

**REPORT
FROM THE
INSPECTORATE**

Newcastle College

June 1996

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

**THE FURTHER EDUCATION
FUNDING COUNCIL**

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.

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

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 01203 863000
Fax 01203 863100*

CONTENTS

	Paragraph
Summary	
Introduction	1
The college and its aims	2
Responsiveness and range of provision	8
Governance and management	19
Students' recruitment, guidance and support	30
Teaching and the promotion of learning	41
Students' achievements	55
Quality assurance	63
Resources	73
Conclusions and issues	88
Figures	

GRADE DESCRIPTORS

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

The descriptors for the grades are:

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

By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.

College grade profiles 1993-95

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

FEFC INSPECTION REPORT 80/96

NEWCASTLE COLLEGE

NORTHERN REGION

Inspected September 1995-March 1996

Summary

Newcastle College is a large and flourishing college which has grown considerably since incorporation. It offers a broad range of courses. Governors and managers have a clear sense of purpose which they communicate to staff and to the community the college serves. The college is well managed. It has good relationships with employers, special groups and higher education. The college's marketing strategies are effective. Most of the teaching is good and some is of an exceptionally high quality. Examination results are generally good, particularly on vocational courses. Most students with learning difficulties and/or disabilities are well integrated with mainstream courses and obtain the qualifications they want. Quality assurance arrangements are thorough. There is a comprehensive programme of staff appraisal and development. The standard of equipment is high. Much of the accommodation is good and well furnished. The college should: ensure greater alignment between the operational plans of faculties and the strategic plan of the college; improve the retention rates of students on two-year courses; develop further quality assurance for services across the college; improve the learning environment for students with learning difficulties and/or disabilities.

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

Aspects of cross-college provision	Grade
Responsiveness and range of provision	1
Governance and management	2
Students' recruitment, guidance and support	2
Quality assurance	2
Resources: staffing	2
equipment/learning resources	1
accommodation	2

Curriculum area	Grade	Curriculum area	Grade
Science, mathematics and computing	2	Health and community care	1
Construction	2	Art and design	1
Engineering	2	Music and performing arts	1
Business	3	Humanities	2
Hotel and catering, leisure and tourism	2	Basic education	3

INTRODUCTION

1 Newcastle College was inspected between September 1995 and March 1996. Thirty-one inspectors visited the college for a total of 108 days. Arrangements for the enrolment and induction of students were inspected early in September. Specialist subject inspections took place over several weeks during December 1995 and January 1996. Aspects of cross-college provision were inspected early in March 1996. Inspectors visited 324 classes and examined students' written and practical work. Meetings were held with representatives from community associations, Tyneside Training and Enterprise Council (TEC), schools, the careers service, industry and commerce, higher education, and parents, students, college governors, college managers, teachers and support staff. A range of documentation, including the strategic plan, operational statements and the self-assessment report, was considered.

THE COLLEGE AND ITS AIMS

2 Newcastle College is the largest college of further education in the north east of England. Its main campus is at Scotswood Road which is north of the River Tyne and in the west of the city. The college operates from four other sites: Sandyford Road and the Tyne Theatre towards the city centre, and the Mary Trevelyan and John Marley centres in the west end of the city. The University of Newcastle and the University of Northumbria at Newcastle are based in the city, and there are universities close by in Sunderland and Durham. Newcastle is the focal point for the Tyneside conurbation. Over 260,000 people live in the city and the regional population is 2.6 million. The college recruits over half its students from outside the city.

3 The main industries in the north east region have been coal, steel, shipbuilding and engineering. In recent years, these industries have declined substantially. To some extent, this decline has been redressed by growth in the service industries and the region's success in attracting new industries. Unemployment remains, however, high. The college is located within an environment of economic deprivation and within a designated city challenge area. According to the latest census data, the City of Newcastle has the fourth-highest male unemployment rate of all metropolitan districts. The census report noted that 30 per cent of children living in Newcastle came from households without a wage earner; in certain wards of the city, the proportion of such children reached 60 per cent. The college recruits an increasing proportion of its students from these disadvantaged areas.

4 Within 10 miles of the college, there are four other general further education colleges and one college of agriculture. There are twelve 11 to 18 schools in Newcastle, administered by the Newcastle local education authority (LEA), and the college recruits most of its students aged 16 to 19 from these. Just over 28 per cent of pupils at these schools obtain grades A to C in General Certificate of Secondary Education (GCSE)

subjects, compared with an average for England of 43 per cent. Approximately 45 per cent of the college's students come from LEA schools in Gateshead and across Northumberland. There are also nine independent schools in Newcastle but the college recruits few students from these.

5 The mission of the college is 'to provide programmes of education and training to the highest quality for the benefit of the widest possible range of clients and, in so doing, to support the economic and social development of the City of Newcastle and the north eastern region of England'. To help it to achieve its mission, the college has formulated five strategic objectives. These relate to: the widening of access to education; the design of cost-effective curriculum; the provision of appropriate resources; the creation of a stimulating, secure and attractive environment; and the provision of support to individual students.

6 The college's academic programme is delivered through four faculties, each of which has a considerable degree of autonomy. The faculties are: business and community services; engineering and the built environment; humanities, hospitality and science; and visual and performing arts. Three central divisions are responsible, respectively, for: academic planning and control; marketing and finance; and personnel and administration. The college has clearly defined its core business as further education which does not include the provision of honours degree level courses. The college's provision is mainly funded by the Further Education Funding Council (FEFC). Around 1,400 students are on a range of higher national diploma courses which are funded by the Higher Education Funding Council for England. A limited number of ordinary degree courses are franchised to the college by local and regional universities.

7 Since incorporation, the college has grown by 50 per cent. At the time of the inspection, the college's student population was 12,943, comprising 5,435 full-time students and 7,508 part-time students. The numbers of students by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college employs the equivalent of 351 full-time academic staff. There are the equivalent of 148 full-time curriculum support staff and the equivalent of 269 full-time managers and other support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

RESPONSIVENESS AND RANGE OF PROVISION

8 Newcastle College offers a comprehensive range of courses in most programme areas, ranging from foundation level to first-year non-honours degree courses. Vocational courses account for 73 per cent of its provision. Students can study many vocational courses through any mode of attendance and can readily progress from one level to the next. Twenty General National Vocational Qualifications (GNVQs) are offered, including two at foundation level. Thirty National Vocational Qualifications (NVQs)

are available, including 10 at level 1 and one at level 5. An increasing number of courses are provided on employers' premises; for example, construction training is provided on site for Gateshead Metropolitan District Council.

9 The college offers an extensive programme of general education subjects including 30 at General Certificate of Education advanced level (GCE A level) and 27 for the GCSE. A substantial higher education programme includes over 30 higher national diplomas and the first year of eight ordinary degree programmes. There are 19 courses designed to provide access to higher education courses. An increasing number of courses for the community, accredited by the Tyneside Open College Federation, provide students with clear pathways for progression. For those unable to attend at the usual times, opportunities to study through open learning or distance learning are limited.

10 The college's strategic plan expresses a strong commitment to growth. Proposals for new courses must identify how these will further progress towards the achievement of the college's targets and the national targets for education and training. Over 100 new courses have been introduced since incorporation, including programmes in music technology, micro-computer technology and sports science. In a few areas, the provision is declining. Eleven courses in construction and engineering have been discontinued. The number of business administration and secretarial courses is diminishing.

11 Although the college is, increasingly, in competition with local schools it works hard to maintain good links with them. Liaison with schools is given a high priority. A liaison officer works with faculty representatives to help them develop these links. The college was one of the first in the country to establish a construction curriculum centre. The centre is funded by the construction industry training board, Tyneside TEC and the college. It is highly regarded locally and aims to promote the image of the construction industry in schools, encourage school teachers to use construction as a context for learning and improve the progression of school leavers to the construction industry. In 1994-95, more than 1,400 children from 75 schools used the centre. The college is helping a local school to run an intermediate GNVQ course in science. There are, however, relatively few other collaborative links with schools, related to courses or the curriculum.

12 Students go on visits to, and participate in exchanges with, institutions on the European continent and further afield. There is no requirement for courses to have a European perspective. A major regional newspaper company, which supports the college's higher national diploma in design, sponsors visits of staff and students to the United States of America and other countries to look at recent advances in printing technology.

13 There is good liaison between Tyneside TEC and the college. The college gave early warning to the TEC that, in its view, there were

potential difficulties facing the provision of engineering and construction training because of the changed funding arrangements for training credits. The college worked with the TEC and employers to retain much of the provision in these areas. The principal is a long-standing member of the TEC board. The TEC and college exchange local labour market intelligence to improve their respective services to employers. The college is also involved in a number of TEC-sponsored projects.

14 Links between employers and courses are well established. An adviser from industry or commerce sits on 90 per cent of the college's programme boards which are concerned with a group of courses in a programme area. A minority of employers report that, although the college is quick to respond to requests for full-cost courses which employers will pay for, it is sometimes slow to respond to requests for new mainstream provision. Other employers comment that occasionally the college is slow in reporting on students' attendance or progress. Each faculty has recently established a strategic advisory committee in an attempt to involve more employers in college and curricular affairs; it is too early to assess the effectiveness of this approach.

15 The college has recently set up a college company which aims to provide a co-ordinated and responsive service to employers, and to generate income to improve college services. The company is successfully developing NVQs and other provision for employers. It works with key members of faculties to develop new products, and these faculties then benefit from the income generated. The company's portfolio of courses includes a significant number in Asian countries such as China, Malaysia, Taiwan and Thailand. The company also runs a successful English language course for foreign students each summer. The company has its own recruitment agency which recruits temporary support staff for the college and also provides services to a number of local businesses. The college company is working closely with faculties to reduce duplication of effort and provision.

16 The college makes good use of market research to determine what provision it should offer and to find effective ways of promoting the college. Its high-quality promotional materials are frequently updated to suit changing markets; some, including the prospectus, have won national awards for their quality. The college uses a range of media to promote its courses including the Internet, television, cinema, advertisements on local transport, and displays on the Tyne bridge. Activities promoting the college as a whole are effectively co-ordinated by a marketing unit. Faculties are responsible for promoting their own provision. The unit checks the promotional materials for house style and use of plain English. The college is working with businesses, the local authority and the two local universities to promote the concept of 'the student city'. This stresses both the friendliness of the city and the opportunities it offers to progress smoothly from further to higher education.

17 The college works closely with the local authority and other partners to support activities in the community. It sponsors the authority for £1.04 million of FEFC funding to deliver a community-based further education programme. The college plays a key role in managing the innovative John Marley centre on behalf of the John Marley Trust. The centre is located in an area of economic and social deprivation in the west end of the city. It was established jointly by the college, Tyneside TEC, Newcastle City Challenge and the local authority, through funding provided by city challenge and the European Regional Development Fund. The college offers courses in media, music technology and food studies at the centre and is developing a range of general provision to attract local people and community groups who might not normally come to the college.

18 The college is committed to ensure equality of opportunity. It has significantly increased opportunities for students with learning difficulties and/or disabilities. In the last two years the proportion of students with a physical disability has risen from 3 per cent of the student population to 8 per cent. The college's links with minority ethnic groups are generally sound and developing well. Almost 5 per cent of the college's students are from minority ethnic groups, a proportion which is greater than that of minority ethnic groups in the population of Newcastle. At college and faculty level, data relating to equal opportunities are collected and analysed.

GOVERNANCE AND MANAGEMENT

19 The governing body of the college has 18 members. Many of them are senior executives. Nine are from business; four are co-opted and three are from an educational background. There is a TEC nominee. Two staff and a student are elected to the board. The principal is a member. The board is conscious of limited membership from minority ethnic groups and women. Governors have established a register of interests and agreed a code of practice. The experience of members covers finance, personnel, architecture, education, legal matters and racial equality; the college has been able to use this experience, for example, in devising the accommodation strategy. Senior managers attend governing body meetings as observers and they present papers on the principal's behalf. Governors value their contributions. Meetings are well documented by the college secretary who has effective systems for compiling agendas and providing supporting papers with specified deadlines. Committees of the governing body meet regularly and following useful debate, they formulate effective guidance to the board.

20 Governors have a proper understanding of their strategic role and do not involve themselves in operational issues. The chair and vice-chair of the governors are newly appointed. Some governors are unaware of the procedures employed to select the chair and vice-chair; the arrangements for appointing new governors also lack clarity. Some governors are not aware of how long they are to serve despite the fact that terms of office for

15 of them expire in November 1996. Attendance by some governors at the board and its committees is low. For example, the audit committee was inquorate twice in the last six meetings. Governors are aware that they need more familiarity with the work of the college.

21 The management structure of the college is relatively simple. It is based on what the college calls the 'principalship', consisting of the principal, deputy principal and two vice-principals, and a system of faculties and divisions. Roles and responsibilities of managers are clearly defined and well understood by staff. The college's management committee has 17 members and is made up of the principalship, heads of faculty and divisional managers. This committee also serves as a policy and strategy group which explores and formulates policies for the college. Six recently established management subcommittees deal with matters such as estates management and human resources.

22 Management is effective and viewed positively by staff. The principalship is accessible and maintains day-to-day contact with staff and students. Managers provide strong and supportive leadership, and have a commitment to open ways of working. Staff have confidence in the management, and consider that a period of rapid change and substantial growth has been well managed. Strategic decisions are prudent and well considered. Detailed information on the college's performance year on year and in comparison with other similar colleges is used to support long-term and short-term planning. The contribution made by central divisions has not always been communicated effectively to faculties. There is some disquiet amongst staff in the faculties because they consider there is unnecessary duplication between their activities and those of the central divisions in certain areas, including full-cost courses and personnel management.

23 Structures and systems for the management of the curriculum are well established and extensive. The academic board has wide-ranging terms of reference, which include advice to the principal on developing standards which cover the college's provision. The board has 30 members, the maximum permitted in the articles of government of the college, and this gives it a broad representation of interests and expertise. It is an effective group and all its recommendations to date have been accepted by the principal. The board's committees cover; services to students, policy on the curriculum, resources and the validation of new and existing courses.

24 The faculties have similar structures. The head of faculty is supported by a number of senior staff, who often combine curricular and non-curricular roles having, for example, responsibility for information technology and also marketing. Teaching staff belong to academic divisions within the faculty and to course teams. Faculty boards of study are subcommittees of the academic board; they generate plans and policies for the faculty, and present them to the board. They are supported by

course programme boards and assessment boards which monitor and review courses and assessment processes, respectively.

25 In its strategic plan, the college states that it requires commitment, flexibility and adaptability from staff, to ensure that the curriculum and resources are effectively managed. Much time has been invested in giving staff a good understanding of the college's financial strategy and its implications for faculties and teams. Each course team is responsible for deciding the best way to run its course within the resources available. Staff in course teams have responded positively to this responsibility and have shown willingness to move to new and effective ways of delivery. The recently-introduced contract of employment for teaching staff requires them to work to budgetary constraints; the college's processes for validating courses have been modified to reflect the importance of defining budgetary limits for provision.

26 The strategic plan is comprehensive, succinct, and reflects the college's commitment to openness in sharing information. Although the first plan was produced after only limited consultation, the proposed cycle for developing the next plan involves discussions with governors, managers and staff. The faculties are developing a range of methods to secure the involvement of staff in the planning process; for example, one faculty is running a week-long planning forum to which all staff can contribute. The current strategic plan includes a comprehensive risk and needs analysis, and sets out clearly-identified priorities that provide an effective framework to guide the decisions of managers. It identifies strategic objectives and targets which are specific and measurable. Each faculty is charged with producing an operating plan to deliver the college's objectives. A detailed report commissioned from the Scottish Vocational Education Council reviews the college's progress in achieving its targets to date; the review considers the college has met 27 targets but has failed to meet 11. The operating plans of faculties vary considerably in layout and usefulness. Although they clearly derive from the college's strategic objectives, there is no mechanism for checking that collectively they will lead to the implementation of the college's plan in its entirety.

27 Lines of communication within the college are generally good. Open debate at all levels is encouraged and the views of staff are valued by managers. There are frequent meetings within faculties at course team, divisional and faculty level. Working parties of staff from all parts of the college, such as the internal verifiers' group, provide opportunities for staff from different faculties to meet and share good practice. The college newsletter, 'Bridge', appears regularly and includes information on all policy changes made by the academic board and its subcommittees. Faculties also have their own newsletters. College policies and minutes of all meetings are available to staff, students and other users in a recently-opened documentation centre. The college has engaged consultants to advise on how communications within the college can be further improved.

28 In 1994-95, the college's average level of funding was £18.40. In 1995-96 it is £17.98. The 1995-96 median for general further education and tertiary colleges is £17.84. The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6. At present, the college has surplus funds. Faculty budgets are determined using a modified version of the FEFC funding methodology. There is significant financial delegation to managers of central divisions and to heads of faculty, who then decide the extent of financial responsibility they wish to delegate to course teams. Budgets are carefully determined. The expenditure and major projects control panels, which comprise overall the principalship, the director of finance, and other senior managers, meet monthly to review expenditure.

29 The college's information systems are managed by the college secretary, supported by a management subcommittee. There are two main databases, which are not electronically linked. The college has given a high priority to ensuring that returns to FEFC and other funding agents are accurate, and it has made a considerable investment in the collection and validation of student data. A range of different reports can be generated from its database on students. The college is working towards linking the faculties to the central computer, to allow direct entry of information and speed up decision making. A second database deals with human resources and is used to provide budget holders with monthly reports from the college's central finance officers.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

30 A new students' services directorate has been established. This directorate is responsible for the welfare of students and for providing them with advice. It is also closely involved with enrolment procedures. The directorate devolves some of its activities to faculties but agrees operational standards with them to ensure consistency in the provision of services across the college. Most of the services to students are located close to the college's main entrance, but are not easily visible. The college plans to relocate the services, in order that they may have a more visible presence.

31 A variety of effective methods is used to inform applicants about the college's provision. These include well-publicised and popular 'advice days' when applicants come into college to obtain information about courses. On these days, the college provides childcare facilities for applicants who bring their children with them, an advice desk staffed by the Tyneside Careers Service and confidential help on accommodation and finance. The main enrolment period is generally well organised. Information for staff and prospective students is clear, accurate and helpful. The large numbers of staff involved in both the advice days and enrolment itself receive training and they work to guidelines. Some teaching staff giving general advice to applicants are receiving extra training to ensure they have sufficient knowledge about careers and the

range of the college's provision. Some students had to wait a long time in the enrolment process. About 37 per cent of the college's enrolments occur outside the main enrolment period. Compared with students who enrol during the main enrolment period, those who enrol at other times do not always receive the same extent of initial guidance and support.

32 Students appreciate the well-organised arrangements for introducing them to the college and their courses. All faculties work to guidelines on the induction of students. Some course teams add useful initiatives of their own. For example, the introductory period in art and design includes visits to local art galleries; at the beginning of a catering course, teachers and students participate in a one-day, outdoor, team-building event.

33 There is good provision of support for students who need additional help with their learning. This is arranged sensitively so that students who request it do not feel conspicuous. Through its strong links with local special schools and agencies such as the social services department, the college identifies the needs of most students with learning difficulties and/or disabilities before they enrol. Each faculty has a co-ordinator of additional support for learning and manages the arrangements for providing this support in whichever way it thinks is best. The co-ordinators draw on central facilities to support some students, for example those with sensory impairment. They meet together regularly to share practices.

34 All students entering foundation and intermediate level courses in 1995-96 took tests in numeracy and communications and were asked to assess their own competence in information technology. Four hundred and thirty-six students, representing 19 per cent of those tested and 787 students, representing 33 per cent of those tested, were found to require help with numeracy and communications, respectively. Students receive additional help with numeracy and communications and other aspects of their work in learning centres where they can study materials suited to their individual needs. In some instances, the additional help is provided through extra courses. The arrangements for giving students additional help are new and not fully established in all subject areas. Tutors are not always kept informed of the progress of students whom they recommend for additional help. Some of the students receiving additional support have a poor record of attendance at the sessions arranged for them.

35 Full-time students have an entitlement to at least three meetings a year with an allocated personal tutor each year and all other students have a named personal tutor to contact if the need arises. The tutorial system operates well overall: it is valued by students and it is generally successful in monitoring their progress and well being. Many students praise their teachers for the personal assistance freely offered outside timetabled tutorials. Tutors produce reports twice yearly for students and the parents or guardians of those under 18 years of age, and each faculty holds parents evenings. In three of the faculties, tutors are responsible for 15 to 40 students. In the faculty of business and community studies, tutorial duties are confined to fewer staff, some of whom are responsible for very large

numbers of students and they spend most of their time tutoring. Few tutors encourage students to maintain their national records of achievement.

36 Each faculty has developed effective systems for complying with college procedures on reporting students' absences, though some apply these more rigorously than others. In the faculty of humanities, hospitality and science, a project funded by Tyneside TEC is helping the college investigate reasons why students go absent or fail to complete their courses. Students who stop attending are contacted by a project worker who discusses ways in which help could be given to enable them to continue their studies. In most faculties, students are able to change courses with relative ease.

37 The college has close and productive links with the careers service which it contracts to provide careers advice to students. The careers unit within the students' service directorate arranges with the careers service for at least one careers adviser to be in attendance at the college daily. In addition, each faculty negotiates with the careers service for the provision of advice to individuals or groups of students. The resources available to support careers advice are good. Students speak positively about the quality of careers advice from student services, the advisers and their personal tutors. The provision of careers advice and guidance is not explicitly monitored through the college's quality assurance system.

38 The college provides extensive welfare support for its students. One full-time and three part-time counsellors provide confidential help on personal issues. A full-time chaplain, with help from eight other Christian denominations, is available for spiritual assistance and holds regular meetings and services. The college maintains beneficial contacts with local members of several other faiths and minority ethnic groups. For example, a celebration of Passover was held in the college and a prayer room was set aside during Ramadan. Students' services staff include a welfare and financial adviser. The college's advice centre provides information on a wide range of issues and topics. The centre uses materials originally developed for use in Citizens Advice Bureaux. Two nurses are based at the Scotswood Road campus. There is a high level of course and examination fee remission: about 240 students receive financial help toward childcare and almost 1,000 obtain help with travel costs.

39 The college does not have a policy on the provision of work experience for students. With the exception of courses in visual and performing arts, the great majority of vocational courses specify work experience as essential or desirable. Virtually all students on these courses who need or wish for work experience obtain placements. A detailed college code of practice gives guidance on managing placements. Two faculties have set up arrangements which relieve general teaching staff of the responsibility of arranging and administering work experience for their students.

40 Students are represented at most levels of the college's administrative structure. The students' union independently organises a range of social

and sporting activities, and co-operates fully with the students' services directorate over matters such as careers publicity, personal security and welfare. Temporary arrangements for the management and leadership of the union are now in place following allegations of financial mismanagement of the union's affairs.

TEACHING AND THE PROMOTION OF LEARNING

41 Inspectors observed 324 lessons. Seventy-one per cent had strengths outweighing weaknesses and 33 per cent received the highest grade, having many strengths and very few weaknesses. These percentages are above average for the colleges inspected in 1994-95. In only 6 per cent of sessions did weaknesses clearly outweigh strengths. Work of particularly high standard was observed in art and design, music and performing arts, hair and beauty, and childcare. Poorer teaching and learning were observed on courses specifically designed for students with learning difficulties and/or disabilities. The average attendance rate of students in the lessons inspected was 72 per cent and the average number of students present was 13. The highest rates of attendance were seen in art and design and health care lessons; there was low attendance in some science and humanities lessons. The following table summarises the grades given to the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE A level		2	11	7	1	0	21
GCSE		3	4	4	2	0	13
GNVQ		6	13	15	4	0	38
NVQ		20	17	9	2	0	48
Access to higher education		9	6	4	0	0	19
Access to further education		3	7	1	1	0	12
Basic education		2	7	6	0	0	15
Other vocational*		55	50	14	5	0	124
Other		6	8	16	3	1	34
Total		106	123	76	18	1	324

**other includes vocational provision leading to qualifications from BTEC, the City and Guilds of London Institute (C&G) and RSA Examinations Board (RSA).*

42 The majority of science lessons are well planned and prepared. Teachers vary their teaching methods to meet the differing needs of students. For example, a teacher on a science access course successfully adjusted the content of a physics session to meet the needs of a group of adult returners. Teachers use questioning techniques that encourage students to build upon their existing knowledge. Students have access to a wide range of resources including computers to illustrate and explain

difficult concepts. Teachers frequently check on students' progress during sessions. In less successful lessons, teachers talk too much and fail to engage and maintain the students' interest. Some class handouts are of a poor quality.

43 Teaching is effective in mathematics, computing and information technology. Although lesson plans vary in format, most provide a clear statement of aims and objectives, which are shared with students. The majority of lessons are clearly structured and provide students with a range of learning activities, the most successful of which are well-managed practical activities and class discussions. Teachers make appropriate interventions in discussions, using relevant and topical examples to reinforce points made by the students. Teachers deal sensitively with difficulties which individual students may have with their learning. Teachers and support staff work well together to meet the needs of students in the large computer workshops. In a minority of instances, teachers failed to check that the students understood the lesson.

44 In construction, the standard of teaching and the promotion of learning varies considerably but is generally good. In the best lessons, teachers work flexibly and co-operatively to share workshop teaching and provide support to individual students. Students with physical and sensory difficulties are given every assistance to participate fully in classroom activities. Students develop practical skills through large-scale projects which are realistic and imaginatively designed. In some instances, however, teachers talked too much and failed to check that the students understood points being made. Students plainly found some of the poorer lessons dull and uninteresting because teachers failed to structure them properly or make imaginative use of learning aids and resources.

45 In engineering, the quality of teaching is good. Lessons are generally well prepared. They often involve the students in a variety of challenging activities. For example, in a teaching session on graphical communication for a group of GNVQ intermediate students, the teacher successfully engaged students in listening, talking, problem solving, designing, building and testing as well as sketching and drawing. The lesson had momentum and all students participated conscientiously and enthusiastically. In many lessons, teachers draw successfully on their own industrial experiences to reinforce points in a way that adds to the students' interest. Some tasks on intermediate level courses were dull and insufficiently challenging. On some courses, assessment plans are underdeveloped, and students did not receive sufficient information on their progress.

46 Business and administration courses are generally well managed and clearly planned. Students are provided with a wide range of activities and are given considerable opportunity to organise their own studies and work by themselves or with others. In NVQ administration workshop sessions, the needs of students with specific learning difficulties are sensitively and successfully met. On many full-time courses, students are

brought together in large groups in well-equipped lecture theatres and workshops. When taking some of the larger classes, however, teachers fail to provide tasks which are appropriately challenging for students with widely differing learning needs. In some of the lessons, students are not engaged by the tasks and quickly lose interest. Work experience is successfully incorporated into NVQ administration courses but its use on full-time GNVQ courses is underdeveloped.

47 In hotel and catering, practical lessons are well designed to develop students' understanding of the theory underpinning particular skills. Teachers use a good range of teaching and learning activities in a variety of realistic work environments such as a bakery, restaurants and a shop. Some lively teaching excites and sustains the students' interest. Imaginative use is made of resources and learning materials devised by college staff. Information technology skills are taught in all courses and students use software which matches that found in the hotel and catering industry. Not all courses make sufficient use of the realistic working environments in the college such as the training restaurant.

48 Most teaching in leisure and tourism is good. In the best practice, schemes of work are complemented by detailed lesson plans containing aims and objectives that are shared with students. Exposition by the teachers is clear and relevant and supported by good visual aids and handouts. Teachers provide advice and guidance to students requiring help, check that students understand the lesson and give a clear summary at the end. Such lessons have momentum and sustain the students' interest and motivation throughout. In the poorer lessons, teachers fail to provide a proper introduction and do not structure the lesson properly to ensure that the students are challenged and develop the skills with which to study. In some instances, teachers fail to give a summary of the lesson or provide them with information about their performance.

49 In hairdressing and beauty therapy, the quality of teaching is high. Over 93 per cent of lessons had more strengths than weaknesses. Courses are well planned and lessons are well managed. Working relationships between staff and students are professional and productive. Teachers have sound industrial knowledge and use a range of learning activities to motivate students and engage their interest. For example, a practical hairdressing session was ably taught by two teachers working together to provide demonstrations of a wide range of new techniques, give individual tuition and increase the opportunities for students to receive detailed assessment. Students display high levels of practical skills. In many beauty therapy lessons, students are encouraged to assess each others' work. The recording of students' progress is thorough.

50 In health and social care, the most successful lessons are well prepared and make good use of a variety of well-chosen aids and resources. Assignments are well-structured and teachers mark them promptly and thoroughly. Teachers encourage students to draw on their own personal

or vocational experiences, often through well-managed group work. Teachers use persistent questioning to ensure students understand key concepts and use appropriate vocabulary. Teachers help students to develop a wide range of professional skills. In a minority of lessons, teachers failed to arrange the layout of the room effectively for students to work together in groups.

51 In art and design, the quality of teaching is exceptionally high. All sessions inspected were graded 1 or 2. Courses are well planned and delivered. Students are provided with a wide range of creative opportunities to develop skills and knowledge to high levels. On all courses, students carry out projects. These conform to a standard layout. Each project is complemented by a range of tasks the students have to carry out by themselves. Teachers and support staff co-operate closely to help the students work to the best of their creative abilities. Students find the range of their activities exciting and teachers encourage them to experiment and be explorative in their work.

52 Music and performing arts lessons are effectively planned and taught. Over 65 per cent of the sessions were graded 1 and the rest were graded 2. Teachers have high expectations of their students, and students work to professional standards. Courses have clearly-identified aims and objectives which are shared with students. Teachers employ a range of teaching and learning strategies which encourage the students to work on their own and in groups. Courses follow a common pattern and have clear procedures for assessment. Lessons are well prepared, topics are placed in context and students of all abilities are challenged. Teachers provide additional support to students who need individual attention. Performing arts projects often combine dance, drama, stagecraft and music in a large production or presentation. These projects provide students with exciting opportunities to apply theoretical knowledge, practical skills and essential skills within a realistic professional context.

53 Teaching and learning in humanities subjects, including English and courses providing access to higher education, are generally of a high standard. The majority of lessons are clearly structured and include a range of appropriately sequenced activities. Teachers draw on their own experience to inform and enliven class discussions. Students work effectively on their own using materials in the learning centres. In some lessons, video films are used without sufficient introduction beforehand and discussion afterwards. Some lesson plans lack clear aims and specification of the learning activities to be used.

54 Students with physical and sensory impairments are given individual support of a high standard which enables them to play a full part in courses across the college. In a plumbing lesson, a profoundly deaf student was able to learn effectively because of the explanations and amplification from his communicator. The courses designed specifically for students with learning difficulties and/or disabilities take place in a building some

distance away from the main site. On many of these courses, students of very varied abilities are taught together and learning activities are insufficiently differentiated to meet all the different aptitudes in the class. In some lessons, students are not given sufficient opportunity to learn to work on their own. Courses in adult basic education and English as a foreign language are well planned. Students are well motivated and work hard. In many lessons, however, activity focuses too much on the teacher rather than the students who are not provided with enough tasks to carry out by themselves. The standard of marking of students' work is variable and in some instances teachers fail to provide the students with detailed comments on their performance.

STUDENTS' ACHIEVEMENTS

55 In response to questions on evaluation forms, students indicate that they feel well satisfied with their progress and achievements at college. Students are generally industrious. For example, in art and design, students are energetic and self-reliant. They take pride in displays of their work around the college. Mature students, particularly in science and health and social care, demonstrate a high degree of commitment to their work. Most students with learning difficulties and/or disabilities gain the qualification for which they are aiming. The achievements of deaf students, both on a special course for them and on mainstream courses is particularly good. Students on vocational courses acquire practical skills of an appropriate industrial standard and they are encouraged to develop safe working practices. However, on some courses, poor time keeping and poor attendance of some students compromise the motivation and enjoyment of others.

56 Of the 591 students aged 16 to 18 in their final year of study on the vocational courses included in the 1995 performance tables published by the Department for Education and Employment, 87 per cent achieved their award compared with an average for England of 77.5 per cent. This places the college in the top third of colleges in the sector on this performance measure. According to the published tables, the college has more successful vocational students than any other in the further education sector in England. The college has large numbers of adult students taking vocational qualifications whose results are not included in the Department's performance tables. The results of students aged over 19 or studying part time on a range of advanced level courses was also good. For example, over 90 per cent of these students on courses in science, computing, information technology applications, printing and art and design were successful.

57 Students aged 16 to 18 entered for GCE A level examinations in 1994-95 scored, on average 3.1 points per entry (where A=10, E=2). This places the college in the bottom third of all colleges in the further education sector on this performance measure, based on the data in the 1995 tables published by the Department for Education and Employment. About

50 per cent of entrants for GCE A level examinations are over 19 years old. In general, their results are comparable with those for the 16 to 18 year old students but in some subjects, such as French, German, economics and psychology they do much better.

58 In 1995, there were 749 entries for GCSE subjects and the percentage of those entries achieving grades A to C was 53 per cent. This is above the national average of 48.5 per cent for all ages in colleges of further education. The proportion of students achieving grades A to C is significantly above the national average in physics, psychology and sociology but significantly below in art and drama. In most other subjects, the results are close to the national average for general further education colleges.

59 The college is aware of the issue of poor completion rates on some courses and has identified a number of complex reasons for these. It is addressing this issue by improving the design of courses and by implementing new ways of teaching which excite and retain the students' interest and motivation. In 1994-95, over 86 per cent of all students who enrolled on full-time courses in September 1994 were still attending at the end of the academic year. This overall figure is slightly lower than that for all general further education colleges in England for the period from November 1993 to May 1994. The college sets targets for the retention of students on courses according to their mode of attendance. Some retention rates are impressive. For example, of the students joining a Business and Technology Education Council (BTEC) national certificate course in science, only one has failed to complete the course in the last three years. Retention rates on some courses are low, however. A high percentage of students taking GCE A level subjects drop out during the second year of their course. In theatre studies, mathematics and computing no more than 40 per cent of students completed their courses. Some humanities subjects show a steady increase in the percentage of students leaving courses early over the last three years.

60 A majority of courses are making successful attempts to integrate and develop the skills of number, communication and information technology through assignments and class work. Many students' assignments in science, health and social care, mathematics and construction show good use of wordprocessing and computer-based graphics packages. Engineering students make good use of the computer facilities in the design technology centre. Communication skills are developed well on most courses. Students' oral contributions in class are often of a high standard and many answer questions with confidence. The skills of number, communication and information technology have not been successfully included in all courses. For example, hairdressing and beauty therapy students have limited opportunities for achieving competence in information technology. In some mathematics and computing lessons, the students' oral skills are poor. Students usually

have writing skills of an appropriate standard for the level of the course they are taking. In a number of cases, students' inability to take effective notes slows down the progress of others in the class. The written work of students on the access to higher education courses is of a high standard.

61 Students on many courses take advantage of opportunities to take part in national and international competitions. Those following graphic design and photography courses have had their work recognised in national design competitions and performing arts students have appeared regularly in local television and stage productions. Music students have successfully performed in Taiwan and Hong Kong. A catering student has won the first national scholarship to spend a year with a renowned international chef at his restaurant in Oxfordshire. In 1995, one student raised £3,000 for the bone marrow appeal at Newcastle's Royal Victoria Infirmary through sponsorship for a walk.

62 Destinations of students who complete their course of study are monitored at course and faculty level and are reported to the academic board. Thirty-two per cent of entrants to higher national diplomas come from advanced vocational courses at the college. Fifty-nine per cent of GCE A level students and 68 per cent of students on access courses were successful in progressing to higher education. Of these students, 59 per cent went to one of the four regional universities. The central management information team is beginning to collect data on destinations. During the autumn term 1995, around 20,000 cards were sent to students who had left, asking them for information on their destinations. There was a 20 per cent return. The college has yet to decide how to use its destination data to best effect.

QUALITY ASSURANCE

63 The college has long-established procedures of quality assurance. Governors and staff at all levels have a commitment to quality assurance which is emphasised in the college's mission. Lines of accountability and responsibility for quality are well understood by all staff. The deputy principal oversees initiatives to ensure and enhance the quality of the curriculum. The academic planning and control division controls the process of quality assurance and delegates responsibilities for it to each head of faculty and their quality managers. The quality managers sit on the academic planning and review committee and work closely with course teams.

64 The linked processes of course approval, validation and evaluation provide effective and rigorous control of the quality of the curriculum. New courses must be validated before they can run and existing courses are revalidated every three years. The first three-year cycle of validation has been successfully completed. Validation panels, composed of central college staff, staff from other faculties, and on occasions, external representatives from industry, discuss all aspects of any course proposal. The accepted proposal forms the basis for the course specification which

is issued to students in the form of a guarantee of what they can expect to receive.

65 Faculties exercise further quality assurance and control through course teams, course assessment boards and programme boards. Action plans to ensure and enhance the quality of provision are produced by each faculty and course team. There is, however, no clear framework for these plans. Some aspects of action planning are not operating effectively at course or faculty level. For example, there is variability in the operational effectiveness of some faculty assessment boards. Some faculties fail to produce effective action plans.

66 The college makes good use of reports from external examining and awarding bodies in the course review and revalidation processes. In addition, external auditors are engaged to review specific operations where the college would like tighter control. This has led to effective change. The reports on quality from the four faculties are considered by the academic planning and review committee, but there is no report on the evaluation of quality across the college as a whole. The curriculum quality assurance framework has recently been modified to include self-assessment. Course teams and faculties assess themselves to a common format. Some of the initial self-assessments were unrealistic.

67 The views of students, employers, staff and course teams are obtained on a regular basis. Student representatives from each course meet with tutors to discuss the outcomes of their evaluations, and employers act as advisers to course teams. The questions on the evaluation forms are being reviewed: for example, the student services team wishes to include additional questions on the operation of the induction programme and tutorial support. Changes in wording have been made to meet the needs of students with learning difficulties as well as students whose first language is not English. Forms are now available in 15 languages. Staff and students are well aware of improvements in the delivery of courses and in college facilities as a result of the quality assurance processes.

68 There are statements which define the standards of service which students can expect from induction and assessment. Similar statements are being written for standards in other aspects of provision. Some of these draft statements do not specify measurable standards of service and others do not explain how standards will be monitored. The service areas receive information on their performance from the quality assurance procedures in the faculties. Some also survey the views of their users. For example, student services and reprographics have each sought the views of staff and students on the quality of their provision and have improved it as a result. The present initiatives for devising statements on standards lack co-ordination.

69 Students receive two versions of the college's charter: an expanded version in an accessible question-and-answer format inside the students' organiser files, and a shortened form which focuses on specific

commitments which the college makes to students. The current charter is being revised. The college's complaints procedures are well understood by students.

70 The college is strongly committed to developing its staff and has an effective policy for their professional development. It is on target to achieve Investor in People status by the end of 1996. The staff-development budget of around 1 per cent of the total college budget is supplemented by funding from the faculties. Priorities for staff development are identified as a result of course validation, the process of staff review, annual course reviews, and individual requests. In addition, managers identify future needs from the strategic planning process. All faculties and divisions prepare an annual staff-development plan. These vary in format and detail. Staff-development co-ordinators compare plans and identify common needs which can be addressed centrally. In addition to attendance on staff-development courses, teachers who have signed new contracts since incorporation have a minimum entitlement of 17 days for personal development. Induction procedures for full-time staff have been reviewed and improved, but induction for part-time staff is variable in quality. Support staff are finding it increasingly difficult to be released from work to attend training events.

71 The appraisal system, called staff review, links training and development to the development plans of faculties and, in turn, to the college's strategic plan. Managers, including the principal, were the first to be trained and the first to be reviewed. Staff may select their reviewer and most choose their line manager. Reviews for teachers involve observation of their work in the classroom by trained colleagues. All staff are entitled to an annual review although the process has been delayed for some support staff who are awaiting new contracts. Appraisals are sensitively and professionally conducted.

72 The college self-assessment report was detailed, thorough and impressive. It followed the headings as given in Council Circular 93/28, *Assessing Achievement* although in a different sequence. Data were collected from existing quality assurance processes. Governors were not involved in the self-assessment process although relevant sections were shared with Tyneside TEC. Information was presented in detail with open and honest judgements recorded under each subheading. The report showed a high degree of correlation with inspectors' judgements. An action plan addressed each identified weakness and named the personnel responsible for implementation.

RESOURCES

Staffing

73 The college has a comprehensive strategy for human resources with specific strategic aims for teaching and support staff. The college employs a total of 351 full-time equivalent teaching staff, of whom 27 per cent are on part-time contracts. Across the college there is an equal balance of male and females. The principalship and 68 per cent of other managers are male. Sixty-six per cent of support staff are female.

74 Generally, teachers are suitably experienced and qualified. Fifty-six per cent of lecturers have a formal teaching qualification. Many vocational teachers have appropriate professional or trade qualifications relevant to their subject area. Of the teaching staff who need assessor qualifications for their work, 58 per cent have gained the appropriate awards. In catering, all teachers have these qualifications. The college recognises that overall progress towards these qualifications has been slow.

75 Many staff regularly update their skills. For example, visual and performing arts staff are engaged in relevant professional practice, and science teachers conduct research and publish papers. Many part-time teachers work in industry and their teaching is informed by up-to-date experience of working practices. Part-time staff work well in course teams. Most are well integrated with the life of the college and many undertake other duties in addition to teaching. The industrial or commercial experience of some staff, for example, in business and in catering, is dated.

76 The number of support and administrative staff has increased to match the college's needs since incorporation. Support and administrative staff are suitably qualified and the effective service they provide is appreciated by teachers. A central media service produces handouts in a set format and delivers hardware to rooms as required. Support staff work enthusiastically to support teaching and learning.

Equipment/learning resources

77 Students have access to an extensive range of high-quality general and specialised equipment. A computer-aided engineering suite has been established with 48 high specification computer workstations running industry standard draughting software: these workstations are linked to computer numeric control machines. In art and design, the extensive workshop facilities include a recently-enhanced metal-working area. In performing arts, the range and quality of equipment for music technology is excellent. In hair and beauty therapy, salon facilities match current commercial standards. In many cases, further education students benefit from the provision of equipment necessary for the delivery of higher level courses. Some engineering and training kitchen equipment is, however, dated.

78 General classroom equipment, such as overhead projectors, whiteboards and furniture, is mostly suitable for its purpose, and in

recently-refurbished areas it is of a high standard. In areas where students work on their own, such as libraries and learning centres, the furniture is to latest specifications. In the construction area and at the Mary Trevelyan Centre, furniture is in poor condition.

79 The college has centres where students may work on their own at any time, often using computers and software. These centres have large numbers of computer terminals and extensive networking. For example, there are over 400 computers in two centres on the Scotswood Road campus. There are several other areas with high-quality computer-based resources; for example, there is a specialised art/design suite with machines for graphic design and multimedia comparable to those used in industry. Students with physical or sensory disabilities have access to monitors with larger screens and magnified text, and facilities for direct dictation from the computer. The Mary Trevelyan centre has an adequate range of easy-to-use computers for developing communication skills. A replacement policy for computer equipment is effective and stresses the importance of obtaining software which is compatible with different types of machines.

80 Library facilities for students are good. They are concentrated in three centres, two on the Scotswood Road campus and one at the Sandyford Road site. The bookstock of 125,000 volumes is adequately replenished by an expenditure of £20.50 per full-time equivalent student. A wide range of additional facilities is available to support learning. A graphics centre assists students in obtaining good advice on reprographics and has desktop publishing and other specialised media facilities. Over 40 subject guides are available. Compact disk read-only memory (CD-ROM) database facilities are good. The art and design specialist library concentrates heavily upon visual studies and has adjacent facilities such as a darkroom and audio-visual equipment. Students have access to over 900 study spaces in libraries and learning centres across the college.

81 The college's computerised assets register is updated regularly. The management of the purchasing of equipment is good. Purchasing is characterised by prudence and systematic replacement. The college has identified some standards of performance it requires from new equipment. The college is currently working to produce standards for the purchase of general classroom equipment.

Accommodation

82 The college has a comprehensive strategy for accommodation with clear links to the college's strategic aims. It takes a long-term strategic view of estates planning and management. The college has made extensive internal adjustments to its accommodation to meet the needs of different courses and methods of learning. Faculties are based in different buildings. The use of space is systematically monitored and improved. The current level of use is high. Access for people with restricted mobility is generally good. There are lifts, but not to all buildings. Access for wheelchair users at the Mary Trevelyan Centre is good.

83 The college estate is complex and well managed. Accommodation is generally suitable for the college's present needs. Most of the estate has had some degree of recent redecoration and refurbishment, often to a high standard. Most classrooms are of good quality, and are usually well lit and heated. External and internal signposting is generally good. Buildings are kept clean and tidy, and students respect their environment. A few teaching spaces are too small or the wrong shape for their purpose. In many areas there are wall displays in classrooms and in corridors, though some are bare.

84 The Scotswood Road campus comprises buildings built between 1814 and 1987. Their condition varies considerably. The main access is by a large car park and approaches to it are well signposted. The Mandela building houses the art and design provision; it is new and of particularly high quality. Public art exhibitions are often staged here. A large auditorium is used for public performances. The lecture theatre facilities have recently been improved by the addition of larger spaces, high-quality seating, and modern teaching aids. Rye Hill House, a grade II listed building, is currently closed. The Cambridge building is in a poor state of repair and is used to house administrative staff. Some refurbishment is of less good quality. For example, some recent work in two construction areas carried out by the college is of poor design. The older training kitchens are overcrowded at times. They also have inadequate storage facilities.

85 About two miles further west is the recently-opened John Marley centre housed in a 1930s' art-deco style former school. The buildings have been refurbished and the grounds landscaped to provide an outstanding facility for the college's students and the surrounding community. The interior design and furniture and fittings are of a high standard. A well-equipped restaurant is open to the local community as well as students.

86 Close to the city centre is the Sandyford Road site which is on the campus of the University of Northumbria at Newcastle. It has a commercial salon for hairdressing and beauty therapy, and a training restaurant used by the public. The entrance houses a travel agency operated in partnership with a local company. The college leases the Tyne Theatre to provide a facility in the city centre for performing arts students to provide public performances. A mile to the west of the Scotswood Road campus is the Mary Trevelyan centre. This former school is in poor condition. Signposting to the building is inadequate.

87 The college has introduced thorough and effective arrangements to increase security for all students, particularly women and minority groups. A number of good-quality residences are available for students. The college operates a bus service at regular intervals between the sites, including residences, in the evening and at weekends. Security on all sites is good, with uniformed patrols and extensive use of closed-circuit television.

CONCLUSIONS AND ISSUES

88 Newcastle College is making significant progress towards achieving its mission. Its strengths include:

- clearly-defined strategies and plans during a period of substantial growth
- strong and supportive leadership
- effective management
- well-managed advice, enrolment and support procedures for students
- effective support for students with learning difficulties and/or disabilities on a wide range of mainstream courses
- teaching which is well planned, effective, and in some instances, of exceptional quality
- good examination results on a range of courses
- well-established procedures to assure the quality of the curriculum
- conscientious and highly-committed teaching and support staff
- a wide range of good equipment, much of it to industrial or commercial standards
- extensive adaptation of buildings to support courses and new methods of learning.

89 If it is to continue to improve its provision, the college should address:

- closer alignment of the operating plans of faculties with the college's strategic plan
- perceived duplication of functions between faculties and central services
- insufficient linking and networking of computerised management information systems
- lack of easy integration for students at the Mary Trevelyan centre with the life of the college
- poor retention rates on some courses
- underdeveloped quality assurance procedures for cross-college services.

FIGURES

-
- 1 Percentage student numbers by age (as at November 1995)

 - 2 Percentage student numbers by level of study (as at November 1995)

 - 3 Student numbers by mode of attendance and curriculum area (as at November 1995)

 - 4 Staff profile – staff expressed as full-time equivalents (1995-96)

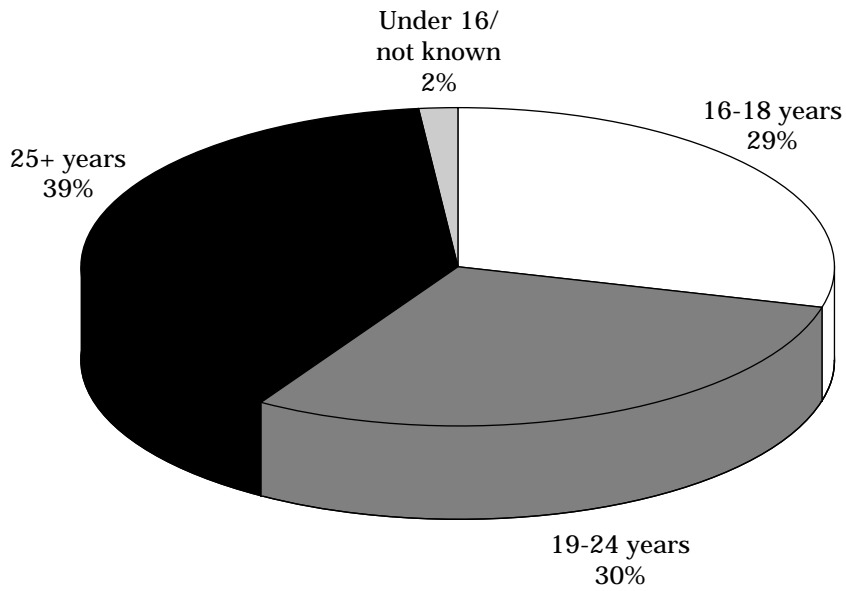
 - 5 Income (for 12 months to July 1995)

 - 6 Expenditure (for 12 months to July 1995)

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

Figure 1

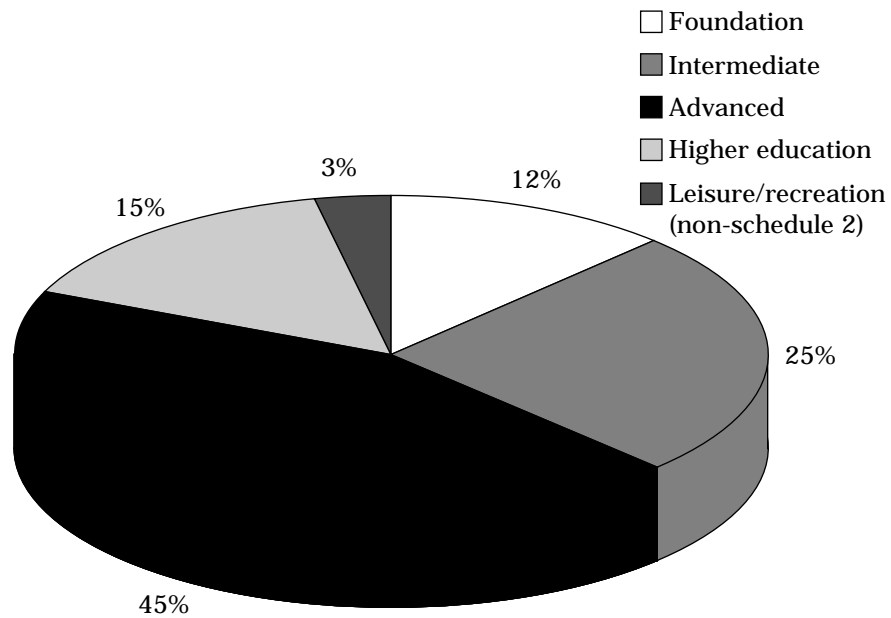
Newcastle College: percentage student numbers by age (as at November 1995)



Student numbers: 12,943

Figure 2

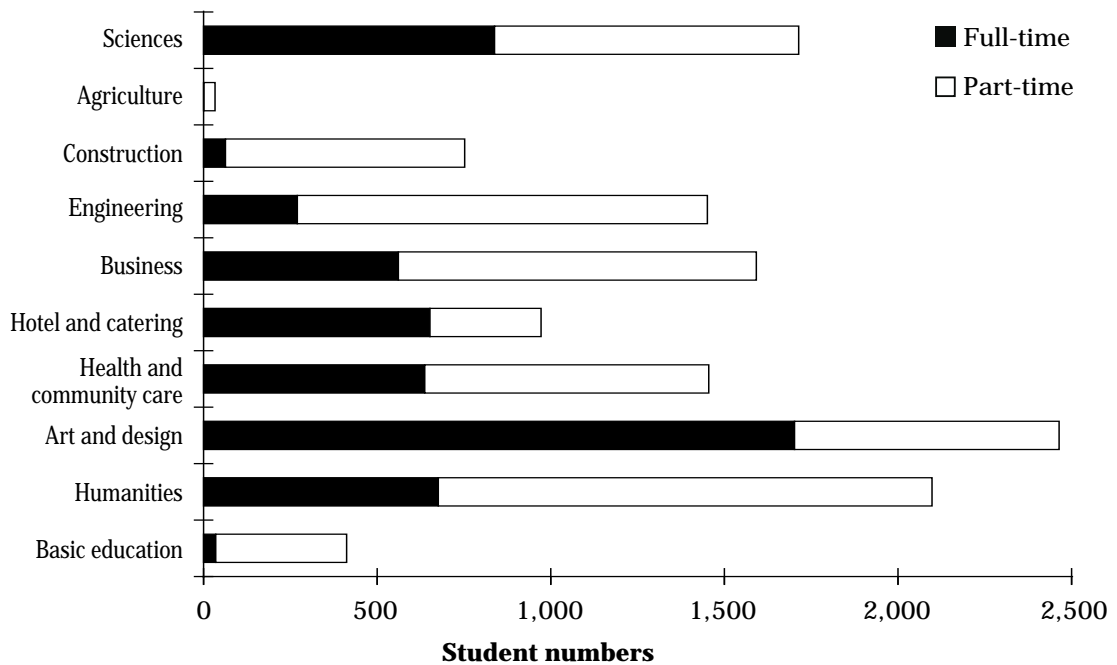
Newcastle College: percentage student numbers by level of study (as at November 1995)



Student numbers: 12,943

Figure 3

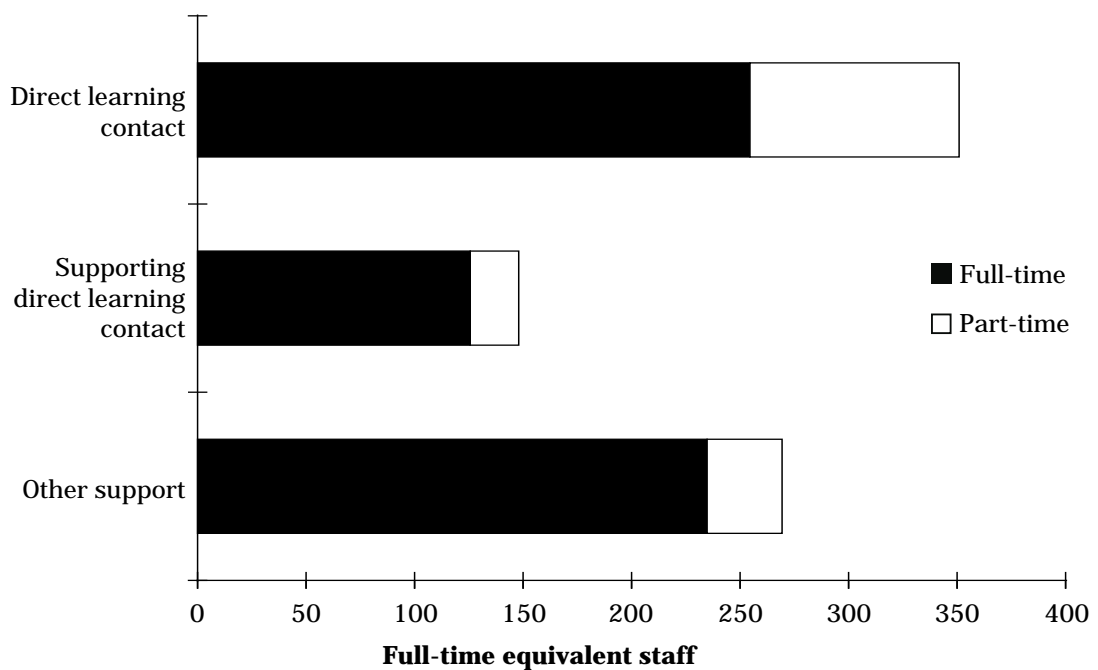
Newcastle College: student numbers by mode of attendance and curriculum area (as at November 1995)



Student numbers: 12,943

Figure 4

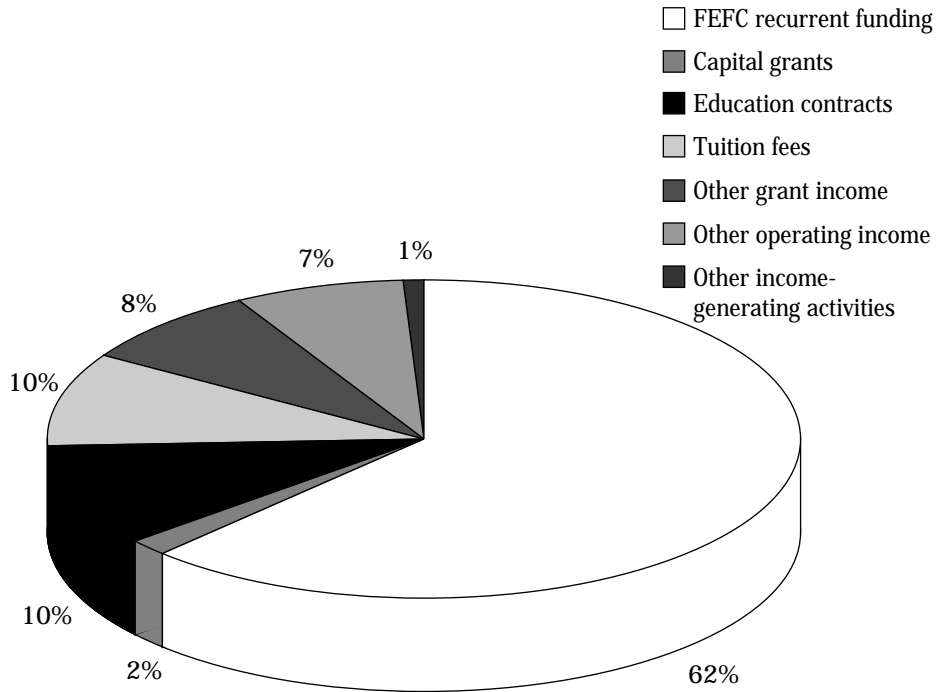
Newcastle College: staff profile - staff expressed as full-time equivalents (1995-96)



Full-time equivalent staff: 768

Figure 5

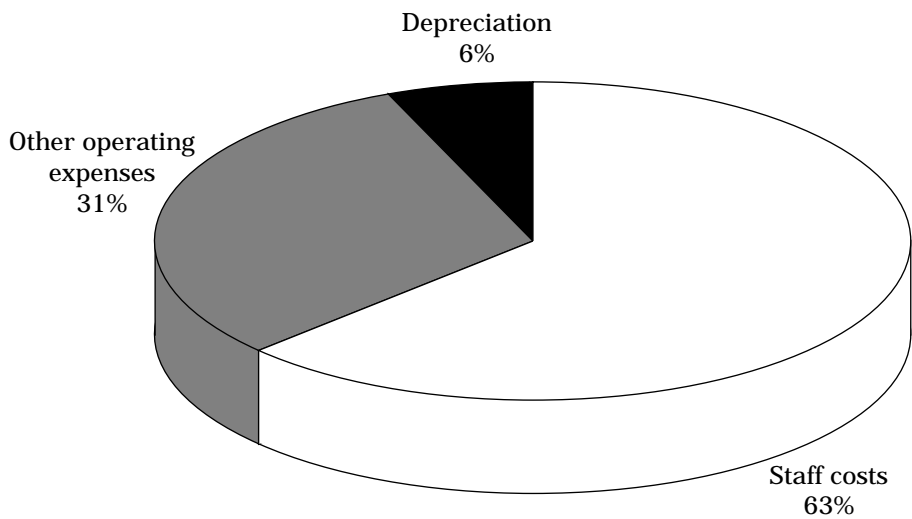
Newcastle College: income (for 12 months to July 1995)



Income: £28,988,000

Figure 6

Newcastle College: expenditure (for 12 months to July 1995)



Expenditure: £28,466,000

Published by the
Further Education Funding Council
June 1996