Yeovil College

June 1997

THE FURTHER EDUCATION
FUNDING COUNCIL

The Further Education Funding Council 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 every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.

CONTENTS

GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- *grade 1 – provision which has many strengths and very few weaknesses*
- *grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- *grade 3 – provision with a balance of strengths and weaknesses*
- *grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- *grade 5 – provision which has many weaknesses and very few strengths.*

By June 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.

College grade profiles 1993-96

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	59%	29%	3%	<1%
Cross-college provision	14%	50%	31%	5%	<1%
Overall	12%	54%	30%	4%	<1%

FEFC INSPECTION REPORT 66/97

YEOVIL COLLEGE
SOUTH WEST REGION
Inspected March 1996-February 1997

Summary

Yeovil College is a well-established tertiary college. It offers a wide range of provision. In the last two years the college has changed significantly in response to financial pressures. Management has been restructured and staffing costs reduced. The executive team works well together. Governors are committed to the development of the college. Staff are conscientious and well qualified. There is much good teaching. Students achieve good results in GCE A level examinations. Initial guidance, induction and tutorial arrangements are given a high priority. Links with schools, the local community and some employers are strong. The college is meeting its enrolment targets. There is some good specialist equipment. The college's self-assessment report is largely accurate. In order to improve its provision the college should: address the gaps in foundation level provision; improve the accuracy of information on students' achievements; bring more of its teaching and learning up to the standard of its best practice; improve aspects of curriculum management; strengthen learning support and student welfare services; monitor the effectiveness of the new management arrangements; address specific clerking issues on corporation committees; increase the use of performance indicators for quality assurance; fully implement staff-appraisal procedures; raise the profile of its equal opportunities policy; improve its accommodation.

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

Aspects of cross-college provision	Grade
Responsiveness and range of provision	2
Governance and management	3
Students' recruitment, guidance and support	3
Quality assurance	3
Resources: staffing	2
equipment/learning resources	3
accommodation	3

Curriculum area	Grade	Curriculum area	Grade
Mathematics, science and computing	2	Art and design, and the performing arts	2
Engineering	3	English and communication studies	2
Business studies	2	Social science and languages	2
Catering, hospitality and leisure studies	2	Adult basic education	2
Health and community care	2	Provision for students with learning difficulties and/or disabilities	3

INTRODUCTION

1   Yeovil College was inspected between March 1996 and February 1997. Twenty inspectors spent 72 days in the college. They observed 243 classes, inspected students' coursework and examined college documentation. Inspectors met with college governors, managers, staff and students, parents, employers and two representatives of the Somerset Training and Enterprise Council (TEC), teachers from local schools, representatives of the Somerset Careers Service and other members of the local community.

THE COLLEGE AND ITS AIMS

2   Yeovil Technical College was founded in 1947. In 1974, Yeovil College was established as a tertiary college following the introduction of comprehensive schools in the Yeovil area. There are three schools for pupils aged 11 to 16 in Yeovil and four more within a 12 mile radius of the town. The college's catchment area covers much of South Somerset and North and West Dorset. Some of the college's students come from further afield. The college operates on six sites in Yeovil, and has contracts with off-site collaborative providers in locations over a large area which stretches from Plymouth to Bristol. The nearest further education colleges are Strode College in Street (15 miles) and Kingston Maurward College (20 miles). Bridgwater College, Somerset College of Arts and Technology in Taunton and the Richard Huish College in Taunton, are all 25 miles from Yeovil.

3   The population of Somerset is 477,900, of which 4 per cent are aged 16 to 19. The district of South Somerset has a total population of 150,350 of which some 40,000 live in Yeovil, its suburbs and surrounding villages. The proportion of unemployed people in South Somerset in November 1996 was 4.1 per cent, compared with 5.5 per cent for the south west and 6.6 per cent for the United Kingdom. In 1996, 71 per cent of Somerset's school-leavers stayed on in full-time education.

4   Much employment in South Somerset has been in defence-related work, such as helicopter manufacturing in Yeovil, and in jobs associated with a large naval air base nearby. Other major employers in the area are the district council, a regional distribution centre for the country's largest chain of bookshops and stationers, and Yeovil College. A number of companies have recently moved to the area.

5   At the time of the inspection, the college had 6,866 students, of whom 1,748 were full time. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3. The college employs a total of 394 full-time equivalent staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

6   The college recruits its students through four centres: community education, professional and higher education, the training centre and the sixth form centre. Programmes are delivered by six divisions: arts,

business and service industries, humanities, health and care, sciences, and technology. Central services include admissions, learning resources, student services, marketing, personnel, information and facilities management.

7   The college has a statement of purpose rather than a mission statement. This states that the college provides effective education and training which meets the diverse economic, social and cultural needs of the community. It is the college's stated wish for there to be mutual respect between staff and students, for there to be a stimulating and enjoyable learning environment, and for staff and students to strive for excellence and continuous improvement.

RESPONSIVENESS AND RANGE OF PROVISION

8   The college offers a wide range of courses. For example, programmes are offered in health and care from foundation to higher national certificate levels, and in mathematics and computing from basic numeracy to higher national diploma levels. Engineering programmes include electronics, electrical and mechanical engineering, motor vehicle maintenance and repair and aeronautics. In other areas, for example hospitality and catering, hairdressing and leisure and tourism, the range of courses and levels is more limited. Nevertheless, the college provides some opportunities in all 10 of the Further Education Funding Council's (FEFC's) programme areas. Programmes at the college in land-based industries are run by Cannington College.

9   The college is a large centre for general certificate of education advanced supplementary/advanced level (GCE AS/A level) qualifications. There are 631 full-time and 238 part-time students currently taking one or more of the 33 GCE A level subjects offered. There are 11 GCE AS subjects available. Nine subjects are offered leading to the general certificate of secondary education (GCSE). Most of the GCE AS/A level and GCSE subjects can be studied full time or part time over one or two years. For adults returning to education there is an access to higher education programme with modules in six academic areas.

10   Students can progress from intermediate to advanced level general national vocational qualifications (GNVQs) in many curriculum areas. Courses leading to intermediate and advanced level GNVQs are offered in leisure and tourism, business, health and social care, art and design, information technology and science. There is a course leading to GNVQs at advanced level only in media communications and production. Hospitality and catering courses leading to GNVQs are available at foundation and advanced level. There are also Business and Technology Education Council (BTEC) national diploma courses in engineering, nursery nursing, performing arts and foundation studies in art and design. Other vocational courses include those leading to City and Guilds of London Institute (C&G) awards in photography, creative studies and teacher training, and RSA Examinations Board (RSA) awards in various

administrative and secretarial skills. There is a limited range of courses leading to national vocational qualification (NVQ) awards in construction, childcare, catering, engineering and motor vehicle studies. There are foundation level programmes in only three vocational areas. The college is seeking to extend its provision of courses at foundation level in order to meet the needs of a wider range of students and to offer more opportunities to progress from foundation level to courses at intermediate and advanced level.

11 Higher education programmes include: the first year of a humanities degree in association with the University of Plymouth; three higher national diplomas validated by the University of Bournemouth (in environmental conservation, practical archaeology, business and information technology) and a postgraduate certificate of education validated by the University of Southampton. There are part-time higher education opportunities in four curriculum areas and professional qualifications for counsellors, accountants and teachers. The college is seeking to extend its higher education provision in order to offer more progression routes for its students.

12 Learning programmes which are designed to meet the particular needs and circumstances of individual students are more developed in some areas than in others. The range of study options available to students in mathematics and computing, biology, chemistry and physics has been increased by the introduction of modular courses in these subjects. There has been little comparable modularisation of engineering courses. In health and care, courses are arranged flexibly in order that the timetable may be compatible with students' domestic commitments. Fourteen GCSE and 11 GCE A level subjects may be taken through open learning whereby students work at times which suit them, either at college or at home. Part-time vocational courses in a variety of subjects are offered on the college's main site. There is scope for the college to increase the range of vocational courses for adults by further development of flexible arrangements for the timetabling and teaching of courses. Increasingly, the college is developing programmes of study which enable full-time students to take a combination of general and vocational education. For example, a quarter of all GNVQ advanced students also take a GCE A level subject and some GCE A level students also take GNVQ units.

13 A schools liaison team, led by a full-time manager, has a good relationship with local schools. Pupils visit the college to sample classes and view facilities. There is a programme of open days and evening events in college for prospective students. There are good links between college staff and teachers in schools. For example, as a result of such links, a course has been established which enables school pupils to sample catering courses in college. The college's sixth form centre advisory group involves head teachers from partner schools. The college is represented on a deputy heads' curriculum group and on a group concerned with the progression of school-leavers to college or employment.

14   The college's working relations with Somerset TEC are productive. The college has a contract with the TEC to provide training for school-leavers and modern apprentices. Other TEC-supported initiatives include a 'training access club' for 16 young people with learning difficulties who have recently left full-time education.

15   The extent and nature of contacts with industry vary across the college. There are particularly strong links with the local manufacturer of helicopters, with whom an aero engineering NVQ has been developed. Industrial liaison is less well developed in some curriculum areas such as leisure and tourism. Employers serve on advisory groups for business, sports studies and engineering. These groups provide advice on course content and development. Employers described the college as responsive but they identified a need for it to have a closer liaison with industry.

16   As part of its aim to be flexible in responding to the needs of employers, the college has recently developed training on employers' premises leading to NVQs in engineering. The college has also entered into collaborative arrangements for the provision of training in social care, business and information technology. There have been 1,140 enrolments in 1996-97 for this collaborative provision, which the college has decided to confine to the south west. This decision acknowledges the difficulties inherent in managing collaborative provision over long distances.

17   Links with the local education authority's (LEA's) community education service and with the South Somerset District Council are productive. GNVQ students have worked on a video as part of a scheme to promote the facilities available to rural communities. The college provides training in information technology and catering at a centre for people with mental health problems. It is collaborating with the district council on a lottery bid for a sports centre next to the college. The college's 'essential skills service' for adults covers Yeovil and the surrounding areas. It provides tuition in, for example, reading, preparation for job interviews and basic mathematics. The college, under contract from the LEA, provides leisure and recreational classes in a wide variety of activities.

18   A detailed marketing plan is linked to strategic objectives. A marketing calendar sets out a programme of publicity events and advertising. Prospectuses and course guides are informative. Good-quality publicity material is widely distributed. A system for evaluating marketing activities has been developed. The college is developing a systematic approach to course planning based on market research. A marketing database has been established.

19   The promotion of equal opportunities has not had a high profile in the college. The policy has recently been reviewed and a manager has been assigned responsibility for its implementation. Staff and students displayed limited awareness of equal opportunities issues and the college recognises the need to make progress in this area.

20   All full-time students aged 16 to 19 are required to choose from a large and varied programme of 50 complementary activities. Of these, sports studies and performing arts, in particular, contribute much to the life of the college, with two major drama productions each year and 20 sports teams.

GOVERNANCE AND MANAGEMENT

21   Yeovil College is a well-established tertiary college which has made radical changes to its organisational structures and staffing levels as a consequence of considerable financial pressures and some market research findings. The management information system was providing, until recently, an unreliable view of student numbers and achievements. Staffing costs, which historically were well above average for the sector, have been reduced. Seventy permanent staff left in the 16 months up to August 1996. The college has been able to maintain almost all of its provision. However, it still faces a considerable debt. Market research findings have led to the establishment of centres for recruiting students and divisions for teaching them.

22   The corporation board has 20 members, including the principal. The 12 independent members have a broad range of senior management experience in industry, commerce, finance, legal affairs, care and education. At present, there are no governors with experience in the management of personnel and property. There were two vacancies at the time of inspection. There are two elected staff governors, a student member, three co-opted members and the TEC nominee. Seven of the members are women. Six new members have been appointed within the past two years. Training for governors is provided through presentations at meetings and by attendance at training events.

23   The quality of agenda, papers and minutes for full board meetings is consistently good. The board has seven committees: finance and general purposes; accommodation; audit; human resources; remuneration; search; and monitoring of performance. Unlike the other six committees, the remuneration committee has no agenda or papers for its meetings and minutes are not kept. The clerk to the corporation, who attends full board meetings, is a solicitor from a local firm. Minutes of committee meetings are taken by minutes secretaries. The clerk to the corporation should extend her control of minute taking to all committee meetings.

24   Corporation members have a clear understanding of their responsibilities and see their role as providing strategic direction for the college. Whilst they support the principal and other senior managers, they have also effectively probed matters which have caused them concern. The principal is appraised annually by the chairman and vice-chairman against previously agreed objectives.

25   The new management structure comprises an executive of four (principal and two assistant principals and the finance director), six heads of division, four heads of centre and 10 heads of various college services.

The executive meets weekly. Once a fortnight it holds a meeting with other senior managers, as a college management group. This serves as a forum for communication and discussion. Heads of divisions meet fortnightly as a group and also with their own senior staff. Members of the executive work well together. They share a clear view of the direction the college should take and are disseminating this view with increasing effectiveness to middle managers. Communications within the college are improving and initiatives such as the college bulletin are valued by staff. However, the information provided for the college management group is not always consistently communicated to the rest of the staff. Heads of division, for example, meet with their senior managers after college management group meetings. They expect their senior managers to brief the staff for whom they are responsible. This does not happen equally well in all divisions.

26   Teaching staff are based in divisions. The four heads of centre recruit students to courses for which they commission resources from the divisions. Negotiations between the centres and the divisions result in a curriculum agreement which identifies the staffing cost of any course. This negotiation provides a focus for open discussion of the ways in which students' learning should be organised and supported. There is now a high level of awareness among managers of the rationale behind the introduction of the new structure. There is less awareness amongst staff below head of division level. Some teachers are unsure of the relationship between divisions and centres. The new arrangements have been in place for less than a year and it is too soon to judge their effectiveness. Parents, employers and staff in schools said they welcomed the focus provided by the centres on specific categories of students.

27   Staff are still adapting to the new structure of centres and divisions, and there is still some uncertainty within divisions and curriculum teams about roles and responsibilities. Some curriculum teams are well managed. Humanities staff have regular meetings and they work well together. There is a calendar of meetings for art and design and performing arts staff. However, some course teams do not meet regularly, and part-time teachers who do not attend meetings are not kept in touch with important issues. There is insufficient liaison between tutors of students with learning difficulties and those who supply the vocational elements of their programmes. The accuracy of information concerning students who leave their courses early, and the effectiveness of action on these, vary considerably between divisions. There are also significant differences in the extent to which staff in different divisions understand the importance of performance indicators.

28   As a consequence of its serious financial position, the college produced a revised three-year plan in February 1996. This plan was produced by the executive who involved some staff and governors in drawing it up. This year, the college has produced an amended plan through a new process involving more staff consultation. Staff had very little time in which they could make responses. This constraint adversely

affected the consultation. Nevertheless, staff see the new strategic planning arrangements as a valuable opportunity for them to be involved in the development of the college. The plan and operating statement produced for 1996-97 sets performance targets for specific activities. The college's operating statement is translated into operational plans for discrete areas of activity. The effectiveness of these plans is monitored through the line management system. This is the first year in which this planning system has operated.

29   The college achieved its enrolment target in 1995-96 and expects to achieve it again in 1996-97. If it does so, the college will have achieved a growth rate of 8 per cent over 1994-95 enrolments. The college's average level of funding for 1996-97 is £19.09 per unit. The median for general further education and tertiary colleges is £17.97 per unit. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. Permanent staffing costs are centrally controlled, as are other fixed costs. Budget holders for other expenditure headings have received no systematic training but are assigned a member of the finance staff to help them.

30   The college's management information system formerly provided very little accurate data, but it has improved. The system integrates financial and student data. Student data have been unreliable. Information about students' achievement and retention for 1995-96 was not accurate. The college was unable to provide accurate figures on students' retention until this year. For 1996-97, systematic reports have been produced to monitor retention rates by course and by centres and these are investigated where they fall significantly below target. Staff have recently started using student data for specific purposes and confidence in the data is growing.

31   The college's range of policies includes appropriate policies for health and safety and for equal opportunities. Designated managers are responsible for these policies. The implementation of the health and safety policy is successful. The committee responsible for this policy meets regularly and it reports to the corporation on health and safety matters. The equal opportunities policy is still in the early stages of development. There is no policy for environmental issues. The college is aware of its shortcomings in the formulation and implementation of policies. It has recently introduced a new process whereby policies will be submitted by the academic board for approval by the corporation.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

32   New students benefit from extensive effective pre-course information and guidance. The schools liaison manager works closely with partner schools to offer a programme to suit each school. Other schools are offered information days in their schools at which all curriculum areas of the college are represented. Schools value the advice the college offers to potential students. Applicants for part-time and adult courses can attend guidance classes, at which financial advice is also available.

33   Central admissions staff refer enquiries for advice to appropriate members of staff and monitor the progress of all applications. Applicants for full-time courses receive two consultations, conducted by senior tutors. Applicants for some part-time programmes are also given guidance.

34   The induction of full-time students is well planned and effective. There are cross-college standards for induction, guidance for tutors and a checklist for students to indicate whether or not all the elements of induction have been completed. During the first four weeks, staff emphasise that students may change their course and systems for doing so are effective. Students' learning agreements are signed after the four weeks. The induction of part-time students is less effectively managed and practice varies between divisions. The booklet for part-time students does not contain a full statement of the services which are available to them. In order to improve the induction of part-time students in future, part-time staff now have a handbook which contains induction guidelines and a checklist. Evening classes are visited by centre heads or divisional staff who give relevant information to new students.

35   The college does not yet have an effective system for the identification of students' needs for additional learning support, either on entry or once they are on a course. There are basic skills tutors within the divisions, but there is no systematic procedure whereby students are referred to them. Part-time students, and those not studying at the main college site, have little access to learning support. There are workshops for English and mathematics support. The mathematics workshop mostly provides help to GCSE mathematics students rather than to those who have difficulty with basic numeracy. Staffing for learning support has been significantly increased over the past year. There is now a senior tutor with responsibility for students with learning difficulties and/or disabilities and a learning support co-ordinator. Various methods of assessment are being piloted. A new baseroom for teaching and learning materials has been identified.

36   The college has a strong commitment to provide effective tutorial support for full-time students. They receive a statement of their entitlement to tutorial support. There is a detailed handbook for tutors, and a schedule for helping students to plan and monitor their progress. Parents of students aged 16 to 19 receive regular reports. Students and parents value the relationship between tutors and students. Partner schools believe that the college offers good support to its students. The prominence given to the role of the senior tutor indicates the priority given to tutorials, which are weekly for full-time students. However, the effectiveness with which tutorial time is used varies. In most divisions, there is no published tutorial programme. The planning and setting of targets for students' improvement are usually general rather than specific. Few courses are maintaining records of achievement. There are no formalised or consistent tutorial arrangements for part-time students.

37   Students' attendance is effectively monitored. Students are required to respond to the attendance 'concern' notes which teachers send to tutors when students are absent. Students' attendance records are taken seriously and regarded as indicators of their commitment. Monthly printouts on students' attendance, taken from the management information system, are distributed to tutors and referred to at parents' evenings.

38   The counselling and welfare service is limited in its effectiveness. It is located on one site only. The service is not prominently advertised on other sites and there is no regular student services presence there. Records indicate that comparatively few students use the counselling and welfare service. There is one full-time trained counsellor and a health and guidance co-ordinator who has a counselling qualification. The full-time student liaison officer works mainly with the students' union but also sees some individual students. The college's policy and practice in the area of adult guidance lack clarity. The student officer in the admissions unit offers information on benefits and on the access fund. The counselling and welfare team gives more general support. The student liaison officer provides students with information and also serves them in an advocacy role. Many part-time students are unaware of the services available to them.

39   The college has a comprehensive policy on careers education and guidance. However, students are not made fully aware of the opportunities for careers education that are available to them. Careers education is included within the tutorial provision but different tutors and divisions provide careers education of varying content and quality. Only about 60 per cent of those students who make appointments to see a careers adviser actually keep them. There are examples of good practice in careers education and guidance, such as higher education preparation classes and the 'careers weeks' in some areas. The college has a careers manager who works closely with the careers advisers attached to the college. He offers interviews, primarily to part-time and higher education students.

40   There is a children's centre close to the entrance of the main campus, which offers 41 places. The children of staff and students have priority for places. The centre includes an after-school service for children of primary school age. The range and flexibility of the services it offers make it very useful to mature students and it is much valued by the parents who use it. At the time of inspection, there was a long waiting list for places. The college subsidises some places and the centre's running costs. It is also college policy to subsidise students' travel costs. There is a support fund for students who are experiencing unusual hardship.

41   The college supports the students' union and encourages students to express their views about the college. The council of the students' union has representatives from full-time tutor groups. Students involved with the council have met governors informally. On two occasions, meetings

were held at which managers briefed the council about planned changes to accommodation which would affect students.

TEACHING AND THE PROMOTION OF LEARNING

42   Of the 243 classes inspected, 59 per cent had strengths which outweighed weaknesses. This compares with the average of 63 per cent for all colleges, given in the *Chief Inspector's Annual Report 1995-96*. Attendance rates in the classes inspected averaged 80 per cent. The following table summarises the grades given to the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade 1	2	3	4	5	Totals
GCE AS/A level	12	30	19	3	0	64
GCSE	1	2	3	0	0	6
GNVQ	7	13	14	6	1	41
NVQ	8	13	10	3	0	34
Other vocational	7	19	16	4	1	47
Other*	12	19	16	4	0	51
Total	**47**	**96**	**78**	**20**	**2**	**243**

includes access to higher education, adult basic education, provision for students with learning difficulties and higher education.

43   In mathematics and computing, sessions were well planned and had clear objectives. Practical work was effective. Individual students were well supported. Information technology was effectively used in theory classes to illustrate and develop topics. In one session on an adults' access to higher education course, students demonstrated good information technology skills. Within 30 minutes of being introduced to the software most students were able to select the data in a spreadsheet and illustrate it with a variety of diagrams and charts. In other sessions, the work proceeded too slowly and failed to challenge students sufficiently. In science sessions, teachers developed topics by questioning the students effectively and by relating new topics carefully to previous work. Students were able to use their information technology skills in wordprocessing and in using spreadsheets. In many sessions, the work was well paced, but teachers relied too much on giving students information and provided few opportunities for students to find out things for themselves. GNVQ students worked well in teams, and developed their research and time management skills.

44   In engineering, the majority of sessions were effectively taught. Some teachers had prepared detailed teaching files for their courses which included printed notes for students, high-quality overhead projector transparencies and other teaching aids. In most classes, the teachers had

established a relaxed but disciplined rapport with the students. In a minority of sessions, teachers used inappropriate teaching methods. In some sessions, students were inactive for extensive periods and there was much routine copying down of notes. The internal verification processes are underdeveloped and documentation of assessment is of variable quality. At two of the off-site centres where training took place on employers' premises, teachers were aware of individual students' needs, and adapted their teaching accordingly. At one centre, students had not been adequately prepared for an assessment of their practical competences.

45   In business studies, most sessions were well prepared and the work had momentum and purpose. There was some effective group work. In lessons on information technology, students worked on a variety of appropriate topics and were well supported by the teachers. Business staff have some valuable links with industry. Work experience is part of GNVQ and full-time secretarial courses. In some lessons, there was too much dictation of notes and students were not sufficiently encouraged to explore topics and find out things for themselves. In a few classes the teacher failed to deal effectively with the disaffected behaviour of some students. Timetable arrangements result in some students having only 45 minutes in class on one of their days in college.

46   In leisure and tourism, there was a wide variation in the quality of teaching and learning. Students in most classes made good progress, particularly in practical work and in sports activities in the gymnasium. Students are set plenty of work and it is marked with helpful and thorough comments from teachers. Students benefit from work experience, visits and residentials. Topics are sometimes covered in lectures which are followed by smaller classes where discussion of the topic can take place, but in some instances, the lectures and classes were not effectively related to each other. In a few lessons, students were inattentive or disruptive. In catering, kitchens provided a suitably challenging environment for practical work which allowed students to acquire relevant skills. In some theory lessons, teachers did not question and involve the students closely enough to engage their interest. There was not enough teaching of skills in some food service lessons.

47   In health and social care, teachers stressed the importance of working to professional standards and emphasised the values which should be held by those working in a care environment. Most lessons were well structured and had clear objectives. Teachers questioned students effectively and gave help to individuals when it was needed. There were plenty of opportunities for students to participate actively and to share their views through discussion. In a minority of lessons, learning objectives were unclear and teachers changed their teaching methods too frequently, confusing some students. The grouping of teaching and staff rooms close together and good working relationships give staff and students a sense of shared purpose. In hairdressing and beauty some lessons were well

managed and carefully structured. In the barbering option, students were developing complex skills early in their course. In some lessons the pace and content of the work was insufficiently varied.

48   Art and design students are encouraged to develop critical skills. In the better lessons, students were challenged and enthused. In one GCE A level lesson, students had been asked to choose a painter whose style was the antithesis of their own. They had to complete their next piece of work in the style of the painter they had chosen. Students agreed that this was a difficult but rewarding task which made them reconsider their own approaches. In less successful lessons, students were not given firm objectives or deadlines for their work. In performing arts, students benefit from specialist tuition which is of high quality. Teachers encouraged students to display initiative but intervened to help them when necessary. In a GCE A level dance lesson, the teacher led a small group of students in the analysis of a set work, making good use of video. The teacher elicited some perceptive responses from the students whilst ensuring that essential elements of the dance were noted on the whiteboard. The teacher made good use of the ballet as a means of furthering the students' intellectual development and aesthetic understanding. In a few performing arts lessons the work lacked momentum and failed to give students a sense of vocational discipline.

49   In most English and communication studies lessons students were engaged in an appropriate variety of learning activities which had clear objectives. Group work was purposeful. Teachers had high expectations of their students and brought enthusiasm to complex topics. For example, in a second-year GCE A level lesson on Victorian poetry which was especially lively, the students were attentive and responsive and they questioned one another's views and judgements. In a minority of lessons, teachers relied too heavily on one teaching method and, as a result, did not successfully involve all the students present. Few opportunities were taken to use video or other information technology to enrich learning. Teachers organise many off-site activities. For example, communications students have made broadcasts on local radio and written articles for the local media. English students have a busy programme of theatre visits which include trips to Stratford-upon-Avon and London.

50   In humanities and social sciences lessons, printed handouts were well used to provide source material and to record the key points covered. There was a good rapport between staff and students. In some lessons teachers engaged students productively in a variety of activities. In foreign languages, students were well motivated. Teachers were fluent in the languages they were teaching and they made good use of authentic audio-visual and printed teaching materials. In most lessons, there was a successful balance between formal teaching and student participation in appropriate learning activities. Extra individual tuition is available to students and there are additional workshop classes to allow the more able students to extend their skills. In both languages and humanities

assignments are carefully marked and teachers give detailed advice and guidance to students on their work. However, in some lessons teachers did too much of the talking and did not question students carefully enough to check that they understood the content of the session.

51   In adult basic education, lessons were generally well planned and addressed the needs of students. Teachers built upon the progress students had made in previous lessons. They offered effective and sensitive support to individuals, but sometimes they failed to take the opportunity to teach the group as a whole when this would have been more effective. There are good systems to record and assess students' progress, to establish learning plans for individual students and to set appropriate learning targets. Individual learning programmes for students are supported by a wide range of appropriate learning materials. The system for summing up and assessing students' work regularly is not yet fully developed. There is insufficient use of information technology in basic education lessons.

52   Students with learning difficulties and/or disabilities are treated with care and their views are valued. Their personal skills are fostered. Classroom assistants are well deployed. Vocational work is carried out in specialist areas and students develop an appropriate level of skills. However, many lessons proceeded very slowly and failed to challenge students sufficiently. In one lesson students worked quietly on the same task, which was too easy for some and too difficult for others. There was no stimulus material on the walls and no learning materials other than old handouts which were dog-eared and dirty. Although students made some progress, it was not systematically recorded. The communication and numeracy skills of the students are not being consistently reinforced across all aspects of their courses.

53   The college has a policy for the inclusion of key skills in the curriculum for all full-time students. There are quality assurance co-ordinators for the three key skill areas of communication, application of number and information technology. There is a key skills handbook for staff and a logbook for students. There is an assessment centre for key skills in the resources centre where qualified assessors sign log sheets for students after checking the judgements of the key skills tutors. Dates are set during the year by which students must complete key skills assignments.

STUDENTS' ACHIEVEMENTS

54   Yeovil College students achieved good results in GCE AS/A level examinations in 1996. The 354 students aged 16 to 18 entered for at least one GCE AS/A level subject in 1996 scored, on average, 5.2 points per entry (where grade A=10 points, E=2). This placed the college in the top 10 per cent of colleges in the further education sector, according to the tables published by the Department for Education and Employment (DfEE). Subjects with 100 per cent pass rates for full-time students included English literature, economics, performing arts, music, film studies, dance, further mathematics and Spanish. The following subjects had a pass rate between

95 and 100 per cent for full-time students: mathematics, design and technology, English language and art and design. Part-time students also did well in several subjects, and achieved an overall pass rate of 75 per cent. In 1996, 40 students sat for eight GCE AS subjects and achieved an 82.5 per cent pass rate. The lowest pass rate was in environmental science (62.5 per cent). In human biology, German, French and Italian, all with small numbers of candidates, all students passed.

55   The proportion of students who achieved grade C or above in GCSE subjects in 1996 was 46 per cent for full-time students and 71 per cent for part-time students. The proportion of all students achieving grade C or above was 57 per cent. The proportion of full-time students who obtained a grade C or above in GCSE English was 41 per cent. This is below the national average of 47 per cent for students aged 16 to 18 in further education sector colleges in 1996. The proportion of students who gained grade C or above was high in the following subjects: dance, Latin, sociology, law, psychology, Russian and Spanish.

56   Sixty-seven per cent of students in their final year of study on intermediate level vocational courses in 1996 were successful. This places the college in the middle third of colleges in the further education sector, according to data produced by the DfEE. Pass rates for students who completed their programmes varied considerably between subjects. Students working towards a GNVQ intermediate award in art and design achieved an 88 per cent pass rate, and those taking a GNVQ intermediate in health and social care achieved an 81 per cent pass rate. Students on GNVQ intermediate business and GNVQ intermediate information technology courses were less successful with pass rates of 44 per cent and 40 per cent, respectively. The pass rate for engineering students on BTEC first diploma and certificate programmes was low at 10 per cent. At foundation level, students on the programmes in hospitality and catering aiming at GNVQ awards achieved a 60 per cent pass rate, which is much higher than the provisional national pass rate for 1996 of 17 per cent.

57   Seventy-seven per cent of students in their final year of advanced level vocational courses in 1996 were successful. This places the college in the middle third of colleges in the further education sector, according to data produced by the DfEE. As with intermediate level awards, pass rates varied between subjects, although not so widely. GNVQ advanced leisure and tourism and business students achieved 92 and 88 per cent pass rates, respectively. Sixty-one per cent of GNVQ science students achieved the whole award. BTEC national diploma and certificate students in performing arts achieved a 93 per cent pass rate and those in business studies achieved an 87 per cent pass rate. The pass rate for engineering national diploma and certificate students was 68 per cent.

58   Pass rates in 1996 for students in their final year of courses leading to NVQs vary widely, according to figures submitted by the college to the DfEE. Seventy-seven per cent of the 109 candidates for NVQs at level 2 achieved their qualification. Seventy-five per cent of students on courses

leading to NVQs at level 3 achieved their qualification. Twenty-four per cent of candidates for NVQ level 1 were successful. Hairdressing students had a high completion rate, as did those studying electrical installation.

59   The low retention rates on some courses, such as aspects of performing arts and engineering, GNVQ at advanced level in health and social care and some GCE A level subjects, give cause for concern. The college has been hampered in its attempt to address those low rates by the inaccurate and incomplete information which was available up to September 1996. Student attendance rates vary across the college. The monitoring of both attendance and retention has improved since September 1996.

QUALITY ASSURANCE

60   The college is committed to the effective evaluation of the quality of its work. Many elements of the quality assurance system have been introduced in the last two years. Some of these have already produced results but it is too soon to judge the effectiveness of others. One indicator of progress in quality assurance is a self-assessment report which is detailed, and presents a concise and generally realistic picture of the college's strengths and weaknesses. The college's own judgements about its performance largely concur with those made by inspectors.

61   The corporation has been involved in improving quality assurance. Members approved a policy statement on quality assurance in September 1996. The governors have a performance monitoring committee which began its work in November 1995. This committee has contributed to, and has approved, the self-assessment report. It has begun monitoring the college's performance against indicators it has set.

62   Procedures to monitor the quality of new course proposals and to review existing courses are generally effective, although there are some inconsistencies in practice. The course review process is long established. Recent changes have improved its effectiveness. There is a clear cycle of review events and summary reports and these help to keep the academic board and the governors' performance monitoring committee informed about issues relating to quality. Managers are required to respond to course reviews. The quality of course reviews varies according to the extent to which the reviews use performance indicators and specify action plans for improving provision. A pilot scrutiny of a sample of courses from across the college was undertaken during 1995-96. The procedure for course review is under review. Proposals to introduce new courses or subjects are monitored by an approvals panel. Those proposing new courses have to demonstrate how the proposals relate to the strategic plan.

63   Students' views on the quality of the college's provision are collected through a questionnaire. This questionnaire is put to students towards the end of the spring term, a time which is not appropriate for some

courses. A report on the survey's outcomes is sent to the academic board and the performance monitoring committee. Course teams use their own supplementary questionnaires to ascertain students' views of specific aspects of provision. The use of these questionnaires is not monitored.

64   The lack of reliable historical data regarding students' performance has made it difficult for the college to identify trends in students' achievements. Performance indicators are being used more systematically now that staff have more confidence in the data. The monitoring of completion rates and examination results is now being undertaken regularly. However, the analysis undertaken last year of completion rates and examination results in course reviews was not thorough. The action plans for their improvement are not sufficiently rigorous.

65   The college has used an internal system for several years to compare students' entry qualifications with their final GCE A level results in order to measure the value added to students' achievements. This system has had little effect. The college now subscribes to a national system to measure the value-added factor. Some tutors of GCE A level students are using information from this system to predict grades for individual students based on their GCSE achievements. These predicted grades become achievement targets for the students. Tutors report termly on students' progress towards meeting these targets. This work is at an early stage, but it is indicative of the college's improving use of performance indicators and targets. However, such targets are not set by all staff across the college. Some staff are unfamiliar with, and have little understanding of, the concept of setting targets such as those for students' retention rates.

66   Few detailed standards have been specified for most of the college's services. There are no set standards at all for some services. In other areas, staff try to maintain standards they have agreed upon, but these are not formalised or written down. The corporate services committee has begun work with different areas which are covered by its remit in order to establish standards. Most of this work is at an early stage. The learning resources service, however, has a systematic approach to the setting of standards which reflect the college's strategic objectives. There are detailed procedures for setting these standards and they are evaluated against an appropriate range of performance measures.

67   None of the providers of courses taking place away from the college's main sites complies fully with the college's quality assurance system. The college's collaborative partners are visited at least once each term by the manager responsible for this work and, increasingly, by specialist teachers. College staff have met with students and observed lessons. The visits result in useful detailed reports to the training centre manager and the assistant principal (curriculum). The courses leading to engineering NVQs which are provided on employers' premises are not covered by the college's quality assurance system. Students on these courses have not received copies of the college charter. The college does not set standards for this

provision and college managers do not receive reports on students' performance. Providers of the 'essential skills' courses for adults implement a form of quality assurance which is generally effective, but this is not part of the college's quality assurance system.

68   The college does not formally involve employers or community representatives in quality assurance procedures. Practice varies in the way the views of employers on the college are gathered. In the technology division, an employers' advisory group comments on the quality of the provision and employers are involved in some assessment procedures for business students. However, neither practice forms part of the quality assurance system.

69   The appraisal of staff takes place through a staff review and development process. However, its implementation over the last four years has been sporadic and it has been ineffective in much of the college. Many appraisals have not been in accordance with the college's appraisal scheme. There are staff who have been in college for four years and not had a review. By contrast, other members of staff have been appraised twice. Staff who have been appraised feel that the process has improved their work.

70   Staff development is not closely linked to appraisal or curriculum development. Poor records are kept of staff development and there has been little attempt to evaluate its effectiveness. There have recently been significant improvements in the management of staff development. For example, staff-development budgets now clearly reflect the priorities of the strategic plan. The staff-development budget represents 1.5 per cent of the college's payroll.

71   The college's current charter is not held in high regard by staff and students. It has not been effectively disseminated and used. It is in the form of a guide to the college for students. This booklet contains information about some of the various services at the college. There is little in it which relates to measurable standards or leads students to have high expectations of the college's services. A charter working group was established in October 1996. Its aim is to set targets and to report on the college's performance in meeting them. It proposes to have a new charter ready for governors' approval by July 1997. Its work is well advanced and the group has already defined appropriate and measurable standards.

RESOURCES

Staffing

72   Staff are enthusiastic and committed to the college and its students. The college employs 320 teachers of whom 110 are full time and 210 are part time. The college has employed a higher proportion of part-time staff in recent years in order to reduce costs and increase flexibility in staffing. Part-time teachers amount to 45 per cent of full-time equivalent teaching staff. Twenty-nine per cent of full-time staff have been appointed in the

past five years. Forty per cent of the 23 members of the college management team and 50 per cent of teachers are women. Teachers work well together. However, the high proportion of part-time teachers in some areas means that there are not enough full-time teachers in their curriculum teams to offer them support and co-ordinate their work. In some instances, teachers on the same course team are deployed across several sites and, as a result, opportunities for them to meet and share expertise are restricted.

73 A high proportion of teachers have specialist degree level qualifications. Eighty-nine per cent of full-time and 85 per cent of part-time teachers have degrees or their equivalent and 18 per cent of full-time teachers have higher degrees. Eighty-five per cent of all teaching staff are qualified teachers. Those without teaching qualifications are encouraged to obtain them. Thirty-five per cent of full-time teaching staff and 28 per cent of part-time teaching staff have achieved vocational assessor awards. Progress towards achieving these awards has been slower in some vocational areas, such as leisure and tourism, than in others.

74 Many teachers have industrial or commercial experience relevant to their subjects. In health and community care, hotel and catering and the performing arts, this experience is particularly recent. In subjects where such experience is more dated, for example engineering, teachers have established informal links with industry to help them keep up to date with industrial practice. Through their roles as assessors of competences in the work place, some teachers are able to keep abreast of current developments in their industry. The up-to-date industrial experience of many part-time staff is an asset. In art and design, for example, many part-time teachers are professional practitioners in their respective fields. In business studies, many part-time teachers have current commercial experience.

75 The 62 library, technical and other staff who directly support learning are appropriately qualified. They carry out a variety of tasks and they relate well to, and are valued members of, their curriculum teams. There is some unevenness in the deployment of administrative and technical support staff which arises, in part, from the dispersal of sites. There is little or no administrative support at outlying sites. Occasionally senior staff cannot make the best use of their time because they have to carry out routine administration tasks in the absence of support staff.

76 There is an effective system for personnel administration which is developing well. New policies and systems have been introduced over the last 18 months. A new computerised personnel management system provides improved information for personnel administration and planning. Divisional managers now have direct access to the database relating to their own staff. The systems have yet to reach their full potential. The college is moving towards a common form of contracts for all staff.

Equipment/learning resources

77   Standard teaching aids and classroom resources are often widely available. Most classrooms have overhead projectors and whiteboards but there are not enough projection screens.   Some poor-quality blackboards are still in use in a few areas. Audio and video equipment is available for the main sites from the media resources centre, but in practice it is seldom used at other centres. Students aged 16 to 19 on full-time courses are provided with textbooks free, on payment of a returnable deposit.

78   The quality and availability of specialist equipment are variable. One of the engineering workshops, jointly equipped in partnership with a local employer, has modern machinery of an exceptionally high standard. There are good vehicle and engine stocks for motor vehicle students. A helicopter provides a good resource for engineering students. Suitable sports equipment includes a wide range of fitness machines. In contrast, there are not enough specialist computer stations for engineering students on the main site and there is very little information technology equipment at the three outlying sites. Because of deficiencies in equipment, some simulated work environments are insufficiently realistic. Motor vehicle students do not have access for their NVQ assessments to cars which are in everyday use. The two training kitchens are well equipped, but another is poorly equipped and out of date. Languages classes benefit from authentic materials and videos, but the college does not have a language laboratory and students have no direct access to live satellite broadcasting. Art and design equipment varies across sites. There is good equipment for ceramics, woodwork and computer equipment, but facilities for textiles are poor. Computing students have some high specification computers, but there are insufficient laptop machines, specialist software or teaching monitors. There are few relevant materials and resources provided for students with learning difficulties and/or disabilities. There is currently no planned programme of systematic replacement or maintenance of equipment.

79   On the main site, there is a large modern library and resources centre with computer-based learning facilities. The library and resources centre are well used and they are appreciated by students. There are 100 individual study spaces, two quiet study areas and a workroom for small groups. The resources centre has 49 workstations with modern computers linked to a network, access to up-to-date software, five machines with compact disk read-only memory (CD-ROM) databases and 53 titles, and a machine with access to the Internet. There are sufficient workstations and study spaces to cope with all but the very busiest times. The main resources centre is open in the evenings until 20.30 hours from Monday to Thursday. There is also limited opening at weekends and during college holidays. Books and other printed resources are adequate for most programmes, but they are dated in some humanities areas and in engineering. There is a wide range of periodicals, newspapers, video

cassettes and audio tapes. Resources staff work closely with subject teachers to prepare packages of materials for assignments. There is also an imaginative programme to help students to develop skills in using the library properly. This includes a critical thinking exercise to help students undertake research effectively. Some course teams value and make good use of these services. The books, periodicals and learning resources budget has been progressively reduced over the last three years.

80   On the Goldcroft site, a study centre with about 80 spaces for quiet work, as well as a CD-ROM machine, has been established. It has a selection of reference books and periodicals relevant to the needs of students who work there. There is an associated information technology facility with 51 computers, which can be used for teaching or by students. At the three outlying college sites, there are no resource rooms and students studying at these sites are disadvantaged as a result.

81   The college has expanded its range of modern computer equipment for teaching and for student use, but it remains insufficient to meet all needs. The office technology centre, which responds to demands for professional training, has been equipped with the assistance of a major local employer. The centre provides students with access to commercial standard business packages and an Internet terminal. In contrast, the outlying sites provide virtually no access to information technology facilities. On the central sites, there are 12 computer rooms with networked machines for students. Recently, students have been given improved access to computer teaching rooms when there are unused places in rooms booked for classes. There are, however, some restrictions on access to such rooms on the Goldcroft site. The college has 346 modern computers for students' use and six large monitors for group teaching. The ratio of computers to full-time equivalent students is 1:12. The college has appointed a person to the new post of director of information and learning technologies with responsibility to ensure that resources are provided to replace and improve information technology equipment. At present, there is no planned programme for the systematic replacement or maintenance of computers.

Accommodation

82   The college is housed on six dispersed sites which, between them, have buildings of a wide range of periods and styles. At the main campus, Hollands, most of the nine separate buildings were purpose built between the 1960s and 1980s. They include a five-storey teaching, central services and administrative tower, a large workshop building and a two-storey technology block. This accommodation is supplemented by 14 huts. Close by, across a busy road, is the Goldcroft site, a former grammar school built in the 1930s, together with a further 15 huts. A large Victorian house, 45 The Park, now used for art and design, is a 10 minute walk from the main site. There are three outlying sites. The modern workshop building on the Lufton Industrial Estate, and a slightly older unit at Houndstone

Small Business Park, are both two miles west of the main campus. The third, also a small industrial building, is on the Pen Mill Trading Estate, a mile and a half to the east.

83   A few of the college's larger buildings are in need of frequent repairs and maintenance. There are a few spaces which are underused. However, some teaching areas are too small for the number of students using them, and this has an adverse impact on students' learning. The college has recently surveyed levels of room use and is exploring ways of using its accommodation more efficiently. The college is aware of its accommodation problems and is in the process of developing a strategy for bringing the college on to one site.

84   Most curriculum areas have their own specialist rooms which are close to one another. Students in some curriculum areas have benefited from a re-allocation of accommodation. Students who have to move between sites for different parts of their course face travel difficulties, especially if they have lessons at the more outlying sites. There is no public transport to Lufton or Houndstone. The college provides a bus from Hollands each morning and evening. Otherwise, staff and students have to use their own transport to travel between sites and they encounter parking problems at the main college campus. There are no catering or recreational facilities at the three sites which are beyond reasonable walking distance from the main campus.

85   Most general-purpose classrooms have sufficient space, lighting, ventilation and basic furnishings. Some rooms have been improved and they provide attractive and comfortable learning environments. However, many parts of the college, including a large number of classrooms such as most of those at Goldcroft, are drab and in need of refurbishment. Almost all of the accommodation at 45 The Park is in poor condition. Nevertheless, the college premises as a whole, including communal areas, corridors and toilets, are kept reasonably clean. There is scope to do more to brighten the interior of the college with pictures and displays. Few classrooms contain wall displays to stimulate learning. Some signposting and room numberings are unclear.

86   There is a wide range of specialist teaching areas and workshops. These are generally well organised and provide suitable learning environments. The office technology centre at Hollands, the engineering laboratories in the technology building there, and the newly-fitted-out dance studio at Goldcroft are all particularly attractive and well appointed. In a few curriculum areas, the accommodation does not provide students with realistic working environments.

87   Reception areas and some offices are bright and pleasant. Most offices for teaching and technical staff are light, adequately ventilated and of sufficient size. There is a lack of storage facilities for some offices, teaching and technical support areas. The lack of such facilities presents problems to staff in art, design and media studies who have to store students' project work.

88   General amenities on the main campus include a large, popular self-service cafeteria and a busy smaller one with an adjoining area that is timetabled for recreational use for the first half of each day. Staff and students can also use the training restaurant at lunchtimes. There is a good-sized, heavily-used sports hall and a well-stocked retail shop. Students have access to playing fields and pleasant landscaped grounds.

89   The college has not undertaken an audit of access for people with restricted mobility. About a third of the college premises, including parts of curriculum areas such as music, art and design and engineering, are inaccessible to students who use wheelchairs. None of the teaching areas are fitted with hearing loops.

CONCLUSIONS AND ISSUES

90   The strengths of the college include:

•   a wide range of provision

•   well-qualified and conscientious staff

•   some varied, effective and lively teaching

•   the achievements of GCE A level students

•   an executive team whose members work well together and communicate their view of the college's future with increasing effectiveness

•   committed and supportive governors who have a good understanding of their responsibilities

•   its achievement of enrolment targets

•   strong links with schools, some employers and the community

•   the priority given to initial guidance and tutorial support for full-time students

•   some good specialist equipment

•   the accuracy of its self-assessment.

91   If it is to improve the quality of its provision the college should:

•   address the gaps in foundation level provision

•   ensure the accuracy of information concerning students' achievements

•   bring more of its teaching and learning up to the standard of its best practice

•   strengthen learning support and student welfare services

•   monitor the effectiveness of the new management arrangements

•   improve aspects of curriculum management

•   address specific clerking issues on corporation subcommittees

•   increase the use of performance indicators for quality assurance

- fully implement staff-appraisal procedures

- raise the profile and implementation of its equal opportunities policy

- improve its accommodation.

FIGURES

Note: the information contained in the figures was provided by the college to the inspection team.

Figure 1

**Yeovil College: percentage student numbers by age (as at November 1996)**

Legend:
- □ Under 16
- ▨ 16-18 years
- ■ 19-24 years
- ▨ 25+ years
- ▨ Not known

Pie chart values: 1% 1%, 26%, 14%, 58%
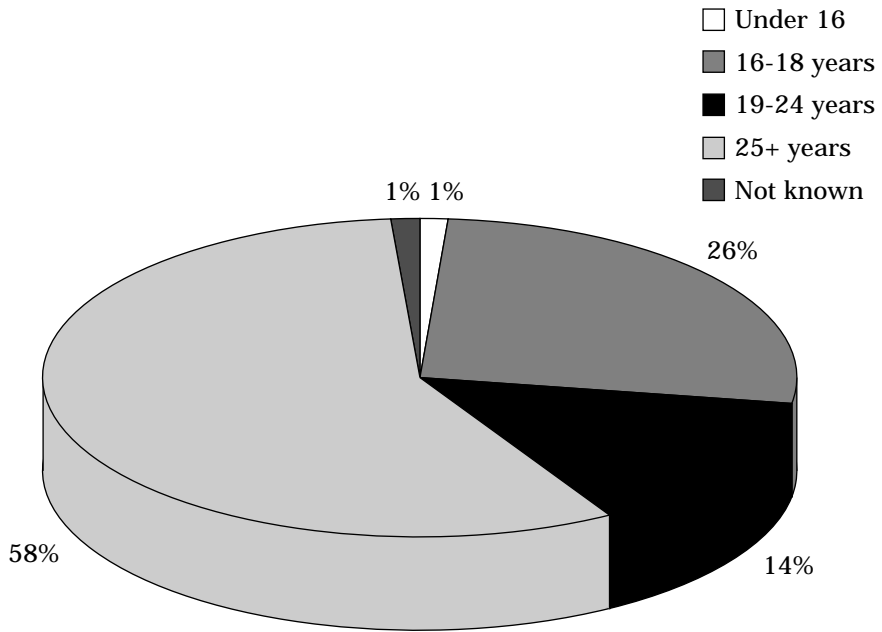
Student numbers: 6,866

Figure 2

Yeovil College: percentage student numbers by level of study (as at November 1996)

Pie chart labels:
- Leisure/recreation (non-schedule 2) 18%
- Higher education 6%
- Advanced 38%
- Foundation 18%
- Intermediate 20%
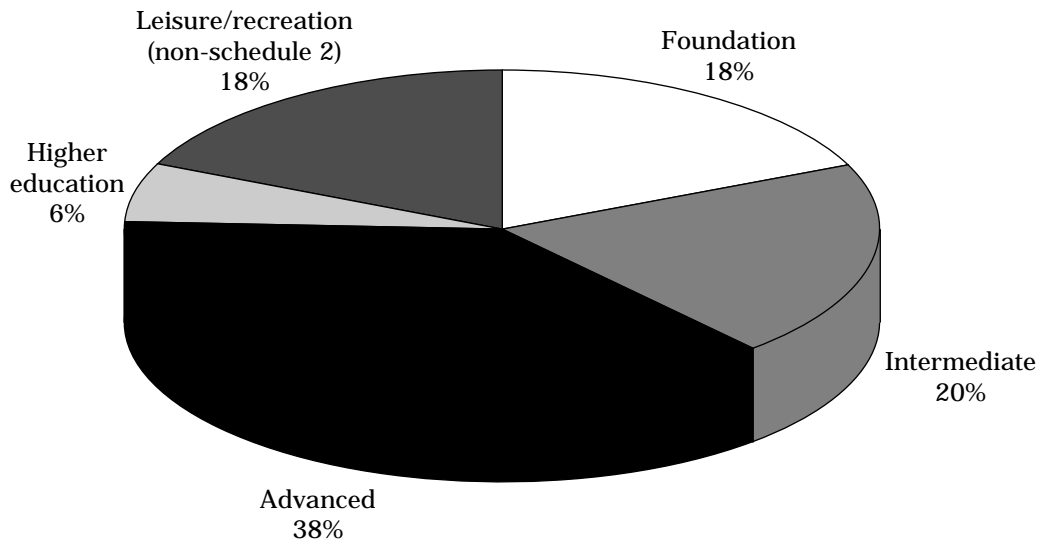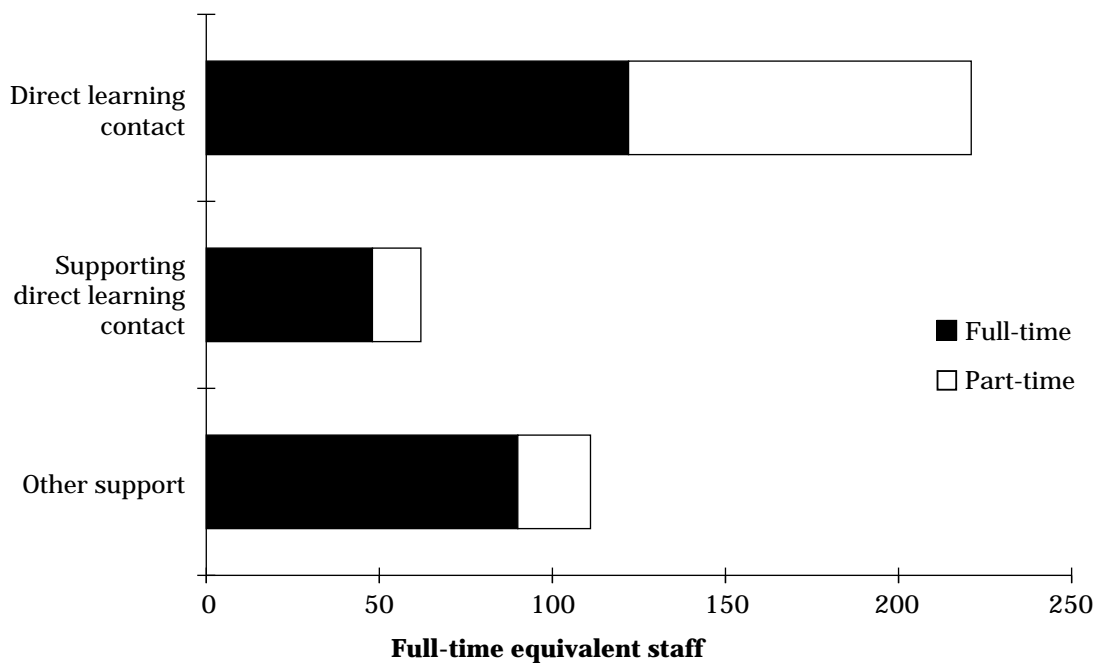
Student numbers: 6,866

Figure 3

Yeovil College: student numbers by mode of attendance and curriculum area (as at November 1996)
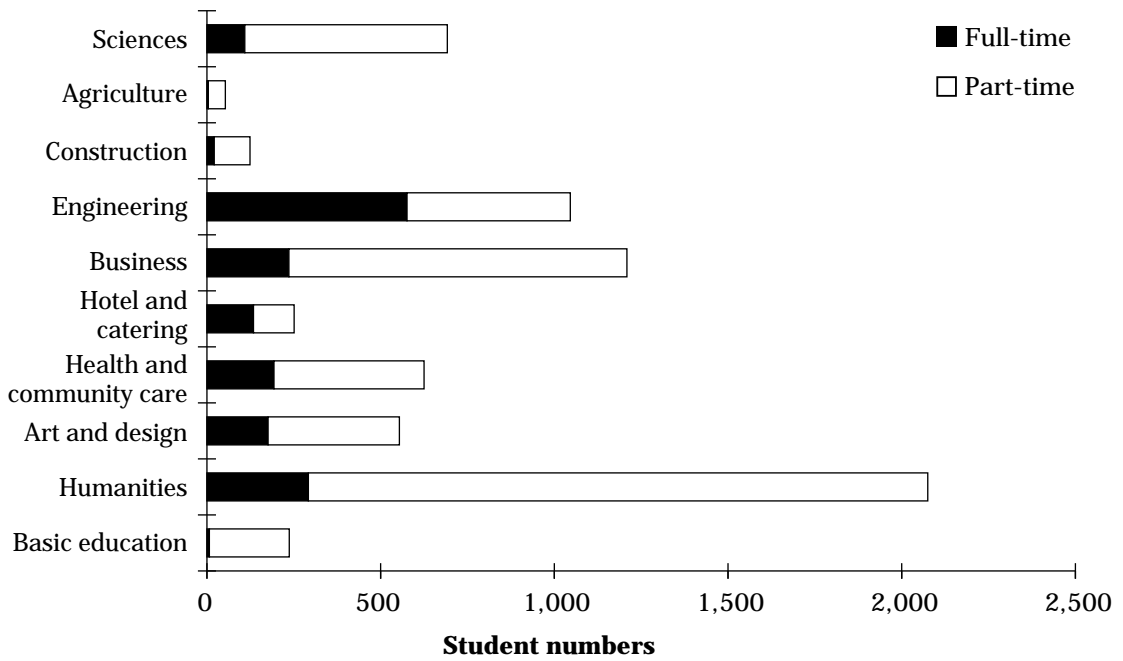
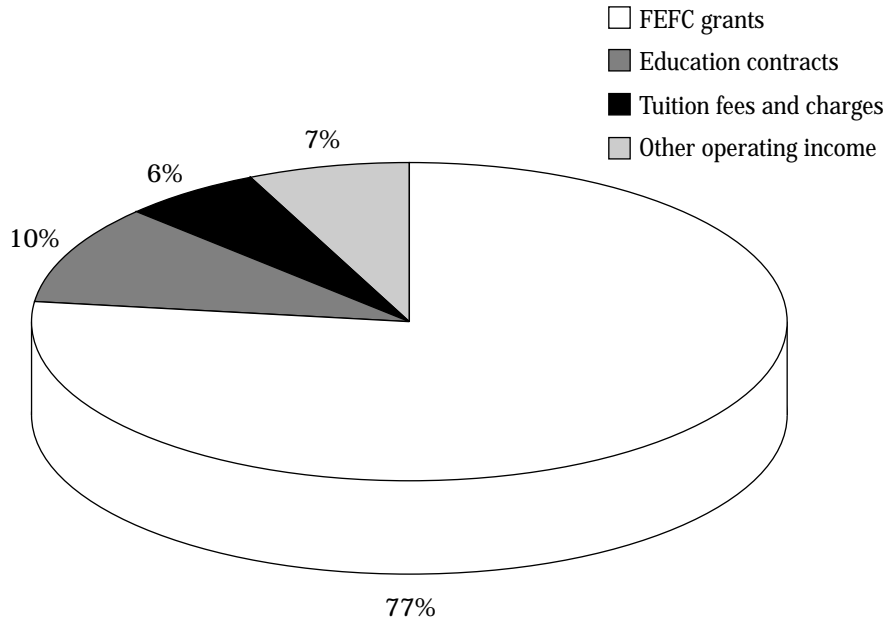Student numbers: 6,866

Figure 4

Yeovil College: staff profile – staff expressed as full-time equivalents (as at February 1997)

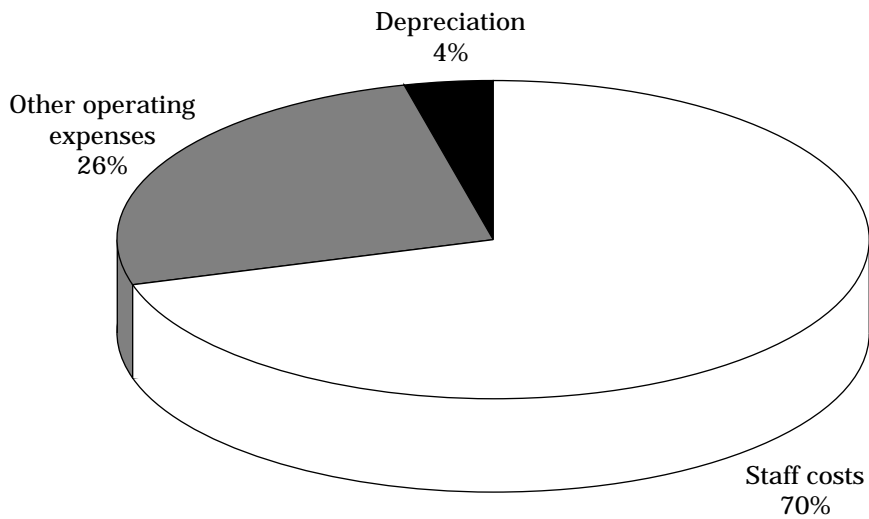Full-time equivalent staff: 394

Figure 5

Yeovil College: income (for 12 months to July 1996)

Legend:
- □ FEFC grants
- ▨ Education contracts
- ■ Tuition fees and charges
- ▢ Other operating income

7%

6%

10%

77%

Income: £11,125,000

Figure 6

Yeovil College: expenditure (for 12 months to July 1996)

Depreciation
4%

Other operating
expenses
26%

Staff costs
70%

Expenditure: £12,844,000