

**REPORT
FROM THE
INSPECTORATE**

Penwith College

April 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. 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.*

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 0203 863000
Fax 0203 863100*

FEFC INSPECTION REPORT 17/94

PENWITH COLLEGE

SOUTH WEST REGION

Inspected November 1993 – January 1994

Summary

Penwith College is a major provider of further education for the Penwith district of Cornwall. It is a valuable resource for a widely-dispersed and geographically-isolated population. The college has traditionally provided full-time academic education for 16-19 year olds. Since its establishment as a tertiary college in 1990 it has developed vocational courses for full-time students and a range of programmes for adults and part-time students. The governors are well informed and effective. There are good working relations between the college and its partnership schools. The college provides a pleasant environment in which to learn. The teaching is effective and students achieve good examination results at GCE A level and in vocational courses. Central information systems provide good quality information on students and courses. There is a strong commitment to quality improvement, but the developing quality assurance procedures should be implemented more consistently. Lines of communication and accountability within the management structure also require clarifying. Other weaknesses are the quality of provision for students with learning difficulties and/or disabilities, the support systems for full-time adult students, the links between staff development and the strategic plan, students' limited access to personal and welfare counselling, and the levels of administrative support for management and teaching.

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

Aspects of cross-college provision	Grade
Responsiveness and range of provision	3
Governance and management	3
Students' recruitment, guidance and support	3
Quality assurance	3
Resources	2

Curriculum area	Grade	Curriculum area	Grade
Adult & community education	2	Learning support & students with learning difficulties	4
Art & design	2	Modern foreign languages	2
Business & administration	3	Performing arts	3
Care & leisure	3	Science & mathematics	2
Humanities	2		

CONTENTS

	Paragraph
Summary	
Introduction	1
The college and its aims	3
Responsiveness and range of provision	10
Governance and management	18
Students' recruitment, guidance and support	26
Teaching and the promotion of learning	34
Students' achievements	42
Quality assurance	49
Resources	55
Conclusions and issues	61
Figures	

INTRODUCTION

1 Penwith College in Cornwall was inspected during the period 11-13 January 1994. The team of five inspectors looked at aspects of cross-college work, provision for students with learning difficulties and/or disabilities and learning support. They drew on the specialist subject inspections carried out during November 1993. In all, inspectors spent a total of 41 days in the college. They observed 105 classes, examined samples of students' work and held discussions with governors, college managers, teaching staff, students, parents, local employers, representatives of the five partner schools and community representatives. Inspectors also had access to a wide range of documentation relating to the college and its courses. The principal, who had been absent from the college through illness since August 1993, was not available during the inspection.

2 The report is based on inspections carried out according to the framework and guidelines described in Council Circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of Penwith College occurred early in the cycle, the opportunity for such a response has not been available.

THE COLLEGE AND ITS AIMS

3 Penwith College was established as a tertiary college serving the Penwith district of Cornwall in September 1990, having been a sixth form college for the previous decade. It is located on two sites. The main site is approximately half a mile from the town centre and consists of an Edwardian building with considerable extensions, the latest of which was completed in 1992. The second site is the former art school which is approximately one mile away and houses the adult education office and additional accommodation for art for adults.

4 At the time of the inspection, the college employed a total of 250 staff, of whom 217 were teachers and 33 were support staff. The numbers of full-time equivalent staff are shown in figure 1. There were 3,115 students on roll. Eighty-nine per cent of the full-time students were aged 16-18 years. An age profile of enrolled students is given in figure 2.

5 Tourism is an important element of the local economy, with approximately one quarter of local companies servicing this sector. Retailing, fishing and agriculture are also significant employers. There are relatively few large employers in the area. Approximately 90 per cent of local businesses have fewer than 10 employees. Unemployment in Penwith is measured in terms of the Penzance/St Ives travel to work area. In December 1993, 18.4 per cent of males and 8.6 per cent of females were unemployed. An indication of the relative position of the Penwith area

with respect to employment opportunities can be inferred from the value added tax (VAT) registrations which are indicators of business development. Figures for the 10-year period 1981-1991 show that whereas these rose by 27.7 per cent in the South West, Penwith showed the lowest rise for the region at 10.3 per cent.

6 Full-time students are recruited mainly from the five 11-16 partner comprehensive schools. Students also came from the Helston, Mullion, Lizard Peninsula and Camborne areas. Approximately 50 per cent of students from the Isles of Scilly have chosen to transfer to the college at 16. The college provides adult education in 27 locations throughout the Penwith district. A wide range of academic, vocational and recreational courses is available.

7 Alternative provision for post-16 education is offered at a large general further education college, Cornwall College, situated between Camborne and Redruth, approximately 16 miles away. There is also sixth form provision at Helston and Camborne schools, both approximately 13 miles from the college. The college exceeded its planned increase in enrolments for September 1993.

8 The college offers a good range of General Certificate of Education advanced level (GCE A level), and General Certificate of Secondary Education (GCSE) courses, and is steadily developing its range of vocational courses. Teaching is organised in small subject or course-based departments which are grouped into three faculties, each with a faculty head. Adult and continuing education provision is co-ordinated by a senior member of staff who reports, along with the faculty heads, to the vice-principal.

9 The college aims to increase the quality and range of provision offered to both full-time and part-time students. It has made progress in achieving this.

RESPONSIVENESS AND RANGE OF PROVISION

10 Throughout the college, there is a good level of awareness of issues facing further education and of the national targets for education and training.

11 The college offers 30 subjects at GCE A level, five subjects at A/S level and 14 GCSE subjects. Since 1990, the college has added full-time vocational courses in business and finance, information technology, design, caring and performing arts, most of which have recruited well. Two General National Vocational Qualification (GNVQ) programmes in leisure and tourism commenced in September 1993 and the college plans to introduce GNVQ qualifications in business, hospitality and catering, art and design, health and social care and manufacturing from September 1994. National Vocational Qualifications (NVQ) are available in business administration. The number of full-time equivalent students in the programmes of study are shown in figure 3, and enrolments by level of study in figure 4.

12 The college has recently appointed a head of the enterprise unit, part of whose task is to develop a partnership with the Devon and Cornwall Training and Enterprise Council (TEC). At present the links with the TEC are limited. Generally, there is effective liaison between the college and employers over work placements for students, but in other respects the college's involvement with employers requires strengthening.

13 Good links have been established with the local schools. There has been co-operation in developing well-structured admissions procedures and an effective system of marketing college courses to school students. In addition to its contacts with final year students in partner schools, the college also offers a maths club for 13 - 15 year old students. The club is well attended and it brings together staff from schools and the college to provide a stimulating environment for keen young mathematicians.

14 The college plays an active role in the life of the community and is seen by local representatives as a valued resource. Students take a leading role in the local youth council and are regularly involved in charity fund-raising and sporting events. The college has responded positively to requests for it to become involved in links with Europe and America, by finding accommodation and organising language tuition for visiting students.

15 The college provides a wide range of adult education courses across the Penwith district and has made some progress in attracting adults to full-time courses. There are good links for adult basic education with the Penlee Centre and effective use is made of volunteer tutors. Accreditation of prior learning (APL) is at an early stage of development. At present, the facility is only available to students who have enrolled and wish to gain exemption from part of a unit or a complete unit of their course. Twenty-five staff are undertaking assessor training for various awards of the training and development lead body. This work should enable the college to offer assessment and accreditation of learning to a broader range of applicants. There are at present no opportunities for tutored distance learning.

16 The college has yet to market its provision to all potential clients. A marketing committee has been established and has begun to conduct market research. The committee requires a more clearly defined remit. For example, it is not making use of the data produced as a result of the course review process.

17 The governing board has recently approved an equal opportunities policy developed by a small working group chaired by the co-ordinator for equal opportunities. The college has yet to address strategies for implementation of the policy.

GOVERNANCE AND MANAGEMENT

18 The board has 15 members including the principal and a representative of the teaching staff. Members are representative of the local community and bring expertise in areas such as tourism, financial

services, the legal profession, personnel management, company management and adult education. Governors show a high level of commitment to the college through their attendance at meetings, formal and informal liaison with the senior management team, and the attention they pay to indicators of the college's performance such as examination results and student destinations.

19 The board is fulfilling its responsibilities under the instrument and articles of government. All the necessary board committees have been established and meetings are well organised and recorded. Subcommittees report formally to the board on those matters delegated to them. Committee members receive regular and appropriate information from the college. The chairs of both the finance committee and the personnel committee are professionals experienced in these fields, able to offer advice and guidance to the board in the execution of its duties.

20 Following a limited reorganisation of the management structure in 1990, the senior management team comprises the principal, vice-principal and two assistant principals. Subject teaching and course organisation are the respective responsibility of subject heads and course leaders. There are small numbers of staff in some of the course and subject groups. In several instances, the head of subject is the only full-time teacher in the department. Subjects and courses are grouped within three faculties, the heads of which together with the head of adult and continuing education report to the vice-principal. The job descriptions of faculty-heads do not fully describe their roles, and their responsibilities are not clearly understood across the college. As a result, decisions are often made by subject heads in consultation with a member of the senior management team.

21 Pastoral care, student support services, careers guidance and liaison with partner schools are the responsibilities of group tutors, led by three senior tutors, one of which is the assistant principal (student services). Financial management, premises and assets, information systems, personnel and all support staff are the responsibilities of the assistant principal (resources). In addition, there are cross-college responsibilities allocated to individual members of staff which include learning resources, examinations, quality, equal opportunities, enterprise and vocational curriculum development.

22 Until recently, there has not been a structure to ensure regular formal meetings of faculty heads, senior tutors and the head of adult and continuing education. The introduction of a management team meeting has improved the co-ordination of policies, but communication channels and lines of accountability within the organisation are still not clear to staff.

23 The college's unit of funding for 1992-93, inherited from the local authority, is recorded in the FEFC report, *Funding Allocations 1993-94*, as £1,990 per weighted full-time equivalent student. The median for

general further education and tertiary colleges is £2,436. Summaries of the college's estimated income and expenditure for 1993-94 are shown in figures 5 and 6. The assistant principal (resources) has the assistance of a qualified accounting technician contracted by the college for two days each week. A budget, calculated according to a formula based on student numbers and programme weighting, is devolved to each subject head to cover consumables. The remainder of the budget is managed by the assistant principal in consultation with the senior management team.

24 The 1993-96 strategic plan reflects the college's aim to serve the community. Senior managers have a clear view of the medium and long-term objectives of the college, but these should be more tightly focused and shared with staff. Policies and procedures related to these objectives have yet to be implemented effectively. There are some subject and group plans, but they vary in quality and many of them fail to demonstrate how they relate to the strategic plan.

25 The quality and quantity of centrally-produced information on students is good. It includes data showing performance against set targets. Retention rates, absenteeism, value-added data, destinations and admissions information are all carefully recorded. At present this information is circulated mainly to the senior management team, although much wider dissemination is beginning to take place to support the college's new quality assurance process.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

26 Recruitment, guidance and support for 16-19 year old full-time students is the responsibility of the assistant principal (student services) and two senior tutors. This team manages a centralised admissions process and co-ordinates the overall support and guidance arrangements. Admission policies and procedures are clear and well documented.

27 There are close links with partner schools. A programme of events involving prospective students and their parents enables them to learn effectively about the opportunities available. All 16-19 year old students are interviewed both at application and following their examination results to ensure that their choice of course is finalised prior to entry. Good administrative and information technology (IT) support for the entry process enables the destinations of their former pupils to be communicated to partner schools. Schools find this helpful when giving course and careers advice to school leavers. As the range of courses grows, subject specialists should become more involved in the recruitment and admissions processes in order to provide more focused advice to students, and to ease the workload of senior tutors.

28 Arrangements for the recruitment and admission of adult students are separately co-ordinated by the head of adult and continuing education. While these arrangements are efficient and effective, the college should develop systems which will enable part-time students to receive the same levels of tutor support as full-time students.

29 Enrolment and induction procedures for full-time students are working effectively. Each 16-19 year old student is allocated a tutor with whom they have a timetabled one- hour tutorial session each week. Although the senior tutors provide guidance on how these sessions should be used and meet with the group tutors termly, further clarification of the role of the group tutor would improve the tutorial process. The heavy caseload of students currently carried by senior tutors is causing delays in their ability to respond to enquiries. Adult students are not part of the main tutorial system. The college's capacity for counselling students on welfare matters is inadequate. Currently, one counsellor is available for two hours each week and this is insufficient to meet present demands.

30 There is an active programme of careers and higher education advice which is well supported by resources in the library/learning resources centre. There are good links with the local authority's education guidance service which provides advice for adults.

31 The college is committed to the development of students' records of achievement and has established its own system for monitoring students' progress during their course. The college should ensure that the development work necessary to develop a complete record of achievement is undertaken.

32 Diagnostic assessment of students' learning support needs is at an early stage of development. Further work is required to achieve a coherent assessment, response and support system.

33 Students are advised of their rights and responsibilities through a clearly written student handbook. There is a college council including student representatives which meets twice each term.

TEACHING AND THE PROMOTION OF LEARNING

34 Evidence of the quality of teaching and learning was obtained from a broad representative sample of the college's provision. The strength of the work clearly outweighed the weaknesses in 56 per cent of the teaching sessions which were inspected. The following table summarises the inspection grades.

Teaching sessions: inspection grades by programme of study

Programme	Grade 1	2	3	4	5	Totals
A/AS level	4	26	13	3	-	46
GCSE	1	8	3	1	-	13
GNVQ	-	1	2	-	-	3
NVQ	-	-	1	-	-	1
Other	3	16	11	10	2	42
Totals	8	51	30	14	2	105

35 In general, the subject and course documentation is thorough. Schemes of work are complete, and learning is organised to ensure that students progress logically through their programme. In physics, the teaching schemes and the subject documentation are exemplary.

36 Most lessons inspected were well prepared and involved a variety of teaching methods. There was effective use of specialist equipment and teaching aids in many of the lessons. However, limited provision of appropriate equipment in art and design prevented students exploring and developing a full range of skills. In most cases, lesson objectives were made clear to the students. Teachers' expectations were generally in line with students' existing knowledge and skills, and the work was sufficiently challenging to maintain students' interest and motivation. This was not the case in some sessions for students with learning difficulties and/or disabilities where teachers' expectations were low and the pace of work slow. In general, questions from students arose spontaneously and were encouraged by teachers. In a small number of classes, there was too much use of dictated notes which were not an effective use of students' or teachers' time.

37 Students with learning difficulties and/or disabilities are provided with support in English, mathematics and information technology. In addition, the college provides discrete provision for students who require a greater level of support. The overall quality of work in these areas was poor. However, the college was already taking action to remedy this during the course of the inspection

38 Work experience is providing well-structured and challenging learning experiences for many students. In the care and business departments, students are offered a good range of work placements as an integral part of their courses. Work experience for students with learning difficulties and/or disabilities, however, is poorly organised and liaison with placement agencies is weak.

39 Written and practical assignment work was generally well organised. In one practical science class, students were able to use the facilities of two interlinked laboratories and to have the assistance of a technician who is also a qualified teacher to support their work. Performing arts students were undertaking some bold, creative and imaginative work. In the care department, the timing of assignment work should be better managed to ensure that the level, content and range of tasks are appropriate.

40 In French and German classes, teaching was appropriately conducted in the language being studied. English was spoken rarely, and only for the sake of brevity in explaining complex matters. This good practice was not always followed in Spanish classes and in language classes for adults.

41 Course work is an integral part of most college programmes. Generally, it is thoroughly and fairly assessed and returned to students with supportive and instructive comments.

STUDENTS' ACHIEVEMENTS

42 Students appeared enthusiastic and well motivated. They were secure in the open and friendly relationships they had with their teachers. A characteristic of much of the teaching was the encouragement given to students to demonstrate their knowledge and skills for the benefit of themselves and their peers. This was helpful in developing confidence and encouraging progress.

43 Examination results are generally satisfactory. The college has undertaken detailed value added analysis of the results obtained by students on GCE A level programmes, comparing their own students' achievements with the figures used in the report, *Unfinished Business*, published by the Audit Commission and Ofsted in 1993. The comparison indicates that the college's contribution to students' achievements is at a level similar to that achieved nationally. There is a good understanding of value-added measures and their potential benefit to the college. The data obtained from the analysis will form part of the information provided to subjects heads to assist their course review.

44 Students taking GCE A level examinations in 1993 achieved good results. Of 637 students entered for the examination, 526 achieved grades A-E, a pass rate of 83 per cent. A pass rate of 100 per cent was achieved in several subjects including ancient history, art, business studies, ceramics, English language and literature, law and music. Other notable results were achieved in design (91 per cent), French (91 per cent), English literature (97 per cent) and physical education (97 per cent). Some subjects, for example computing, chemistry and sociology, show a more erratic pattern of results over the past three years. Generally, there has been a marked increase in the percentage of students gaining grades A and B, from 22 per cent in 1992 to 29 per cent in 1993. In 1993, only four students entered for GCE AS levels.

45 In 1993, the college achieved a GCSE pass rate, grades A-C, of 49.5 per cent. This was slightly below the national average for all students and a significant decrease on the comparable 1992 figure of 64 per cent. GCSE results also show a variable picture when individual subjects are compared over the past three years. A more detailed analysis of these results as part of its course review process should enable the college to identify problem areas in this part of its provision. There are some subjects where pass rates at GCSE are good, including ceramics (88 per cent), French (100 per cent) and Spanish (75 per cent).

46 Results for vocational courses are generally good. Pass rates of 100 per cent were achieved in the Business and Technology Education Council (BTEC) first diploma courses in design and leisure studies and in the City and Guilds of London Institute (CGLI) family and community care course. The other BTEC programmes in the college all had pass rates of over 90 per cent. Ninety-five per cent of 16-18 year old students in their final year of study for BTEC or CGLI national diplomas achieved their qualifications, which puts the college in the top 10 per cent of institutions within the

further education sector. Generally good results were achieved in single subject examinations in secretarial work. Students with learning difficulties and/or disabilities progress to other courses but the level of achievement of these students is variable.

47 The college's management information system is sufficiently developed to be able to provide frequent and detailed analysis of rates of absenteeism and retention rates for full-time students. The college uses these to monitor performance and to take appropriate action.

48 Despite successfully attracting adults to full-time courses, 26 students over the age of 19 have left since November 1993, 10 as a result of financial pressures. The college is in communication with these students to consider what action can be taken to enable adult students to continue their attendance at the college.

QUALITY ASSURANCE

49 A draft college charter has been prepared ready for consultation prior to approval. The timescale for completion of this work is appropriate.

50 The college has a strong commitment to quality improvement. There is a comprehensive policy and procedures document on quality assurance, and a quality co-ordinator has been appointed to work jointly with the vice-principal. The college has developed quality standards and is beginning to set targets. Understanding of the process is as yet limited and practice across the college is too variable.

51 Course teams conduct regular reviews and specifically-targeted reviews are co-ordinated by quality improvement groups set up for the task. The reviews have led to changes in teaching practices, use of accommodation and admissions procedures. However, there is a lack of consistency in both the application and rigour of the review process. There is considerable variation, for example, in the style and content of course standards being produced by course teams and in the precision of the action plans being prepared. A detailed and comprehensive set of performance indicators is being supplied from central administration to subject heads and course leaders to aid the review process, although its use is at an early stage. Responses to the outcomes of the reviews by college management are not fully documented.

52 A staff development policy is managed by the assistant principal (student services) who reports to the staff development committee of the academic board. Most staff development is subject based and related to the needs of individual teachers rather than college needs. There is some identification of college priorities, for example in the provision of training towards assessor qualifications, but generally a more detailed analysis of need and a closer link with the strategic planning process are required in providing staff development. There are arrangements for staff to evaluate and disseminate information gained from staff development events, but there should be a more structured and active approach to this work if it is to be effective.

53 Entrants new to teaching receive good support but the college lacks a clearly-structured induction programme for staff new to the college. Staff-development arrangements for part-time teachers and support staff are not as well structured as those for full-time teaching staff.

54 An agreed appraisal process for teaching staff includes provision for classroom observation. The process has started with full-time staff. Although records are kept of intended outcomes, they are imprecise and fail to specify target dates for achievement. Monitoring of the extent to which those appraised succeed in achieving the agreed outcomes is planned as part of the process. Provision for the appraisal of support staff has yet to be agreed.

RESOURCES

55 Teaching staff are appropriately qualified for the courses they teach. Some staff have recent industrial or commercial experience. Part-time teaching staff make a significant contribution by bringing relevant up-to-date expertise from industry and commerce. In some curriculum areas, however, the number of part-time staff creates a heavy administrative load for full-time teachers. In care, the number of part-time teachers also leads to fragmented course delivery. There are generally adequate numbers of suitably-qualified and experienced technical support staff. The college should review the number and deployment of clerical staff in the light of recent curriculum expansion and the growth in student numbers to ensure sufficient support is available for both teaching and management functions.

56 The college provides an attractive environment for students and staff on both its sites. The buildings are clean and well furnished and good use is made of display in classrooms and corridors. The problems associated with poorer accommodation for art and design and the small size of some science laboratories have been recognised by the college and a strategy is in preparation to address these. Refectory and common room accommodation is adequate.

57 Access for students with mobility difficulties is variable. Most parts of the main site are accessible and the college has a policy of accommodating groups which contain students with mobility difficulties in ground floor rooms. However, there is no wheelchair access to language laboratories or to the library/learning resources centre. The college is concerned to improve these facilities and is considering a number of options to address the problem.

58 The range and quality of specialist equipment and teaching and learning aids are generally adequate. Resources to support work in art and design are not satisfactory. A rolling programme of replacement for more costly revenue funded items should be developed.

59 There is good quality IT equipment and software. The equipment is available to students in a pleasant environment and there is an adequate

level of technical support to ensure a reliable service to users. Good progress is being made by the college IT committee in achieving the objectives it has set for itself.

60 The library/learning resources centre is a well-managed and attractive area which is well used by students. It offers an effective working environment where IT, video facilities, books and periodicals are brought together. The room provided as an overflow student work area is remote from the library, has no learning resources and is little used or valued by students. There are good links between subject heads and learning resources staff to ensure that the book stock is adequate. Nevertheless, the provision in performing arts, social sciences and some of the new vocational programmes should be expanded. Materials to encourage and support self-directed study are limited. Present opening hours restrict the use of the library and should be reviewed.

CONCLUSIONS AND ISSUES

61 The college is making satisfactory progress towards achieving its aims. The particular strengths of the provision inspected are:

- effective, well-informed and committed governors
- the strong relationships with partner schools, providing a well-structured recruitment and guidance service for full-time school leavers
- a commitment to quality improvement
- central information systems providing good quality management information on courses and students
- effective teaching
- good examination results at GCE A level and for vocational courses
- good relationships between staff and students
- an attractive environment in which to learn and work
- a well-managed network of adult education provision.

62 If the college is to continue to achieve its planned growth target and to raise standards further it should address the following issues:

- unclear lines of communication and accountability within the management structure
- the development of consistent quality assurance procedures
- the links between staff development and the college's strategic plans
- the unsatisfactory quality of provision for students with learning difficulties and/or disabilities, including physical access to learning resources
- stronger support mechanisms for full-time adult students, including the further development of accreditation of prior learning
- overall levels of performance in GCSE examinations and the variability of results between subjects
- co-ordination of learning support across the college
- the availability of personal and welfare counselling
- the number and deployment of clerical staff.

FIGURES

-
- 1 Staff expressed as full-time equivalents (1993-94)

 - 2 Percentage enrolments by age (as at November 1993)

 - 3 Students expressed as full-time equivalents by programme of study (1993-94)

 - 4 Enrolments by level of study (1993-94)

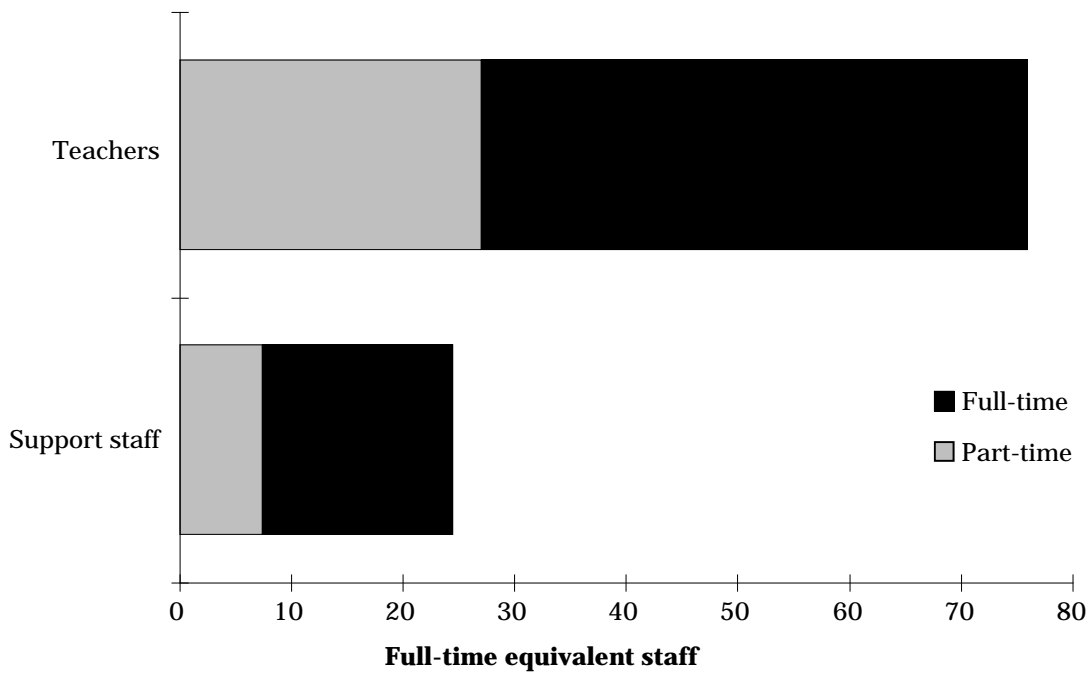
 - 5 Recurrent income (16-month period ending July 1994)

 - 6 Estimated expenditure (16-month period ending July 1994)

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

Figure 1

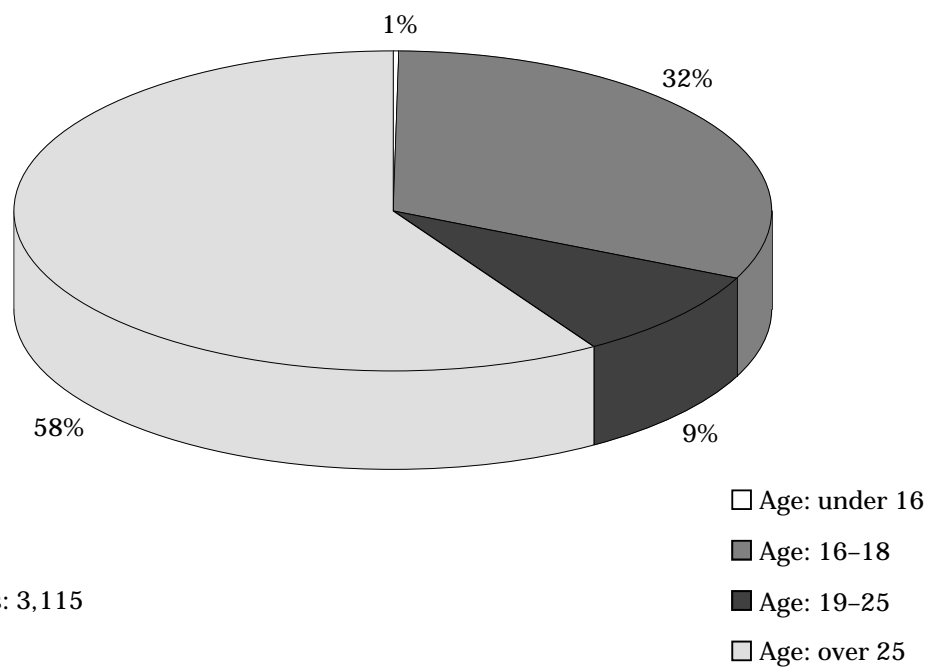
Penwith College: staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 101

Figure 2

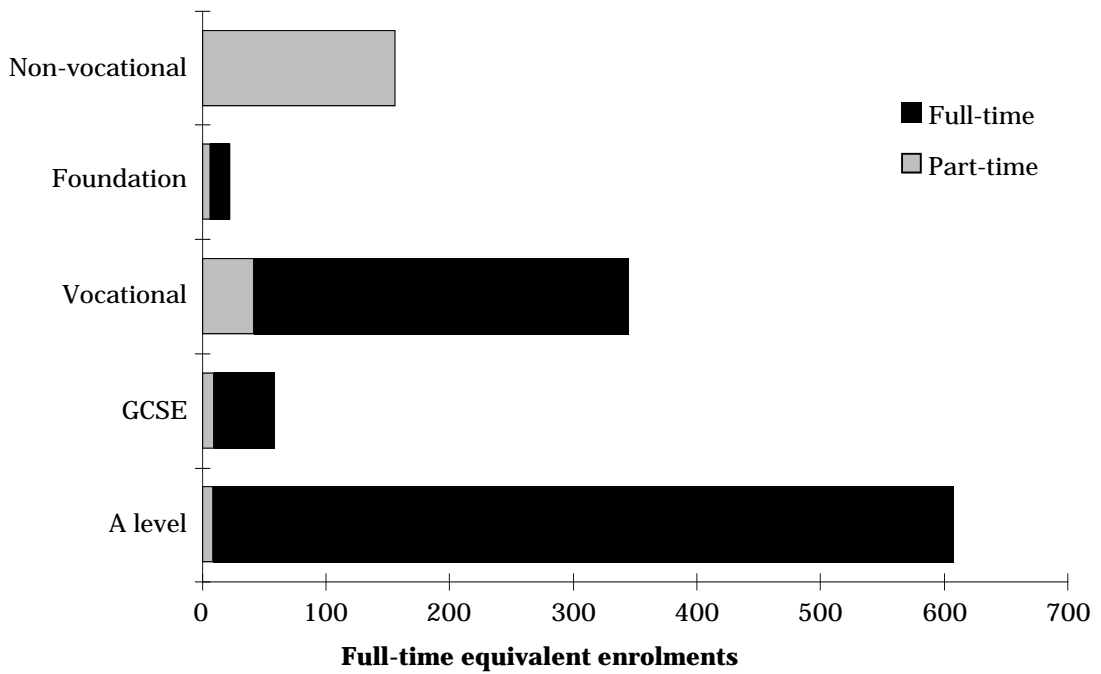
Penwith College: percentage enrolments by age (as at November 1993)



Enrolments: 3,115

Figure 3

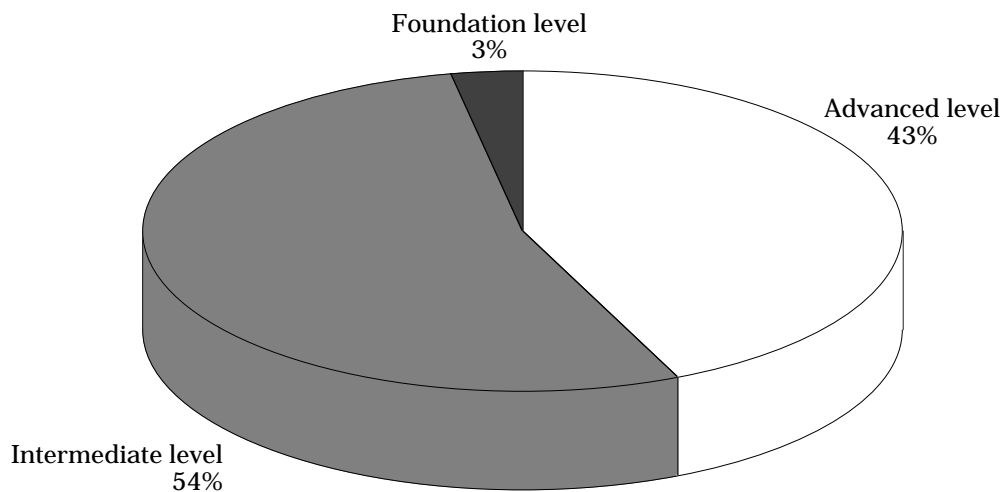
Penwith College: students expressed as full-time equivalents by programme of study (1993-94)



Full-time equivalent enrolments: 1,036

Figure 4

Penwith College: enrolments by level of study (1993-94)

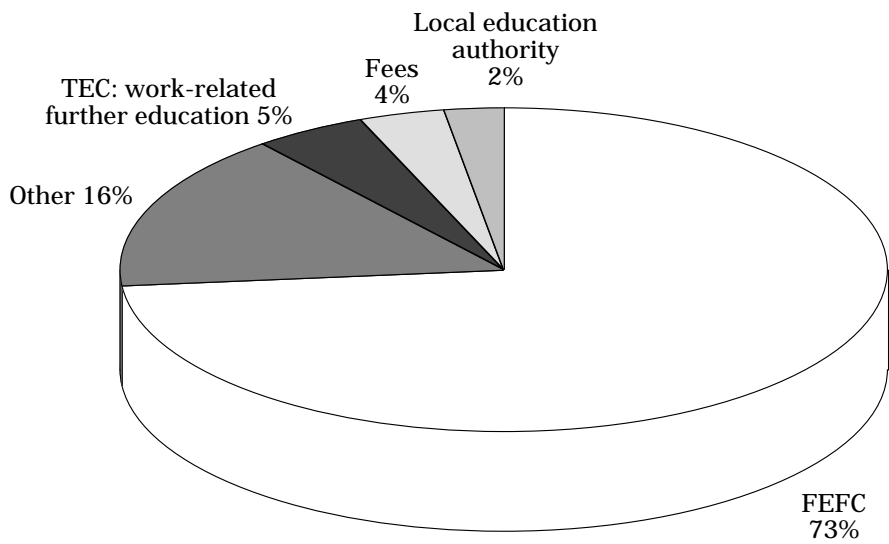


Note: there are also 1,563 non-schedule 2 students

Enrolments: 3,115

Figure 5

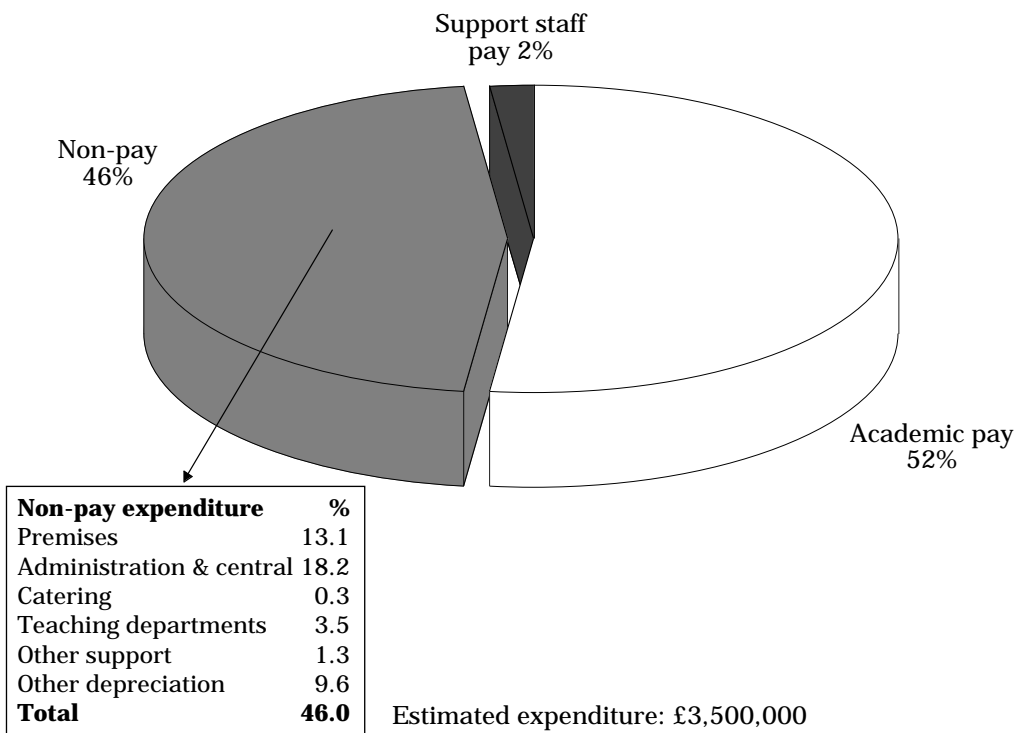
Penwith College: recurrent income (16-month period ending July 1994)



Recurrent income: £3,500,00

Figure 6

Penwith College: estimated expenditure (16-month period ending July 1994)



Published by the
Further Education Funding Council
April 1994