced business	3	Expected completions	19	15	14
		Retention (%)	63	80	36
		Achievement (%)	67	67	33
GCE A level business studies and accounting	3	Expected completions	75	62	74
		Retention (%)	80	81	80
		Achievement (%)	55	86	83

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

*course not running

Curriculum Areas

English and Modern Foreign Languages

Grade 3

20 Inspection covered a broad range of provision in English and modern foreign languages. Inspectors observed 12 lessons. They agreed with many of the judgements in the self-assessment report, but they found some weaknesses which the college had failed to identify.

Key strengths

- stimulating teaching
- the high quality of students' coursework
- good GCSE results
- the college's success in recruiting adult learners
- good resources for learning

Weaknesses

- the failure to provide differentiated activities for mixed ability groups
- unproductive group work
- low retention rates
- poor pass rates in GCE A level English courses

21 Most of the teaching is good or satisfactory. In some lessons, teachers stimulate students' interest and enable them to gain considerable insights. In an English language lesson, the analysis of extracts from romantic fiction deepened students' appreciation of linguistic features. In another, the comparison of two contrasting newspaper articles made adult students more aware of bias in the media. Students of German successfully practise grammar by role-playing a telephone conversation. In some lessons, activities are insufficiently demanding, students lack motivation and their responses are muted. Some classes contain students with a wide range

of prior achievements, and there is insufficient use of differentiated materials and activities. The self-assessment report acknowledged that more able students are not fully challenged to think and use their initiative in lessons.

22 The self-assessment report makes insufficient reference to the poor retention rates. Of those groups due to finish their courses in 1998, the retention rate in half of the two-year GCE A level groups was below 70%, and in two-thirds of the one-year GCSE groups, it was below 80%. Examination results for those who complete GCSE courses are above the national averages for sixth form colleges. In GCSE English language, the proportion of students who gained grade C or above is slightly above the national average for sixth form colleges. However, the retention rate for GCSE English was low and only 40% of those who started the course achieved such a result. Those completing GCE A level English daytime courses achieve results which are slightly below the national average for sixth form colleges. Pass rates for those completing the GCE A level English evening course are poor. In 1998, all GCE A level candidates in French and German gained a pass. The college's value-added data show that most students achieve grades which are at or slightly below those predicted. Foundation level English students achieve good results in their coursework. In one successful assignment, students were required to interview elderly people about their wartime experiences in Hull and then write up their findings. As well as learning about their local community, the students developed skills in interpersonal relations, research, oral and written communication and wordprocessing. In English and modern languages at GCE A level, the chosen coursework options develop the students' ability to work successfully on their own. Some students are unpunctual, however. They fail to complete homework on time, do not concentrate properly in class and their achievements in lessons are poor.

Curriculum Areas

23 As the self-assessment report indicates, a wide range of subjects at different levels in English and foreign languages is offered. The college has made rapid progress in attracting adults to these courses, both in the day and in the evenings. English teachers have good links with the college's partner schools. For example, teachers in the schools and the college have observed each other's lessons, and now use similar GCSE syllabuses. All GNVQ advanced leisure and tourism students take modules in French or German at intermediate level, and some other full-time students join adult classes in languages. Schemes of work are detailed and clear.

24 Teachers are appropriately qualified. Four of the seven teachers of languages are native speakers, and the college also employs bilingual

speakers as foreign language assistants. In the foundation English lessons, non-teaching assistants offer a good level of support to students. Classrooms are attractively decorated with displays of students' work. Each room is designated for teaching and learning in a specialist area. Some of the accommodation in English is in mobile classrooms which suffer extremes of heat, and condensation problems which adversely affect the effective use of some equipment. The language teaching area has satellite television and a 20-booth language laboratory and these are regularly used. In English and in foreign languages, students have insufficient access to IT equipment and appropriate software within the area but otherwise there are sufficient good resources and learning materials for these subject areas.

A summary of achievement and retention rates in English and modern foreign languages, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
C&G Wordpower	1	Expected completions	36	36	31
		Retention (%)	75	61	74
		Achievement (%)	44	82	61
Modern foreign languages	1 and 2	Expected completions	34	34	62
		Retention (%)	44	59	69
		Achievement (%)	67	70	97
GCSE English language	2	Expected completions	136	160	105
		Retention (%)	71	73	73
		Achievement (%)	41	59	55
GCE A level English courses	3	Expected completions	*	164	149
		Retention (%)	*	73	71
		Achievement (%)	77	86	82
GCE A level French and German	3	Expected completions	41	28	25
		Retention (%)	78	64	68
		Achievement (%)	56	94	100

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

*data unreliable

Curriculum Areas

History, Geography and Law

Grade 3

25 The inspection covered GCE A level and GCSE provision in history, archaeology, geography and law. Inspectors observed 15 lessons. Inspectors agreed with the principal strengths and weaknesses identified in the self-assessment report. However, the report failed to include the students' poor retention rates as a weakness.

Key strengths

- good teaching
- good pass rates in GCE A level law
- the students' successful development of key skills, particularly in geography

Weaknesses

- poor results on GCSE courses
- poor pass rates in GCE A level geography
- poor retention rates on some courses

26 The quality of teaching is good; 12 lessons were good or outstanding. Inspectors agreed with the strengths in teaching and learning identified in the self-assessment report. There is thorough preparation and planning and teachers have clear lesson aims which they share with students. Lessons are well structured. They include appropriate changes of activity and usually have an explicit conclusion. Teachers place importance on the students' acquisition of key skills. For example, the teaching of IT and numeracy skills is an integral part of the GCE A level geography course. The standard of provision made for students' fieldwork in geography is high. Increasingly, teachers of GCE A level law and history are helping students to acquire IT skills and use the internet as a source of information. History teachers use a wide range of appropriate

teaching styles. Schemes of work for all subjects identify opportunities whereby students can develop the skills of co-operation and of communication, particularly by the spoken word. In some lessons, teachers encourage and help the students to work effectively on their own. For example, in history, students work in pairs over a four-week period to research a topic and then present their findings to the class. Teachers provide students with good support. For example, teachers give individual tuition to GCE A level geography students on completion of their fieldwork project. Marking and assessment are detailed and thorough and teachers provide students with clear feedback on the quality of their work. Teachers monitor students' progress and performance carefully and realistically in order to help students to attain the examination grades for which they are aiming.

27 Students who successfully complete courses in GCSE history and law can progress to GCE A level courses in these subjects. There is, however, no provision in geography below GCE A level. Results in GCSE archaeology have been poor and teachers are now using a new syllabus for this subject. Teachers of history, geography and law have only been partially successful in establishing links with teachers of these subjects in partner schools.

28 Recruitment to GCE A level courses has fallen over the last four years, with the exception of geography. Additionally, the number of students on GCSE courses has fallen sharply from 63 in 1995-96 to 34 in 1997-98 but has increased to over 40 in 1998-99. Attendance in lessons is good and it averaged 91% in the lessons inspected. Most retention rates are poor, especially in geography and GCE A level history. Inspectors agreed with the strengths and weaknesses in students' achievements, identified in the self-assessment report. Pass rates in GCE A level law are good. They have been at or above the national average for sixth form colleges during the last few years,

Curriculum Areas

and an increasing proportion of students have obtained high passes. GCE A level history pass rates have been at the national average but fell significantly below this level in 1998. Pass rates in GCE A level geography are poor, with few students achieving higher grades. The college's value-added analysis of students' performance shows that students have underachieved in geography. GCSE results show a year-on-year improvement but are still poor. The proportion of students achieving grades at C or above in GCSE subjects has risen from 12% in 1996 to 24% in 1998. One of the targets which the college has set itself is that this proportion will rise to 50% by the year 2000.

29 Inspectors agreed with the finding in the self-assessment report that teaching staff have appropriate qualifications and experience. There are attractive and well-appointed specialist teaching rooms in which students' work is displayed. Teachers have developed a wide range of learning resources which are of a high quality and these are used effectively by students during their studies. The quantity and range of library stock are adequate.

A summary of achievement and retention rates in history, geography and law, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
CCSE history and archaeology	2	Expected completions	47	28	20
		Retention (%)	83	90	75
		Achievement (%)	13	16	33
GCSE law	2	Expected completions	*	21	*
		Retention (%)	*	71	*
		Achievement (%)	*	20	*
GCSE geography and environmental studies	2	Expected completions	16	20	14
		Retention (%)	75	50	71
		Achievement (%)	0	10	7
GCE A level history	3	Expected completions	43	53	30
		Retention (%)	74	81	67
		Achievement (%)	88	84	70
GCE A level law	3	Expected completions	41	28	29
		Retention (%)	85	75	79
		Achievement (%)	74	89	87
GCE A level geography	3	Expected completions	58	46	52
		Retention (%)	86	67	69
		Achievement (%)	88	63	64

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

*course not running

Cross-college Provision

Support for Students

Grade 2

30 Inspectors observed six tutorials. They agreed with the detailed statements of strengths and weaknesses in the self-assessment report and with the college's assessment of the provision of support for students

Key strengths

- extensive liaison with partner schools
- well-organised enrolment and effective induction procedures
- good tutorial provision
- rigorous monitoring and clear reporting of students' progress
- good support for students with learning difficulties and/or disabilities
- good careers education and guidance

Weaknesses

- underdeveloped support for part-time and evening students
- the low number of students taking up additional learning support
- insufficient curriculum enrichment

31 Inspectors agreed with the college's claim that there is extensive liaison work with partner schools. A liaison team visits these schools regularly to promote the college and ensure pupils are well informed about college provision. Pupils attend the college in years 10 and 11 to undertake 'taster' activities. College staff interview applicants on school premises and are available in college and at school to advise applicants when GCSE results become available. College open evenings are held twice a year. Attractive promotional material gives appropriate information about college courses and services. Schools are regularly updated on the progress of former pupils. Schools are

complimentary about liaison activity and students confirm that they are well informed about the college before joining it. Recruitment is poor from some partner schools where a low proportion of pupils gain good GCSE results.

32 Enrolment and induction procedures are well organised and students receive impartial advice about courses and financial matters and other sources of help. Helpful enrolment and induction arrangements exist for those enrolling late. Induction also involves an introduction to college services and to the courses chosen. Good arrangements exist to help students to change their course if they need to.

33 The tutorial arrangements are good and have been carefully developed. Students are grouped according to the level, year and type of their course. Tutorial groups meet weekly. They follow a centrally planned programme which promotes personal development and covers careers guidance, application to higher education and the recording of achievement. Students also prepare for GCE A level general studies during tutorials and most are successful in the examination. The quality of tutorials is good. Students' attendance rates at tutorials are variable but are improving. Most students value their tutorials and appreciate the help they receive from their tutors. Some students said, however, that they repeat work in tutorials which they have already carried out at school.

34 Students' progress is rigorously monitored. Subject teachers regularly complete attendance and progress reports. The latter are concerned with the progress of each student towards reaching the standards of performance they will need to attain if they are to achieve the examination grades predicted for them on the basis of their GCSE results. Students discuss their progress in individual subjects with the teachers concerned and their overall performance with their tutor. The progress reports are available to parents of students aged 16 to 18 and are used during parent consultation evenings. The self-assessment

Cross-college Provision

report states that in some progress reports, the quality of the comments are poor and that the college is taking steps to address this weakness. Students' attendance is rigorously monitored and absences followed up promptly. Students' attendance has improved steadily over a four-year period.

35 The college aims to provide a learning environment which fosters individual achievement and helps all students, irrespective of their ability and attainment, to succeed. A pleasant learning centre, called 'the learning curve' offers assistance to students at all levels, including those on basic skills courses and candidates aiming to enter Oxford or Cambridge universities. There is no separate provision for students with learning difficulties and/or disabilities. Their needs are considered before enrolment by a team of support workers and these students join courses appropriate for them, at all levels. Several students with learning difficulties and/or disabilities have progressed to higher level courses. Students speak positively about the support they receive. A qualified counsellor provides a confidential service to students. The numeracy and literacy skills of all full-time students are assessed at induction. Students in need of additional support are offered an interview, following which they are provided with a programme of work related to their needs and their progress is carefully monitored. However, relatively few students avail themselves of additional support. The learning centre provides dyslexic students with help which they value. Students also use the centre to improve their essay writing and the centre manager has provided some group sessions on essay-writing skills. Links between the centre staff and tutors are not well established.

36 In its self-assessment report the college recognises that support for part-time and evening students is not as well developed as it is for full-time students. Many college services are available only during the day and much of the support work is provided through the daytime

tutorial programme. A tutor has been appointed and is providing a rolling induction programme for adult students who enrol at any time, and some 'twilight sessions' in basic skills.

37 The college's careers guidance programme was developed in partnership with Humberside Careers Guidance Service. The service operates a common application system for all the colleges in Hull which helps to ensure that pupils from non-partner schools receive information about the college. The service's advisers attend open evenings, enrolment and induction periods and contribute to tutorials and the higher education application process. A careers interview room is adjacent to the well-stocked careers and higher education library. Few students, other than vocational students, are offered a work placement or work shadowing. However, some take up a community work placement voluntarily. There is a small programme of curriculum enrichment activities consisting mainly of competitive sport. Some students participate in the Duke of Edinburgh and community sports leaders award schemes.

General Resources

Grade 2

38 Inspectors agreed with the strengths and weaknesses in general resources which were identified in the self-assessment report.

Key strengths

- good-quality accommodation
- access to all parts of the college by students with restricted mobility
- significant upgrading of IT facilities
- well-managed library

Weaknesses

- under-utilisation of some accommodation
- lack of an IT policy or strategy

Cross-college Provision

39 Inspectors agreed with the conclusion in the self-assessment report that the overall quality of the accommodation is good. The college is located on the site of a former junior high school. About half of the buildings are purpose designed and approximately 10 years old. Classrooms and corridors are clean and kept in good order. Students' work is on display in many parts of the building. General classrooms are equipped with whiteboards and overhead projectors. Since the last inspection, the college has made a number of improvements to its accommodation. These include the extension of the library to provide an information and learning technology area, the creation of a learning development centre, a centralised student services suite, the conversion of the main hall into a new drama studio and student common room, and the refurbishment of the visitor reception area. The reception area is now more spacious but it is located some distance away from the entrance to the college. The college is fitted with ramps and lifts which enable all rooms to be easily reached by students with restricted mobility.

40 The estate includes a sports field. The multi-purpose gym on site needs refurbishment although the sports equipment is adequate. A good-sized refectory, managed and operated by the college, is popular with students. In the past, the site has suffered from thefts and a secure boundary fence has been erected together with the creation of a safe compound for bicycles. Although room utilisation is satisfactory, the self-assessment report acknowledged that there is significant underuse of accommodation in some curriculum areas, notably science.

41 The library is well managed. It has a wide range of books and periodicals matched to the main curriculum areas. All students are provided with an induction programme which includes training in basic information retrieval skills. The number of students using the library has increased significantly. All students are provided with textbooks for each of their

subjects. The combined annual spending for textbooks and the library is sufficient. There is a ratio of one study space for 14 full-time equivalent students but there is some congestion in the library at peak times. The self-assessment report action plan indicates that the librarian aims to become more closely involved in curriculum planning. This year, she has been made a member of the academic board and has become involved in discussions about the resourcing implications of introducing new courses. At present, the library is only open in the daytime, to the disadvantage of the growing number of evening students. In order to ensure that the library meets the needs of all students and that it is easy to use, the librarian has colour coded the shelves effectively according to subject and content. A special photocopying service providing text in large print is available to students with dyslexia.

42 The college has invested significantly in upgrading IT equipment, installed principally in two new open access IT centres. The ratio of computers to students at 1:8.7 is adequate although about half the computers are over three years old. The college's computer facilities are heavily used and there is some overcrowding in the open access facilities. The main software is of industry standard. Computers are networked and offer access to the internet. The college carefully controls the cost of the use of the internet by limiting its use to 10 hours for each student each term. Additional time is available to students at an hourly rate. A content filter also controls and screens the websites that students are able to visit. The self-assessment report recognised that there is currently no IT policy or strategy. Some of the older machines are unused and take up space in classrooms. The last inspection report identified that technician support was insufficient and this has been increased and is now adequate. Staff value the services of a technician for reprographics and audiovisual work. Requests for reprographic work are usually met within a working day.

Cross-college Provision

Quality Assurance

Grade 3

43 Inspectors considered that the self-assessment report overstated some strengths and understated some weaknesses in the college's quality assurance arrangements.

Key strengths

- good quality assurance policy and procedures
- thorough self-assessment process
- well-established staff development arrangements

Weaknesses

- insufficient quantifiable targets
- the poor quality of some curriculum reviews
- the current absence of an appraisal scheme for staff other than the principal and assistant principals

44 Governors are involved in quality assurance through their quality and audit committee which samples curriculum reviews and self-assessment reports. Since the last inspection, the college has established a quality assurance system. The policy on quality assurance has been revised and quality assurance procedures have been improved. The policy is well written and has been accepted by the academic board and the quality and audit committee. The policy, its procedures and the calendar of events associated with it cover curriculum and other aspects of the college's activities. It is well understood by staff although some do not value aspects of it.

45 A major component of the quality assurance system is the process of curriculum review and evaluation. An initial meeting of programme leaders with senior staff focuses on students' achievements from the previous year.

A curriculum review report is then written following a well-defined structure and a common format. Programme leaders meet again with senior managers to discuss these reports and to establish action plans. These are reviewed at strategic planning meetings at the year end. Inspectors agreed with the judgement in the self-assessment report that reviews and action plans vary too much in quality and that some are poor. Few quantifiable targets are set. However, senior staff are taking steps to ensure that programme leaders introduce such targets.

46 Inspectors agreed with the finding in the self-assessment report that good use is made of students' responses to questionnaires about the college and the quality of provision. For example, in their responses, many students said that they had been uncertain, at the time of their enrolment, whether or not they had chosen the right subjects. The college has acted upon the students' statements by providing 'introductory days' which give prospective students a taste of the courses they are considering. In addition, a number of curriculum reviews identified that more work is required to obtain students' views about their subject teaching and learning. Their views are now obtained through questionnaires or at focus groups where students consider particular developments within the programme area. Through the quality assurance system, students' achievements are carefully monitored. During the past three years, the proportion of students who have passed GCE A level has not fluctuated much but GNVQ advanced and GCSE results have deteriorated. Value-added analysis shows that students on nearly half the GCE A level subject programmes achieve results which are lower than those predicted for them.

47 The college has introduced a comprehensive system whereby the performance of teachers in the classroom is observed and evaluated. Middle managers have been trained as observers and use comprehensive guidelines on lesson

Cross-college Provision

observation. Inspectors judged fewer lessons to be grade 1 or 2 than the college did in its self-assessment report. It is acknowledged in the self-assessment report, however, that the prevalence of higher grades awarded by the college reflects the immaturity of the internal inspection process. The college has had a staff appraisal scheme for several years but this has been suspended. A new staff appraisal system is being developed, of which an appraisal scheme for the principal and assistant principals is in operation.

48 The college's charter includes commitments to students before enrolment, whilst they are studying and as they leave the college. It also specifies the college's obligations to employers and the local community. Inspectors agreed with the finding in the self-assessment report that the ready availability of the charter represented a strength. The charter is well publicised on noticeboards, at enrolment and during the induction of students and it is also used well as a teaching aid in tutorial sessions. Although the charter is reviewed each year, it continues to lack quantifiable standards.

49 The college's well-established staff development application process is appropriately linked to the strategic plan. The identification of the professional development needs of staff is underdeveloped. Other staff development needs are identified in curriculum areas and across the college as a whole. A recent staff development event for all staff on 'inclusive learning' has led to a major survey of teaching and learning styles. External staff development activities are evaluated in a two-stage process. When submitting their claim for expenses participants produce an evaluation of the event they have attended. Six months later staff complete a further form which identifies how they have put what they learnt on the course into practice. Inspectors agreed with the detailed self-assessment report on staff development which identified as a weakness the lack of evaluation of internal staff development

training. In 1997-98, the expenditure on staff development was 2% of payroll. The Investor in People award was achieved in 1997.

50 The production of the college's first self-assessment report has involved all staff. The main report is supported by self-assessment reports from different parts of the college. Staff feel that although the self-assessment process has been time-consuming, it has been useful in bringing together differing parts of the college's quality assurance system. The self-assessment report is comprehensive. The college approached self-assessment in a rigorous way, making good use of quantitative data. Some sections of the report are insufficiently evaluative. Inspectors considered that some weaknesses were understated and that the report failed to include judgements on some important aspects of provision.

Governance

Grade 3

51 Inspectors agreed with most of the strengths and weaknesses in the self-assessment report but they judged that insufficient weight had been given to the corporation's shortcomings in setting and monitoring strategic objectives.

Key strengths

- the extensive range of governors' skills
- effective clerking arrangements
- the governors' detailed knowledge of the college's operations

Weaknesses

- insufficient monitoring of strategic objectives by the corporation
- lack of strategic target-setting by the corporation
- inappropriate format of financial and other reports prepared for the corporation

Cross-college Provision

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

53 The corporation currently has 17 members. There are 10 independent governors, two co-opted governors, two members of staff, a TEC nominee, a parent governor and the principal. The chair of the student council acts as an observer. Seven of the governors are women. The skills and expertise of governors serve the college well. They include: management, finance, property, public and community service, law, business development, education, and the church. At the time of the inspection, there was one vacancy for an independent member and two further independent members will leave in the near future. The process of reviewing the existing range of governors' skills and finding new governors is carried out by the remuneration and strategy committee, which has recently designed a procedure for filling vacancies. The previous lack of such a procedure was identified as a weakness in the self-assessment report. New governors have received appropriate induction and further training opportunities are publicised to board members.

54 The corporation meets termly and receives good support from an experienced independent clerk. Agendas and minutes are produced to a high standard. The corporation has five committees covering finance and premises, curriculum and marketing, personnel and recruitment, quality and audit, and remuneration and strategy, respectively. All committees have terms of reference set out in the standing orders and these are listed on the agenda of every meeting. Main board meetings operate efficiently. Committee minutes, and other papers, are usually circulated to members

well in advance of board meetings. Chairs of committees highlight items for further consideration by the main board. Each board member sits on at least one of the committees. The audit committee does not have formal agenda items to monitor the performance of the internal or external auditors.

55 A register of governors' interests has been drawn up in the format recommended by the Association of Colleges. Corporation minutes are held in the library and in the staff common room; supporting papers are held by the clerk. The availability of the register and minutes is not openly advertised within the college. A code of conduct has been adopted which incorporates seven principles of public life and the code is reviewed annually. Governors examine their attendance record each year. Average attendance at corporation and committee meetings is good, at over 80%. The self-assessment report recognises that, before the self-assessment exercise, the governors did not have a formalised procedure for evaluating their own performance.

56 Members of the remuneration and strategy committee debate the strategic direction of the college, but they do not significantly contribute to the development of objectives in the strategic plan. Committee members are knowledgeable about the areas of college activity relevant to their committee's remit. Governors are kept well informed about national issues affecting the college. They are provided with much information about the college's operations but seldom with a commentary or executive summary of issues and data. The board seldom gives managers advice on future strategy for the college. It does not formally monitor the college's progress against objectives under the strategic and operational plans. Monthly management accounts are not accompanied by a written commentary, and do not include a cashflow statement or forecast out-turn position. The board monitors the current financial position of the college closely but does not

Cross-college Provision

formally address its responsibility to ensure the long-term solvency of the college. Targets for financial and academic performance are not set.

Management

Grade 2

57 Inspectors agreed with the majority of the strengths and weaknesses of management in the self-assessment report. They considered, however, that the report overstated the strengths of financial management in the college.

Key strengths

- open management style with effective communications
- logical development of college plans from the mission
- progress in achieving the college's mission to serve the community
- productive collaboration with local colleges and other partners

Weaknesses

- lack of rigour in some planning at operational level
- inadequate use of student-related performance data by teaching teams
- aspects of financial management

58 The management structure has undergone considerable change in recent years. The principal and three of the six other senior managers have taken up their posts since 1996. The middle management structure has been revised twice in the past two years. Staff have adapted well to these changes. The majority have detailed job descriptions covering the various roles they undertake. Lines of responsibility are generally clear. A few teaching teams have yet to settle fully into the structure and some staff are uncertain about the

roles of middle managers who have academic responsibilities. The self-assessment report acknowledges the failure of the structure to become fully established as a weakness. Communications throughout the college are good. Cross-college teams have distinct roles. Short-term cross-college project teams are used extensively to advise managers. Teaching and functional teams have a timetable of regular meetings. Staff describe the management style as open and accessible.

59 Inspectors agreed with the finding in the self-assessment report that, in the strategic plan for the period from 1997 to 2000, the strategic objectives of the college have been developed logically from the college's mission statement and are clearly linked to operational plans. Staff at all levels across the college were consulted during the planning processes. The fulfilment of each of the strategic objectives is the respective responsibility of each assistant principal, and each term, they formally monitor progress in implementing the plan. The annual operating statements vary significantly in quality and some are good but others are poor. The best specify requisite action for the fulfilment of strategic objectives, name those responsible for carrying the action out, give target dates by which the action must be completed, and state how and when progress in implementing action will be monitored. The plans of some teams lack precision and rigour.

60 The college's management information unit provides an accurate and reliable service to managers at all levels, but at the time of the inspection it was under pressure because of staff illness. The self-assessment report identifies the strength of the service and acknowledges its present problems. The college management team collects comprehensive statistics relating to student enrolment, attendance, retention and achievement. It makes detailed comparisons with data in previous years and with appropriate national averages and other benchmarks. Although these data are available

Cross-college Provision

to all teaching teams, not all make comparisons with the same exactitude, or use these to inform their planning. Progress has been made in setting up systems designed to address weaknesses in students' performance such as those relating to attendance, retention and pass rates, but some of these are too recent to have proved their effectiveness.

61 Inspectors agreed with the college's view that considerable headway has been made in pursuing its mission to serve its local community and help those in it to fulfil their individual potential. It is a vigorous partner in the education action zone based on Bransholme in the north-east of the city. It has operated a successful pilot employee development scheme in partnership with Humberside TEC which is being implemented across the TEC region with the college acting as lead partner. This scheme has provided direct contacts with 10 companies on a local industrial estate. The provision for adult learners has increased and there are now about 700 adults benefiting from the college's provision. The great majority of these are from the local community and many qualify for fee remission. The small marketing team has successfully promoted the college to adult learners.

62 The college works in fruitful partnerships with other educational institutions. It is an associate college of the University of Hull. It was a partner with 12 colleges in developing training materials to help staff to ensure that they are meeting the learning needs of all students, whatever their ability and aptitude. An assistant principal from the college was the operational manager for the group's work. As part of the college's collaborative work on widening participation, a common accord has been signed with the other colleges in the area to provide comprehensive and impartial advice to enquirers about all educational opportunities across Hull and the surrounding district.

63 The college demonstrates its commitment to equal opportunities through many aspects of

its provision. The equal opportunities policy was revised in 1998. The revised policy covers the college's legal obligations in relation to equal opportunities; names the senior staff responsible for the policy; and requires the equal opportunities committee to monitor progress in implementing the policy, draw up action plans for ensuring equality of opportunity and set appropriate targets. Some of the other college policy statements are of poor quality. For example, they do not differentiate clearly between policy and procedures. Few of the statements indicate how the implementation of the policy will lead to improvements or how the effectiveness of the policy will be evaluated. The self-assessment report identifies the strengths of the college's equal opportunities policy. It does not, however, mention the shortcomings of some of its other policy statements.

64 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The reports of the internal and external auditors do not indicate any significant internal control weaknesses at the college. The college recorded a surplus in 1997-98 and is predicting a small deficit in 1998-99. The financial health of the college is forecast to deteriorate in the following two years and it is important that the college takes appropriate action to address this situation. As the self-assessment report concludes, the finance team is currently understaffed. The college has delegated non-pay budgets which are closely monitored by middle managers. The budget reports have not always been produced on a timely basis.

Conclusions

65 The college produced a comprehensive self-assessment report through its quality assurance system. The report served as a useful basis for planning and conducting the inspection. Inspectors found that the college was overgenerous in its grading of some curriculum areas and some cross-college

Cross-college Provision

provision. In general, the self-assessment report attached insufficient weight to some weaknesses. Inspectors found some significant weaknesses in quality assurance and in governance which were not identified in the report.

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

College Statistics

Student numbers by age (July 1998)

Age	%
Under 16	1
16-18 years	62
19-24 years	9
25+ years	27
Not known	1
Total	100

Source: college data

Student numbers by level of study (July 1998)

Level of study	%
Foundation	20
Intermediate	23
Advanced	55
Higher education	0
Leisure/recreation (non-schedule 2)	2
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	180	251	30
Business	83	150	16
Hotel and catering	33	1	2
Health and community care	26	85	8
Art and design	91	30	9
Humanities	300	172	33
Basic education	29	1	2
Total	742	690	100

Source: college data

Widening participation

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

Staff expressed as full-time equivalents (July 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	50	1	0	51
Supporting direct learning contact	11	0	0	11
Other support	21	1	0	22
Total	82	2	0	84

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£2,789,000	£2,699,000	£2,669,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£19.07	£18.36	£17.71
Payroll as a proportion of income	75%	74%	70%
Achievement of funding target	103%	107%	*
Diversity of income	4%	*	*
Operating surplus	-£31,000	£12,000	£78,000

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

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

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

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

Diversity of income – Council Circular 97/35 (1996)

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

*data not available

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	85	195	306	80	171	216
	Retention (%)	60	56	73	54	62	63
	Achievement (%)	86	75	59	58	61	63
2	Expected completions	1,075	1,054	883	157	131	135
	Retention (%)	60	74	72	51	77	72
	Achievement (%)	92	49	42	94	74	62
3	Expected completions	–	1,319	1,395	–	90	110
	Retention (%)	–	80	78	–	71	70
	Achievement (%)	84	80	81	79	58	68
4 or 5	Expected completions	–	0	0	–	0	0
	Retention (%)	–	n/a	n/a	–	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
Short courses	Expected completions	47	118	51	14	154	81
	Retention (%)	81	95	94	71	84	79
	Achievement (%)	53	79	59	80	80	66
Unknown/unclassified	Expected completions	51	244	76	16	60	11
	Retention (%)	55	75	63	69	78	73
	Achievement (%)	71	74	83	9	70	50

Source: ISR

–ISR data not collected

n/a not applicable

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