

# Newcastle- under-Lyme College

REPORT FROM  
THE INSPECTORATE  
1998-99

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
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## Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

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

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

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

## Student Achievements

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

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

# Summary

## Newcastle-under-Lyme College

### *West Midlands Region*

#### **Inspected November 1998**

Newcastle-under-Lyme College is a general further education college situated in North Staffordshire. It serves the education and training needs of Newcastle-under-Lyme, Stoke-on-Trent and North Staffordshire. The college's self-assessment process was soundly organised and the report was well presented. Inspectors agreed with many of the strengths identified but considered that the college had underestimated some weaknesses. They concluded that the college was overgenerous in grading its curriculum provision.

The college offers courses in nine of the FEFC's programme areas. Inspections were carried out in five of these, together with aspects of cross-college provision. Most teaching is well planned. An above average proportion of teaching is outstanding, although overall the quality of teaching is slightly lower than average. Many students undertake appropriate work experience. Pass rates are good on some courses. Courses are well managed. Students receive effective support. There has been good progress in strengthening the management of the college; the action taken has led to a clarification of roles and responsibilities. Staff are effectively deployed. Staff development is well organised. The college's links and partnerships with local organisations are strong. Governors regularly review the college's

financial position. The college should: improve pass rates and levels of retention on some courses; ensure more consistent standards of teaching and more varied teaching methods in some curriculum areas; improve IT facilities for students in lessons; extend the library bookstock; address weaknesses in the quality of some course reviews; and enhance the quality of non-financial management information.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Computing	3	Support for students	2
Business studies	2	General resources	3
Health care	2	Quality assurance	3
Psychology and sociology	3	Governance	2
Provision for students with learning difficulties and/or disabilities	3	Management	2

# Context

## The College and its Mission

1 Newcastle-under-Lyme College was formed as a tertiary college in 1986. Since then, the college has extended its curriculum provision considerably, adding a wide range of community and outreach work, university access programmes, and adult education. This has changed the nature of the college; it is now closer to a general further education college than a tertiary college.

2 The college serves the education and training needs of Newcastle-under-Lyme, the conurbation of Stoke-on-Trent and the Staffordshire Moorlands. The total population of this area is over 500,000. Newcastle-under-Lyme's unemployment rate stands at 3.7%. The unemployment rate for the travel-to-work area has shown a continuing decline over the past three years from 6.5% in 1996 to 3.7% in 1998. The relative ease with which young people can obtain employment, which is often low skilled and low paid, together with the social and cultural traditions of the area, means that the proportion of 16 year olds staying on in full-time education is low. There is close co-operation between schools and colleges in the area to try to improve the staying-on rate. Newcastle-under-Lyme College works closely with the City of Stoke-on-Trent Sixth Form College and Stoke-on-Trent College in attempting to raise levels of educational achievement.

3 In recent years, there has been a growth in the number of 16 to 19 year old full-time students, both on general certificate of education advanced level (GCE A level) and vocational programmes. The college offers provision in nine of the FEFC's 10 programme areas. Since the last inspection, it has developed new provision. This includes entry level courses and courses in design crafts, childhood studies, sports studies, performing arts, film studies, hairdressing and beauty, and key skills. The college offers vocational courses, including general national vocational qualification (GNVQ), national vocational qualification (NVQ) and

BTEC courses, ranging from foundation to advanced levels. It is a major provider of GCE A level programmes, offering 40 subjects. It also offers 28 general certificate of secondary education (GCSE) subjects. As a federated partner of Staffordshire University, the college provides foundation level degree programmes in engineering, and in computing and business technology. BTEC higher national certificate courses in mechanical and electrical engineering are also taught at the college.

4 The college's new mission statement and aims were produced, in consultation with students, staff and governors, in early 1998. The mission is 'to enable learners of all ages and backgrounds to fulfil their potential'. It is supported with seven aims. These emphasise the provision and delivery of high-quality education in a well-resourced learning environment in which both students and staff are valued and respected.

## The Inspection

5 The college was inspected during the week beginning 16 November 1998. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other divisions of the FEFC. Inspectors used data on students' achievements drawn from the college's individualised student record (ISR) returns to the FEFC for 1996 and 1997. The college submitted its own data on students' achievements for 1998 which were checked by inspectors against primary sources such as class registers and pass lists issued by examining bodies. The inspection was carried out by 13 inspectors working for a total of 37 days and an auditor working for five days. They observed 63 lessons, examined students' work and a variety of college documents. Inspectors held meetings with governors, managers, college staff and students. Staff from Staffordshire Training and Enterprise Council (TEC) were also consulted about their links with the college.

# Context

6 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons inspected, 60% were outstanding or good and 11% were less than satisfactory. This compares with 65% and 6%, respectively, for all colleges inspected during 1997-98.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level and GCSE	5	7	6	2	0	20
GNVQ	4	5	2	2	0	13
NVQ	2	1	0	0	0	3
Basic education	1	1	2	0	0	4
Other vocational	2	3	5	1	0	11
Other, including access to higher education	4	3	3	2	0	12
Total (No.)	18	20	18	7	0	63
Total (%)	28	32	29	11	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

7 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98. Some attendance rates were low in psychology and sociology, but the college's average level of

attendance was the same as the national average. The average number of students attending each lesson was significantly higher than the national average.

## Attendance rates in lessons observed

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

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

# Curriculum Areas

## Computing

### Grade 3

**8 Inspectors observed 12 lessons in computing and information technology (IT). Many strengths and weaknesses identified in the self-assessment report were confirmed by the inspection. However, weaknesses in aspects of teaching and learning, and in students' achievements were not identified.**

#### Key strengths

- well-planned lessons
- good use of support materials for teaching and learning
- good pass rates for the national diploma and GNVQ intermediate IT courses
- effectively managed provision

#### Weaknesses

- some dull teaching
- inadequate support for students in lessons, particularly where classes are large
- some very poor retention rates
- difficulty of access to computers for some students

9 Computing courses include a national diploma course in IT applications which recruits well, and GCSE and GCE A level programmes. There is a GNVQ programme at intermediate level but no foundation or advanced GNVQs. Courses are effectively managed. Roles and responsibilities are clearly defined and course teams meet on a regular basis. Course teams have developed a good range of documentation to support the programmes.

10 Almost all teaching is satisfactory or good. Some lessons are outstanding. All classes are well planned and there are detailed schemes of work. Teachers make good use of learning materials such as overhead projector

transparencies and printed handouts. There were several examples of good practice in which teachers asked the students to complete sections of handouts as the lesson progressed. The college failed to identify weaknesses in group work, some of which was dull and uninspiring and failed to motivate students. Inspectors agreed with the statement in the self-assessment report that some of the students in larger teaching groups were inadequately supported, particularly during practical work. They also agreed that students on IT courses are highly motivated and that some produce high-quality work. Students are attentive during lessons and contribute to discussions when they are given the opportunity to do so. Portfolios of evidence are well organised and presented. Average attendance at the lessons visited was 83%, which is above the average for the programme area.

11 Pass rates on the national diploma and GNVQ intermediate programmes have been good. In 1998, the rates were above 80% on both programmes. Pass rates on the GCSE IT course, however, have declined; in 1998, only 38% of the students who completed the course gained the qualification. Pass rates in GCE A level computing have improved considerably; they were 10% above the national average in 1998 having been below the national average in 1995 and 1996. Declining retention rates were identified as a weakness by the college. They have been particularly poor on the GCSE IT course, where only 24% of the students who started on the course in 1997 went on to complete it. In 1998, only 33% of the students completed the national diploma course. Retention rates on the GCE A level course have varied from satisfactory to less than satisfactory, whereas those for the GNVQ intermediate course have been generally satisfactory.

12 Inspectors agreed with the statement in the self-assessment report that teachers are well qualified and have a good knowledge of their subjects. An increasing number have achieved relevant assessor awards. The number of



# Curriculum Areas

computers available in rooms used for some lessons is not sufficient to provide a computer for every student. This means that some students have to make use of resources elsewhere in the college during these lessons. Specialist rooms are generally well decorated and furnished, though there is little display of material relevant to the subject or of students' work.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE IT	2	Expected completions	*	*	34
		Retention (%)	*	*	24
		Achievement (%)	*	*	38
GNVQ intermediate IT	2	Expected completions	*	*	16
		Retention (%)	*	*	69
		Achievement (%)	*	*	82
National diploma IT applications	3	Expected completions	*	*	24
		Retention (%)	*	*	33
		Achievement (%)	*	*	88
GCE A level computing	3	Expected completions	*	*	38
		Retention (%)	*	*	66
		Achievement (%)	*	*	72

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

\*ISR data not reliable

# Curriculum Areas

## Business Studies

### Grade 2

**13 Inspectors observed 12 lessons covering business studies, accounting, and management courses. The judgements made in the self-assessment report were concise and supported by appropriate evidence. Inspectors agreed with most of these judgements.**

#### Key strengths

- well-planned and purposeful learning
- constructive feedback on students' work
- effective curriculum management
- productive work experience for GNVQ students
- imaginative and effective assessment of key skills on GNVQ courses
- the high standard of GCE A level and GNVQ students' project work
- good achievement rates on most courses
- effective support for individual students

#### Weaknesses

- not enough opportunity for students to experience different methods of learning in the classroom
- some weak teaching of theoretical concepts
- outdated and incompatible computer facilities for use in lessons
- the lack of foundation provision

14 The college offers a range of business studies courses at intermediate and advanced level including GNVQ intermediate and advanced business, GCE A level in business studies and accounting, and the Institute of Management and the Association of Accounting Technicians programme. The provision does not meet the needs of foundation level students. Collaborative links with local employers and

schools are used effectively for students' projects. A business advisory committee meets twice yearly and there is a well-organised programme of work placements for GNVQ students. Local employers were consulted about the design of some vocational courses.

15 In its self-assessment report, the college understated the quality of support which staff provide for individual students. It is a significant strength. Students speak highly of the encouragement they receive from teachers. For example, teachers encourage and support students in recording and evaluating their own attendance and progress. They use humour and praise to help foster confidence. They also deal effectively and fairly with younger students who behave inappropriately or arrive late for a class. Teaching is well prepared and lively, and teachers are adept at using questions to hold students' interest. In the better lessons, students were encouraged to undertake research or relate theoretical business concepts to topical events in the real world. For example, GNVQ advanced students were asked to open a website to identify and evaluate the product range of a company before undertaking an assignment on the ethics of a marketing campaign. In accounting lessons, there are too few opportunities for students to relate course theory to their own work practices and experience. The self-assessment report did not recognise that some teaching is unimaginative, lacks variety and offers little opportunity for students to contribute their ideas. Proper account is taken of assessment requirements. Assignment briefs for GNVQ courses are suitably challenging and provide clear guidelines. On GCE A level and GNVQ courses they are of a high standard. Teachers provide detailed comments and constructive criticism on students' work.

16 As indicated in the self-assessment report, the curriculum is well managed. There is regular monitoring of trends in students' performance and comparisons are made with national performance data. Teachers work well

# Curriculum Areas

together in striving to improve provision. Some new approaches have been developed recently, aimed at raising attendance levels.

17 Achievement rates on most courses are good. In 1997-98, the GCE A level business studies pass rate of 85% was significantly above the national average. GNVQ advanced pass rates have been above the national average for the past three years and the majority of students who achieved qualifications obtained distinction grades. In GCE A level accounting, the pass rate of 50% in 1997-98 was slightly below the national average. Pass rates for most individually assessed components of the Association of Accounting Technicians programme are above the national average. Poor results in a minority of units have meant that only small numbers of students have achieved full NVQ accounting awards at levels 3 and 4 within prescribed timescales. Individual

support for resit candidates is now provided to improve overall success rates. Retention rates are often at, or near, the national average. They are high on part-time courses for accounting technicians at foundation, intermediate and advanced levels where, in most instances, they exceed 90%.

18 Most of the accommodation used for business courses is well used and is adequate for teaching. Occasionally, overcrowded rooms restrict opportunities for students to experience different learning styles. Overhead projectors were widely used, though screens were not always available. Students and teachers are hampered in lessons by the incompatible computer equipment in some classrooms. Business students make good use of the computer equipment available in the learning centre.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate	2	Expected completions	22	27	17
		Retention (%)	82	56	65
		Achievement (%)	17	73	91
Association of Accounting Technicians foundation level, NVQ accounting	2	Expected completions	67	51	35
		Retention (%)	94	84	100
		Achievement (%)	21	74	57
GNVQ advanced	3	Expected completions	41	34	41
		Retention (%)	68	65	73
		Achievement (%)	82	82	93
BTEC national certificate	3	Expected completions	63	*	21
		Retention (%)	60	*	62
		Achievement (%)	72	*	92
GCE A level	3	Expected completions	100	110	89
		Retention (%)	80	66	83
		Achievement (%)	50	58	76

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

\*ISR data not reliable

# Curriculum Areas

## Health Care

### Grade 2

**19 Inspectors observed 12 lessons. The self-assessment report was comprehensive. Inspectors generally agreed with its findings but identified some additional weaknesses. The action plan had been implemented by the time of the inspection.**

#### Key strengths

- well-structured learning programmes
- skilful introduction of equal opportunities issues as an integral part of classroom activities
- effective work placements which help students to learn
- good attendance and retention rates on most courses
- some good achievement rates in 1997
- well-managed courses

#### Weaknesses

- a significant minority of unimaginative lessons
- consistently poor retention rates on the GNVQ advanced course
- the failure of some students to achieve the full qualification within the agreed timescale
- the lack of a needs analysis to help departments to plan effectively

20 The inspection covered full-time courses in health and childcare from foundation to advanced levels and NVQ level 3 in childcare for part-time adult students. The range of courses is narrow and there has been no needs analysis of the local community to help departments to plan their programmes. Students have the opportunity to acquire additional qualifications, such as a first-aid certificate or to improve their grades in GCSE English language or

mathematics. Work placements are an important part of all full-time programmes. Courses are effectively managed. Staff have a clear understanding of their roles following the recent management restructuring. They work well together as a team. Some new approaches used in tutorials and student reviews are beginning to bring about improvements in attendance. During the inspection, the attendance rate was 81%.

21 Courses are well structured. Lessons are carefully planned and well organised. In the best lessons, teachers recapped on previous learning and explained the aims of the lesson to their students. They built on students' own experiences and used well-chosen case studies to reinforce and extend theoretical concepts. Learning activities were suitably varied and succeeded in holding students' interest. The work was appropriately challenging and took good account of ability levels within the class. Teachers reinforced important features from time to time, using handouts, quizzes, activity cards and visual presentations from students. Work placement experience and equal opportunities issues are used skilfully to broaden students' understanding. A significant minority of lessons although sound were uninspiring. In the less successful classes, teachers tended to talk for too long rather than encouraging students to think for themselves, did not include all group members in activities, or failed to recognise when students had lost interest. Little reference was made to teaching and learning in the self-assessment report.

22 Students' written work is of a good standard and reflects the high expectations of their tutors. Students make effective use of IT in the presentation of their assignments. However, teachers sometimes fail to acknowledge and record these skills. Internal verification of GNVQ course assignments is thorough and carefully documented.

23 There has been a significant improvement in retention rates in 1998. For example, at

# Curriculum Areas

GNVQ foundation level, retention rates have been increased to 83% and the rate for the BTEC national diploma in childhood studies has risen to 84% compared with the national average of 76%. On the GNVQ advanced health and social care, however, retention rates have fallen over the past three years to below 60%. This weakness was not acknowledged in the self-assessment report.

24 There are good levels of achievement on several courses. In childhood studies there was an 81% pass rate compared with the awarding body national average figure of 71%. All GNVQ courses showed a significant improvement in 1997, when pass rates were above the national average. The improvement was not sustained in 1998, however, when pass rates were just at

or below the national average. Some students fail to achieve a full award within the expected timescale; the self-assessment report partly acknowledged this in its reference to students missing deadlines for the completion of assignments.

25 Teaching staff are suitably qualified. Course teams have identified the need for updating their professional skills. Students make good use of the local community libraries, the nursing library and the libraries of two universities situated near to the college. There are not enough text books in the college library and much of the bookstock is out of date. There is an adequate range of vocational journals. All classrooms have overhead projectors, white screens, whiteboards and blinds.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation health and social care	1	Expected completions	36	18	29
		Retention (%)	47	61	83
		Achievement (%)	47	73	58
British Sign Language	1	Expected completions	40	99	66
		Retention (%)	95	51	86
		Achievement (%)	58	68	78
GNVQ intermediate health and social care	2	Expected completions	34	35	44
		Retention (%)	97	71	84
		Achievement (%)	64	92	68
GNVQ advanced health and social care	3	Expected completions	24	26	36
		Retention (%)	54	50	58
		Achievement (%)	46	100	67
BTEC national diploma childhood studies	3	Expected completions	*	*	19
		Retention (%)	*	*	84
		Achievement (%)	*	*	81

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

\*course not running

# Curriculum Areas

## Psychology and Sociology

### Grade 3

**26 Inspectors observed 15 lessons in GCSE and GCE A level classes for both subjects. Inspectors agreed with many of the strengths and weaknesses identified in the department's self-assessment report. However, they considered that the college had underestimated the significance of some poor examination pass rates and poor retention levels.**

#### Key strengths

- carefully planned and structured lessons
- varied and effective teaching methods
- appropriate, carefully assessed assignments
- a well-managed curriculum

#### Weaknesses

- low and falling retention rates in GCE A level psychology
- poor pass rates in GCE A level sociology
- poor GCSE pass rates in psychology and sociology
- poor attendance in some classes

27 The college offers full-time and part-time GCE A level courses in psychology. There is a GCE A level in sociology and GCSEs in psychology and sociology. All the courses inspected had comprehensive and useful schemes of work and appropriate documentation.

28 Some teaching is of a high standard. Lessons are well structured. Teachers make good use of high-quality learning resources. For example, some psychology handouts are highly informative, concise and can be used as worksheets. The content of lessons is carefully planned to ensure that the examination syllabus is covered. Teachers use an appropriate range

of teaching methods and there is skilful questioning to check students' understanding. In the best lessons, students take part in an appropriate variety of learning activities which build on their experiences and enable them to develop their knowledge and skills effectively. They work with enthusiasm and enjoy participating in class discussion when given the opportunity to do so. In the less satisfactory lessons, students were often not sufficiently focused on their work. Students needing help with numeracy and literacy are referred for specialist learning support. Most written work is of a high standard. Students' progress is monitored but there are no measures to enable curriculum managers to assess the value added to students' achievements on entry. Some classes following GCE A level two-year psychology courses are large. Student attendance in several classes was well below the national average.

29 Students' work is marked consistently and teachers provide detailed feedback to help students to improve. Teachers take careful account of the way assessment is organised. They ensure that there are effective links between the work undertaken in class, the essays they set and the examination requirements. Retention and achievement rates are recognised in the self-assessment report as weaknesses. In 1997, results for GCE A level psychology were above the national average. However, retention in GCE A level psychology has fallen from 74% to 59% over the last three years. Seventy-five students withdrew from this course between 1996 and 1998. Achievement on the GCE A level sociology course is poor. For example, the achievement rate on the GCE A level two-year sociology course for 1997 to 1998 was 33%. The percentage of students achieving grades C or above in GCSE psychology and sociology is improving but remains low. The college has put in place a good action plan to address these significant weaknesses. It has introduced a GCE A level pastoral and curriculum programme.

# Curriculum Areas

30 Course management is effective. Staff have a clear sense of direction and work well as a team. There are regular departmental meetings which are organised to enable part-time staff to attend. Agenda items are addressed and minuted. Little systematic use is made of quantitative data to aid departmental planning. Schemes of work are regularly reviewed and subsequent action plans are monitored effectively.

31 Teaching rooms are adequate in size, although with larger classes it is sometimes difficult for students to undertake group activity. All rooms are equipped with whiteboards and overhead projectors, and some have screens and video. There are no computers in the classrooms. Students are encouraged to use the learning centre for work on computers. The library provides an adequate range of textbooks.

## A summary of achievement and retention rates in psychology and sociology, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE psychology	2	Expected completions	52	48	42
		Retention (%)	63	56	67
		Achievement (%)	24	19	46
GCSE sociology	2	Expected completions	16	20	18
		Retention (%)	56	80	67
		Achievement (%)	33	20	42
GCE A level psychology	3	Expected completions	128	154	185
		Retention (%)	74	64	59
		Achievement (%)	71	89	77
GCE A level sociology	3	Expected completions	64	71	64
		Retention (%)	58	63	67
		Achievement (%)	47	58	33

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

# Curriculum Areas

## Provision for Students with Learning Difficulties and/or Disabilities

### Grade 3

**32 Twelve lessons were inspected. Inspectors did not agree with much of the college's self-assessment. Strengths in this area were overstated and inspectors identified a number of weaknesses not recognised by the college in its self-assessment report.**

#### Key strengths

- effective use of a variety of real-life situations and materials in teaching
- well-planned work experience on some programmes
- effective contact with a wide range of community agencies and individuals including parents

#### Weaknesses

- some unsuitable methods of teaching
- the lack of programmes of learning for individual students
- ineffective recording of students' progress
- some unsuitable accommodation

33 The college makes provision for students with a range of learning difficulties and/or disabilities. All courses are accredited. Inspectors agreed with the college's judgement in its self-assessment report that effective links have been established with external agencies including the careers service, schools and residential homes. Work placements are an integral part of some programmes. There are regular team meetings. Minutes of these meetings are disseminated to part-time staff.

34 Teachers give much support and attention to students and there is good rapport between them. In the most effective lessons, teaching was well planned to enable students to practise the skills necessary to progress to other courses or employment. In a few lessons, teachers introduced imaginative activities which helped students to work on their own. In a numeracy lesson, for example, a student working individually was using a local newspaper to organise an evening of television viewing. The activity involved working out the lengths of the programmes from the scheduled start and end times, and required the student to prioritise and plan for other needs alongside the viewing schedule. Inspectors could not agree with the college's view that the quality of teaching and learning was effective and well planned. Whilst some teaching was imaginative, there was an overreliance on whole-class activities in the majority of lessons observed. Often, students were working at the same task and at the same level despite differences in their abilities. The college has not established individual programmes for students which include overall learning goals, which indicate the skills knowledge and experience needed to reach the goals and which provide targets and objectives against which progress can be judged. In half the lessons observed, teachers relied too much on direct instruction. As a result, students were not sufficiently challenged and lost opportunities to learn how to solve problems for themselves.

35 There is little information on students' achievements for this area of the college. Some courses are running for the first time as stand-alone programmes, and no results are available for these. There is little feedback to students in their files; for the most part, work is simply ticked; occasionally there are cursory comments. In most classes, records of learning outcomes are made on competency check sheets. Tutors did not give enough attention to analysing and recording precisely what students had learned. Attendance was good in the majority of classes observed.



# Curriculum Areas

36 Inspectors did not agree with the college's judgement that good specialist resources and rooms for most practical subjects constituted a key strength. They noted, however, that students have access to specialist accommodation and equipment for their lessons. Teaching takes place in the pottery studio, kitchens, and IT suites. Students are given opportunities to learn through direct experience of real situations. For example, they sometimes learn through making visits to supermarkets, using public transport. Some designated rooms are of good quality. A poor-quality classroom is used as a base room for a class of full-time students.

37 Most teachers have general teaching qualifications. Few have recent higher level qualifications which are related specifically to the teaching of students with learning difficulties and/or disabilities. The area benefits from the contribution of teachers from other programme areas, who provide specialist subject expertise.

# Cross-college Provision

## Support for Students

### Grade 2

**38 Since the self-assessment report was written the organisation of support services has changed significantly. Evidence provided in the self-assessment report led inspectors to agree broadly with the college's findings for this area. Progress is being made against action plans to address weaknesses.**

#### Key strengths

- close and productive links with schools
- extensive and impartial pre-recruitment advice
- effective diagnosis of needs for additional learning support
- good use of records of achievement
- the provision of expert services to assist students with disabilities
- professional careers advice and counselling services

#### Weaknesses

- ineffective monitoring of induction activities
- underdeveloped monitoring of tutorial support
- inadequate use of structured feedback from students on the quality of support services

39 The college recognises that its links with schools are effective in improving recruitment. Inspectors agreed with the college's judgement that this is a strength. There are well-established relationships with local colleges and universities. College staff visit all the local schools and have developed links with schools across a wider geographical area. The college aims to strengthen existing links to provide earlier identification of learning support requirements.

40 Inspectors agreed with the college's assessment that it has good arrangements for impartial pre-enrolment guidance. Staff have clear guidelines on the conduct of interviews. Comprehensive information is available in prospectuses for full-time and part-time courses. This is strengthened by a range of additional publicity material, by information and advice evenings, and by open days for potential students, parents, careers advisers, and teachers. The full-time prospectus was improved following an admissions survey in 1996. Only a few targets are set, and performance standards have yet to be fully developed.

41 Full-time students find the induction process worthwhile. A comprehensive pack of induction materials is supplied to tutors, but it does not contain adequate advice on the costs that students are likely to encounter. There has been no analysis of applications to the access fund to identify what information would be useful to students. Some course leaders make arrangements to induct part-time students, but there are no clear guidelines on part-time students' entitlements. A comprehensive and informative publication, *College Knowledge*, provides a useful backup to induction. It is only available to part-time students on request. Monitoring of the quality of induction is not sufficiently comprehensive and rigorous.

42 Support needs are effectively diagnosed using a common set of skills tests which are administered to all full-time students on entry to the college. Tutors who administer the tests have recognised that they themselves have a need for further training. Staff have improved the extent and effectiveness of learning support. Tutors stated that feedback on their students' progress from learning support staff is good. Inspectors' judgements in this area correspond closely to those in the self-assessment report.

43 Full-time students have an entitlement to one-and-a-half hours tutorial support each week. Guidelines are issued to staff who are

# Cross-college Provision

personal tutors. Arrangements for tutorials vary. The flexibility given to staff enables them to meet students' differing needs. A 'students' support committee' was started at the beginning of the 1998-99 academic year in response to a weakness identified in the self-assessment report. The committee's remit is to provide oversight of the tutorial process and to determine a framework and parameters for core tutorial topics. The committee also determines a pastoral curriculum programme. The present tutor's handbook is an interim publication. Inspectors consider that procedures for monitoring the effectiveness of tutorials are only partially developed and that this remains a weakness. Nevertheless, there is much evidence that students receive good support on their courses and that systems to monitor their progress are soundly based. The college has a particular strength in the development and completion of records of achievement. The self-assessment report identified inconsistencies in the monitoring of work experience and inspectors agreed with this finding.

44 The college has a contract with a local careers service organisation to provide professional careers guidance for students. The careers and counselling suite is close to the main reception desk and staff provide a well-organised and responsive service which also supports those making casual enquiries. The section includes the services of two confidential counsellors and a financial adviser. Students have easy access to a broad range of careers information, including computer-based information, in the careers and counselling suite. There are occasional pressure points, such as the period of Universities and Colleges Admissions Service (UCAS) applications, which make this more difficult.

45 There are 12 well-qualified staff providing the wide range of support services. The college consults extensively on the education and training needs of people with learning difficulties and/or disabilities. It also draws

substantially on the services of a local authority organisation for professional advice and supporting expertise in order to provide for these students. A number of services are made available to meet the requirements of students in the local area who require assistance with learning. These include on-site support for students with visual or hearing impairment. The support areas have not collected sufficient data from clients' perception surveys to be able to set quality improvement targets.

## General Resources

### *Grade 3*

**46 Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report. A few strengths were overstated and some weaknesses have been rectified since the self-assessment report was prepared.**

#### **Key strengths**

- an easily accessible main site providing a secure and attractive environment
- well-maintained, clean and mostly suitable accommodation
- excellent sports facilities
- a welcoming and well-designed reception area

#### **Weaknesses**

- inadequate access to IT facilities
- poor social and recreational facilities for students
- inadequate library resources

47 As identified in the self-assessment report, the main college buildings are located on an easily accessible site close to Newcastle-under-Lyme town centre. The buildings are mostly purpose built, attractive and sited within well-maintained grounds. A perimeter fence

# Cross-college Provision

has been installed around most of the site in order to improve security. There is a small amount of temporary accommodation, though the eight wooden buildings are of an adequate standard for teaching and learning. In addition to the main site, the college occupies a small former school in Newcastle and there are some teaching facilities in Burslem, three miles away. Accommodation away from the main site is generally of a lower standard. It is intended that its use will be discontinued following a planned rationalisation of college accommodation on to a single site.

48 As stated in the self-assessment report, college accommodation is well maintained and most is suitable for the purpose for which it is intended. The internal condition of the buildings is good and most classrooms and offices are carpeted. Minor faults are rectified within a reasonable time. Many classrooms and public areas are used to display students' work and other teaching material. A condition and suitability survey conducted in 1997 indicated a high level of satisfaction on the part of staff and students. A few classes are timetabled in rooms which are of an inappropriate size or are inadequately furnished whilst others are cold, particularly in the evenings, or inadequately lit. There is no planned maintenance programme. There is a high standard of cleanliness throughout the college which is recognised by all who use its facilities. Work areas for teaching and support staff are satisfactory.

49 Inspectors agreed with the college that the social and refectory facilities provided for students are inadequate. There is one small common room on the main site which has no recreational facilities. The refectory has insufficient capacity for the size of the college and it is regularly overcrowded. In a recent survey well over half of the students who responded rated the refectory as poor.

50 The college has an unusually high level of sports facilities including two large sports halls, a traditional gymnasium and four football

itches. This is identified in the self-assessment report. The facilities are easily accessed by students and staff during the day and are extensively used by the local community during evenings and weekends. There are plans to reduce the number of sports facilities in the near future by changing the use of one sports hall and the gymnasium to teaching accommodation.

51 As recognised in the self-assessment report, there is a welcoming and well-designed reception area which provides an attractive introduction for visitors to the main site. The reception area includes a wide entrance with automatic doors, a spacious and well-decorated foyer and a large enquiry desk staffed by helpful and knowledgeable staff. It also has telephone facilities, maps of the site, course and publicity information and the marketing office.

52 Some students have inadequate access to IT facilities. The daytime demand for computers regularly exceeds availability. Although the ratio of computers to full-time equivalent students is 1:10.3, some of the computers are outdated or have specialist uses. A learning centre houses 55 computers, including 20 high grade machines. Twenty computers have internet access. Students book machines for one-hour periods and their use is effectively monitored by centre staff. The learning centre provides a light and attractive environment for study. There is an informative users' handbook which gives details of facilities and procedures. The centre is open until 20.30 hours on four evenings each week and members of the local community are able to purchase access to the machines. Computers in classrooms are of variable age and quality and are not always compatible with those in the learning centre. There is a computer in all staff work rooms.

53 As recognised in the self-assessment report, library stock replacement has been responsive rather than planned. There is an unsatisfactorily high proportion of old and sometimes out-of-date books in certain subjects.

# Cross-college Provision

Overall the bookstock is inadequate. The library has no quiet study area, although a few places are available in the learning centre. The library is never open after 18.30 hours.

54 There is unsatisfactory room utilisation in certain areas of the college and this was recognised in the self-assessment report. An accommodation survey conducted in 1997 indicated an average room utilisation of just over 40% and showed that 17% of rooms had a utilisation below 20%. A survey in 1998, however, showed that the college had reduced the number of rooms with very low utilisation rates. The majority of rooms are accessible to wheelchair users. However, the upper floor of the art and design block and part of the library are inaccessible. Access to other parts of the library is difficult because of narrow aisles and high book shelves. The college recognises that the number of toilets for students with restricted mobility is inadequate.

## Quality Assurance

### Grade 3

**55 Inspectors agreed with many of the strengths and weaknesses identified in the college's assessment of its quality assurance. Some weaknesses were understated while some strengths were overstated.**

#### Key strengths

- effective staff development
- a well-organised self-assessment process
- comprehensive quality assurance arrangements for collaborative provision
- effective use of quality performance indicators and targets in curriculum areas

#### Weaknesses

- underdeveloped arrangements for quality assurance in some cross-college areas
- inadequate course reviews
- the lack of clear service standards in the college's charters
- ineffective review of quality assurance arrangements

56 The college is committed to continuous improvement, as is evident from the clear policies and procedures it has established. This is one of the strengths identified in the self-assessment report. The annual quality assurance review for 1996-97, however, fails to identify the key strengths and weaknesses of the college's quality assurance arrangements. The review consists of a collection of programme area reports, some of which are inadequate.

57 Course reviews are inconsistent in approach and generally ineffective. There is not enough consideration of poor levels of achievement, the quality of resources and methods of teaching and learning. The progress of students through two-year courses is not adequately monitored. Internal verification is well established but there is no policy to ensure it operates consistently. Measurement of the value added to students' achievements on entry has been little used in evaluating the college's work. A scheme is now being adopted on business courses in preparation for its use across the college. Student perception surveys are conducted on a regular basis and the findings from these have been used to support the case for improvements; for example, in teaching and accommodation.

58 Targets and performance indicators are effectively used in curriculum areas. Detailed targets are set for enrolments, retention, achievements and, where appropriate, for income generation and cost effectiveness. Managers and staff are generally aware of the

# Cross-college Provision

targets and performance indicators which apply to their areas. The six college performance indicators prescribed by the FEFC have been complemented by an indicator of client satisfaction. National benchmarks and performance criteria are understood and effectively used by managers and programme leaders. As recognised in the self-assessment report, however, there is inadequate use and monitoring of service standards in support areas.

59 There are three college charters. A representative working group, including college staff and students, has recently revised two of these, the charters for students and for staff. The new charter for students does not contain service standards against which performance can be easily measured and progress monitored. Recently, the student union has started to carry out a general check on the implementation of the charter. The third charter, which applies to collaborative provision, has not been updated. There is no charter for employers. The college receives few formal complaints from students, though it is unclear from the charter how complaints might be made. The students' charter does not identify contact points or personnel who could be consulted.

60 Quality assurance arrangements for collaborative provision are comprehensive and effective. All partners are randomly audited for the effectiveness of their quality assurance procedures. Assessment is generally thorough and observation and other review documentation is suitably detailed. Reviews are conducted every three months with individual partners. Sometimes, all partners are brought together at the college to discuss common issues. The vice-principal receives all reviews and carefully monitors any outstanding issues. Strategic planning is conducted with each partner and involves a wide range of staff. Students' achievements on collaborative provision are generally good.

61 Staff development is seen as a high priority in the college. It is well managed and is closely linked to strategic planning. All staff receive induction and teachers are offered the support of mentors. Staff interviewed found induction to be useful. Most staff receive 12 days for staff development each year, much of which is in-house. There is a substantial amount of subject updating for teachers. After taking part in external courses, staff often pass on information and knowledge to colleagues. Little industrial secondment is arranged. The college was awarded Investor in People status in 1995 and was successfully reaccredited earlier this year.

62 A new and suitably comprehensive staff appraisal system is being introduced. The present system is effective in meeting college and individual goals but is difficult to operate and administer. For example, some line managers have been required to appraise over 20 staff. Lesson observations form an essential part of the appraisal system. The college has generally overgraded the quality of teaching.

63 The college's self-assessment report was comprehensive. It is set out in a clear and consistent manner and is evaluative. The report uses students' and other customers' views as part of its evidence base and lesson observation has been used to inform judgements on teaching and learning. Action plans have been developed to address identified weaknesses. There are clear references to sources of evidence and students' achievements are often compared with national data.

# Cross-college Provision

## Governance

### Grade 2

**64 Inspectors supported some strengths and agreed with the weaknesses identified in the self-assessment report. Some strengths claimed by the college were overstated. Inspectors found a number of strengths that were not recognised in the self-assessment report.**

#### Key strengths

- good selection and induction procedures for governors
- an appropriate subcommittee structure and terms of reference
- frequent review by governors of the college's financial position
- governors' links with managers and the work of the college

#### Weaknesses

- the low level of attendance at corporation meetings
- lack of detail in, and the timeliness of, the minuting of governors' business

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

66 Governors bring a wide range of skills and experience to the corporation. In particular, financial skills are well represented. The range of skills and experience is recognised as a strength in the self-assessment report. Several new governors have been appointed in the last year. The corporation has a gender imbalance which governors acknowledge and wish to

reduce. In support of appointments, a search committee has been established. The committee has been active in carrying out a skills audit to identify the skills and experience needed from the new governors. Public advertising has been used successfully in the recruitment of governors, and advertisements have usefully included a job description and a person specification for the role. Appointment procedures have not been comprehensively documented. There is a suitable induction programme to help new governors understand their role. The self-assessment report did not recognise the strength of the appointment process.

67 Inspectors did not agree with the self-assessment report that the level of attendance at the corporation is a strength. Attendance at corporation meetings during the last year was low. Meetings were quorate with one exception. Appropriate action was taken at the inquorate meeting to defer business to a later meeting. A calendar of meetings has been introduced for the year ahead to try to improve attendance.

68 Subcommittees have suitable terms of reference and membership. The clerk to the corporation is also the director of finance and support services, but he does not act as clerk to the remuneration committee. The corporation is fully aware of the competing demands of the two roles and has approved job descriptions for both. Corporation and subcommittee agendas are sent out in good time, supported by informative papers. Subcommittees report to the corporation by means of approved minutes and oral presentations by the chair. Minutes of corporation and subcommittee meetings are not detailed and sometimes fail to make clear the decisions taken. The corporation receives subcommittee minutes, occasionally after long intervals. The audit subcommittee has not advised the corporation on annual internal audit reports and plans.

69 Governors carry out a detailed financial review based on management accounts and

# Cross-college Provision

financial performance indicators at every operational matters subcommittee and corporation meeting.

70 Governors support the college well. Formal links with college managers enable governors to develop a good understanding of the college. For example, a pairing system has enabled individual governors to visit departments to find out about their work. Managers and students have gained useful experience as a result of visits made to governors and their organisations. Governors approved the strategic plan although they did not hold an extended meeting exclusively to review the plan. The corporation's education subcommittee has a general responsibility to make recommendations on the educational character and mission of the college. This includes: making recommendations on the educational content of the strategic plan; taking an extended view of the curriculum; receiving information on performance indicators; receiving reports from staff on specialist activities; and having a broad oversight of quality. The subcommittee also considers the minutes of the academic board which has recently been reorganised to play a more effective part in the review of cross-college curriculum issues. Governors have recognised that students' achievements and retention are of variable quality and need to be improved. They have agreed targets in the strategic plan to raise both retention and achievement.

71 Policies for openness and accountability have been established, as recognised in the self-assessment report. The corporation has approved codes of conduct and ethics and a register of interests for all governors and staff with significant financial responsibility. The register has been completed and is up to date but declarations are not sought on a number of interests. Standing orders for the conduct of corporation and subcommittee business have not been established.

## Management

### *Grade 2*

**72 Inspectors agreed with much of the self-assessment report but they found a number of other strengths and weaknesses which were more important than some of those noted in the self-assessment report. Some of the differences could be accounted for by developments in the college since the completion of the report.**

#### Key strengths

- purposeful and supportive management
- successful implementation of management reorganisation
- good communication within the college
- the wide range of links with external organisations
- good deployment of staff
- effective financial planning, reporting and monitoring

#### Weaknesses

- inconsistent and poorly developed faculty plans
- incomplete market research
- weaknesses in aspects of equal opportunities
- weaknesses in non-financial management information

73 As noted in the self-assessment report, the strategic plan involved wide consultation with staff and was reviewed by middle management, senior staff, the academic board and the college's corporation. Thorough attention was paid to targets throughout the plan. The plan does not include a costed set of operating statements for the current year. The new faculty plans are not well developed. They are not written to a broadly common format nor are they consistent.



# Cross-college Provision

74 There has been a major reorganisation of management since the self-assessment report was written. Clear line management responsibilities are assigned to staff, there is a move to strengthen the management of curriculum areas, and many responsibilities are devolved to middle managers. The carefully implemented reorganisation involved wide consultation with staff, including trade union representatives. Staff commented that the management style had become significantly more supportive of their work. Minutes of committees are made regularly available to staff. It is too early fully to judge the effectiveness of the new management structure.

75 Management minutes indicate that relevant issues are considered at meetings and that responsibility for action is clearly assigned. Working groups with a short life and a specific goal make recommendations on particular issues, for example, the college's approach to inclusive learning. The academic board now has a clear remit to oversee the development of the curriculum. The board has no representative from learning resources.

76 Students' achievements and retention have been variable in quality. The college's management is aware of this and has begun a range of initiatives to improve levels of retention and achievement. These include developments in the tutorial system and in the setting of targets.

77 As indicated in the self-assessment report, the college pays close attention to the efficient and effective deployment of staff. Most staff teach to their maximum permitted hours. The college has a high proportion of part-time staff. Managers, however, are continuing a strategic initiative to convert hourly paid staff to proportionate full-time contracts. The main purpose is to strengthen teamwork, increase staff commitment and give students more consistent support. The proportion of the college's budget spent on staffing has been successfully lowered to 62%.

78 Inspectors endorsed the strength identified in the self-assessment report of good links with many external organisations. These include links with industry through the training consortium which provides substantial TEC-funded training for several local companies and membership of the education business partnership. There are joint staff and employer advisory committees in several areas. Strong links with the community include the college's work with the Chesterton Community College. The college is working in several consortia, including local schools, other local colleges and the two education authorities, to increase the low proportion of students staying on in education after the age of 16.

79 Some market research is undertaken. It includes analysis of training needs in industry and the community. The college has appointed a marketing and public relations officer who has developed a marketing strategy and a marketing calendar. At present there is no summative analysis of enquiries coming to the college which might contribute to the planning of courses the college offers. Links between advertising and market research are not well developed.

80 The college in its self-assessment stated that financial management information was slow and cumbersome. A new software system has now been introduced which provides more timely and accurate information. Non-financial information presents a more varied picture. Access to this has improved and there is greater confidence in the quality of information. However, information on achievements and retention presented to inspectors was not always accurate. The present system will not be able to report students' attendance until the end of the year and much staff time is currently used in creating manual reports on attendance. Improving attendance is a major college priority. Some information is regularly supplied to managers but as yet, not all managers have direct on-line access to management information.

# Cross-college Provision

81 The college has a well-devised equal opportunities policy which is accompanied by a useful action plan. There is little evidence of the monitoring of equal opportunities. However, the college does monitor applications for posts by gender and ethnicity. As acknowledged in the self-assessment report, there is substantial gender imbalance in the college's senior and middle management. Inspection of curriculum areas found some good examples of equal opportunities issues featuring as integral elements of the curriculum, for example, in health care.

82 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The director of finance and support services is a full member of the senior management team and the finance team is appropriately resourced and skilled. The budgetary process is not documented but is well understood by faculty and department managers. Budgets are clearly allocated according to agreed unit targets and these are reflected in the college's strategic plan. Budget holders receive appropriately detailed monthly reports. Comprehensive monthly management accounts are prepared in good time and are regularly considered by the senior management team. The financial system has recently been updated and reporting processes have significantly improved. Inspectors and auditors agreed with the judgement in the self-assessment report that financial planning and monitoring is a strength. The college's internal and external auditors have not reported any significant weaknesses in the college's systems of internal control.

## Conclusions

83 The self-assessment report provided a useful basis for planning the inspection. Strengths, weaknesses, evidence and action plans were clearly presented. The report identified many of the college's strengths although not always recognising the importance

of some weaknesses. In curriculum areas, weaknesses relating to teaching and learning, students' achievements and retention were understated. Inspectors concluded that curriculum grades in the areas inspected had been overgenerous. They agreed with the majority of cross-college grades.

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

# College Statistics

## Student numbers by age (July 1998)

<i>Age</i>	<i>%</i>
Under 16	6
16-18 years	20
19-24 years	12
25+ years	61
Not known	1
Total	100

*Source: college data*

## Student numbers by level of study (July 1998)

<i>Level of study</i>	<i>%</i>
Foundation	37
Intermediate	27
Advanced	22
Higher education	1
Leisure/recreation (non-schedule 2)	13
Total	100

*Source: college data*

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

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	263	714	10
Agriculture	24	22	0
Engineering	99	1,018	11
Business	262	636	9
Hotel and catering	85	176	3
Health and community care	196	818	10
Art and design	414	671	11
Humanities	519	3,133	37
Basic education	6	886	9
Total	1,868	8,074	100

*Source: college data*

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 14% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

## Staff expressed as full-time equivalents (July 1998)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	108	44	0	152
Supporting direct learning contact	18	4	1	23
Other support	84	2	9	95
Total	210	50	10	270

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

# College Statistics

## Three-year Trends

### Financial data

	1996	1997	1998
Income	£7,615,000	£8,178,000	£8,307,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£16.81	£16.57	£15.56
Payroll as a proportion of income	74%	65%	61%
Achievement of funding target	100%	102%	104%
Diversity of income	20%	22%	27%
Operating surplus	-£609,000	-£189,000	£331,000

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

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

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

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

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

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

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	71	91	125	206	346	302
	Retention (%)	77	67	55	90	90	72
	Achievement (%)	45	39	54	39	46	51
2	Expected completions	975	1,343	1,665	429	404	572
	Retention (%)	82	74	71	86	75	72
	Achievement (%)	70	47	47	59	53	63
3	Expected completions	–	1,484	2,442	–	625	617
	Retention (%)	–	71	78*	–	81	69
	Achievement (%)	65	63	69	35	45	44
4 or 5	Expected completions	–	0	0	–	0	27
	Retention (%)	–	n/a	n/a	–	n/a	67
	Achievement (%)	n/a	n/a	n/a	67	n/a	64
Short courses	Expected completions	322	845	302	1,744	6,902	6,236
	Retention (%)	100	100	99	100	100	100
	Achievement (%)	73	60	85	61	50	88
Unknown/unclassified	Expected completions	50	137	400	762	909	1,138
	Retention (%)	92	83	78	91	87	83
	Achievement (%)	26	35	45	35	25	34

Source: ISR

–ISR data not collected

\*ISR data may not be reliable

n/a not applicable

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