

North Birmingham College

REPORT FROM
THE INSPECTORATE
1999-00

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

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FUNDING COUNCIL***

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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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 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	–
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college 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 students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. 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 included.

Summary

North Birmingham College

West Midlands Region

Inspected May 2000

North Birmingham College is a medium-sized general further education college whose students come mainly from its local area. Of the college's students, 33% are recruited from disadvantaged areas. In preparation for the inspection the college produced a comprehensive self-assessment report. Inspectors agreed with many of the judgements in the self-assessment report. However, they found several strengths and weaknesses that had not been identified by the college. In most curriculum areas insufficient attention was given to teaching, learning and students' achievements. Inspectors considered that two of the five curriculum areas inspected had been overgraded. In the majority of cross-college areas, inspectors awarded a lower grade than that given by the college.

The college offers courses in nine of the 10 programme areas funded by the FEFC. It has successfully widened participation amongst people who would not normally attend further education and makes substantial provision for students with basic educational needs. Much of the teaching is satisfactory, but the proportion of teaching that is good or outstanding is below the national average for all colleges inspected in 1998-99. Achievement rates are high in some subjects, for example in computing. In business studies, pass rates are poor. Some retention rates are below the national averages for the

sector. Levels of support for the welfare of students are good. The accommodation is well maintained. There are well-equipped library and learning centres and high standards of IT provision. Communication in the college is effective. Clear procedures promote openness in the college's governance. The college's finances are monitored closely. The college should: improve the standard of teaching, especially in business studies; raise retention and attendance rates; tackle the inconsistent quality of tutorials and the low take up of additional learning support; increase space utilisation; eliminate the unevenness in the quality of the course reviews; and strengthen some aspects of curriculum management.

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

Curriculum area	Grade	Cross-college provision	Grade
Information technology	2	Support for students	3
Construction	3	General resources	2
Business studies	4	Quality assurance	3
Childcare and counselling	3	Governance	2
Basic skills	3	Management	3

The College and its Mission

1 North Birmingham College is a medium-sized general further education college situated in a residential area 6 miles north of the centre of the city of Birmingham. The college recruits 72% of its students from within a 6-mile radius of its campus but also attracts students from other parts of the city, the neighbouring Metropolitan Boroughs of Sandwell and Walsall and the West Midlands. In Birmingham, there are six other general further education colleges and three sixth form colleges. Only one local secondary school has a sixth form.

2 The college is a member of the Birmingham Community College which is a collaborative venture between six colleges in Birmingham. It is a member of the Birmingham Colleges' Forum and the Birmingham Strategic Lifelong Learning Partnership. It has links with community organisations and local businesses. The college's higher education courses are provided by franchise arrangements with the University of Central England.

3 Originally the college was a specialist provider of construction programmes. In recent years it has diversified into other areas and now offers courses in all Further Education Funding Council (FEFC) programme areas apart from agriculture. Programmes are offered from foundation to higher level and are mainly vocational. Some general certificate of secondary education (GCSE) and general certificate of education advanced level (GCE A level) programmes are provided. The college has contracts to deliver educational and training programmes with the Birmingham and Solihull Training and Enterprise Council (TEC), Birmingham City Council and the European Social Fund. Outreach provision is offered at 29 local centres.

4 Employment statistics for Birmingham indicate a continuing expansion in the number of jobs in the city. The greatest increase is in

the area of professional services followed by work in computing services. Retailing is also set to grow and the continuing urban regeneration of Birmingham will provide opportunities for employment in the construction industry. The unemployment rate in Birmingham as a whole is 9.6%. Some wards local to the college have higher rates than this.

5 Of the students at North Birmingham College, 81% are aged 19 and over, and 65% are over the age of 25. The college attracts 32% of its students from minority ethnic groups compared with a local minority ethnic population of 20%. The FEFC has identified the college as one of a group that typically recruits a high percentage of students from disadvantaged areas. The senior management team consists of the principal and chief executive, deputy principal and director of resources, director of curriculum and marketing, director of information systems and finance manager. The college has seven curriculum managers and seven cross-college managers.

6 The college's mission is 'to actively promote and provide appropriate guidance, education and training to enable individuals and organisations to reach their full potential'. The college's aims are:

- 'to identify the educational and training needs of all sections of our community and to provide access to learning, by removing any barriers that may exist, for all individuals within it
- to support the personal development of our students, improve retention and achievement and celebrate success
- to work in collaboration with local employers to support their employees in the development and updating of their skills, experience and knowledge
- to actively seek, establish and maintain partnerships with other local training and educational bodies, with a view to providing progression routes for our students and ensuring best practice is disseminated and shared

Context

- to maintain an innovative and leading edge approach to college activities and in our response to local and national initiatives
- to ensure that the college is effectively managed in order to provide financial stability, quality of service and value for money'.

The Inspection

7 The college was inspected during the week beginning 8 May 2000. Before the inspection, inspectors considered the self-assessment report and reviewed information about the college held by other directorates of the FEFC. This included data on students' achievements for 1997 and 1998, derived from the individualised student record (ISR). The college supplied data on students' achievements and retention for 1999. Inspectors checked these against class registers and pass lists issued by examining bodies. The information on students' achievements was mostly accurate. Eleven inspectors and an auditor working for a total of 52 days carried out the inspection. They observed 75 lessons, including some tutorials, and examined

students' work and college documents. Inspectors held meetings with college governors, managers, staff and students. They also consulted the local TEC about its relationship with the college. Six inspectors from the Training Standards Council (TSC) worked with the inspection team during the college inspection. The TSC inspectors concentrated on work-based training in accountancy, construction and foundation for work. They also inspected trainee support, equal opportunities, management of training, and quality assurance. Where it was appropriate to the FEFC inspection framework, evidence gathered by TSC inspectors was taken into account.

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons inspected, 52% were rated good or outstanding. This is significantly below the average of 65% for all colleges inspected in 1998-99.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GNVQ	0	0	1	2	0	3
NVQ	1	5	11	3	0	20
Other vocational	3	17	11	1	0	32
Other*	7	6	6	1	0	20
Total (No.)	11	28	29	7	0	75
Total (%)	15	37	39	9	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

*includes basic skills, some IT and counselling lessons

Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
North Birmingham College	8.0	67
National average, all inspected colleges 1998-99	11.2	78

Source for national average: Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report

Curriculum Areas

Information Technology

Grade 2

10 Inspectors observed 14 lessons in information technology (IT), including some in outreach centres in primary schools. They agreed with some of the judgements in the self-assessment report but identified some further significant weaknesses. The report did not place sufficient emphasis on the quality of teaching and learning and the level of students' achievements.

Key strengths

- well-prepared teaching
- good achievement rates
- comprehensive range of part-time courses
- open and flexible access to a good range of specialist resources
- significant and rapid increase in the number of enrolments to part-time courses

Weaknesses

- inadequate range of full-time courses
- unsatisfactory retention rates
- low attendance levels

11 The college's self-assessment report points out the wide range of part-time provision in IT. Subjects offered range from basic keyboarding and computer applications to programming and telematics. Some of the provision is offered in community premises. For example, at one of the college's outreach centres, parents of children at an inner-city primary school study for an Oxford Cambridge and RSA Examinations (OCR) qualification, using laptop computers. In 1997, there were 200 part-time IT students. By 1999, enrolments had increased to 2,900, making a significant contribution to widening participation and the development of information and learning technology in the

North Birmingham area. Students can enrol on many of these courses throughout the year and attend on any day of the week. In contrast, the range of full-time courses is narrow, a weakness not mentioned in the self-assessment report.

12 Most teaching is effective. Lessons are well planned and well organised. Most of the teaching materials and handouts are of a high standard. These strengths were not identified in the self-assessment. Teachers make good use of a variety of teaching methods. For example, in a lesson on web writing, the teacher carried out demonstrations using a portable computer and projector, provided high-quality learning materials, and organised practical projects. In another lesson students used a range of computer applications at different levels. The teacher met the individual learning needs of the students through a combination of small group demonstrations and one-to-one explanations. Students' work and assignments are vocationally relevant, and of an appropriate standard. The organisation of the assignment schedule on the general national vocational qualification (GNVQ) advanced IT is unsatisfactory. The self-assessment report did not identify the lack of work experience on this course as a weakness.

13 Achievement rates for part-time courses are high. For the OCR computer literacy and information technology short course the pass rate was 72% in 1998, and 70% in 1999. However, some retention rates are low. Of GNVQ advanced IT students, 64% completed the course in 1998 and 1999. Attendance at the lessons observed was poor.

14 Teachers are appropriately qualified. As identified in the self-assessment, many part-time lecturers have recent commercial or technical experience. Most of the lessons observed on the college site took place in the college's learning centre. It is well equipped and has a good range of up-to-date resources. Students have access to a comprehensive range

Curriculum Areas

of networked computers and software, including the Internet and a developing student intranet. The centre is open seven days a week. Inspectors agreed with the self-assessment report that the flexible arrangements in the learning centre are a strength. At times of peak activity some parts of the centre become noisy and difficult to use for teaching.

A summary of retention and achievement rates in information technology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
OCR computer literacy and information technology (24 weeks and over)	1	Number of starters	81	158	256
		Retention (%)	85	75	80
		Achievement (%)	64	79	72
OCR computer literacy and information technology (short course)	1	Number of starters	68	201	246
		Retention (%)	84	87	78
		Achievement (%)	65	72	70
NCFE computing for the terrified	1	Number of starters	*	608	693
		Retention (%)	*	94	85
		Achievement (%)	*	98	76
GNVQ advanced IT	3	Number of starters	*	11	11
		Retention (%)	*	64	64
		Achievement (%)	*	100	67

Source: ISR (1997 and 1998), college (1999)

*data unreliable

Curriculum Areas

Construction

Grade 3

15 Inspectors observed 20 lessons. These covered all areas of construction crafts, the national diploma in construction and national certificates in building, civil engineering and surveying as well as the Chartered Institute of Building diploma and certificate in site management. Inspectors agreed with the college's judgement about strengths and weaknesses but considered that insufficient emphasis had been given to the quality of teaching and students' achievements.

Key strengths

- good achievement rates on intermediate level craft courses
- creative practical projects
- well-equipped gas installation workshop

Weaknesses

- declining retention rates on the national certificates
- low achievement rates on GNVQ precursors
- inadequate attention to health and safety
- lack of integration of IT with other aspects of the curriculum

16 Construction technology provision includes a national diploma in building, national certificates, and site management programmes. Higher national courses in building are provided in partnership with the University of Central England. Construction crafts programmes are available in wood trades, bricklaying, plumbing and painting and decorating. Gas installation programmes are offered in the recently improved gas centre. The number of students on all the national certificates, the national diploma and on many programmes leading to national vocational qualifications (NVQs) at levels 2 and 3 in construction crafts, have

declined steadily over the last three years. Enrolments for the national certificate in surveying have declined to only two. Students' progression from crafts to construction technology is poor. There is no effective marketing strategy to reverse the declining recruitment and poor progression. Enrolment arrangements enable students to join courses at various times in the year and assist with widening participation. Nearly one-quarter of construction students come from minority ethnic groups. The college has good links with the Gas Industry National Training Organisation which influences course design.

17 The quality of teaching is below average, a weakness not identified in the self-assessment report. Of the 20 lessons observed, one was outstanding and nine were good which is below the national average for the sector. Three were unsatisfactory. In the better lessons, theoretical concepts are linked to industrial practice. Teachers make good use of students' work experience. Students sometimes undertake real surveys as part of their fieldwork. For example, on the national certificate in land surveying, students carry out yearly surveying fieldwork for a charitable society involved with the history of the Vikings. Students have been involved with the surveying of two large ponds and a medieval fortress in Sutton Coldfield.

18 In several practical activities, students failed to observe health and safety requirements. On some occasions they did not use eye protection. There were instances when they did not wear face masks and when compressed air was used without sufficient care. In construction technology, there is a lack of integration of IT with other aspects of students' work. Some teachers' feedback to students is insufficiently detailed to help them improve their work and extend their skills.

19 On the national certificates, retention rates have declined steadily over the last three years. For example, retention for the national certificate in building declined to 54% in 1999,

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which is below the national average. Retention rates on programmes in foundation crafts were above the national average for the last three years, whereas on the advanced crafts programmes they were well below the average in 1997 and 1999.

20 Student achievement rates on the intermediate crafts programmes have been above the national average for the last three years. However, on the national certificate in civil engineering and the national diploma in building, achievement rates have declined steadily. No student achieved the latter qualification in 1999. The self-assessment report did not identify these weaknesses in achievement. As indicated in the self-assessment report, craft students undertake a large number of creative construction projects on the college campus and for the local

community. For example, bricklaying students have built decorative brickwork panels in various areas of the college and a ramp for students with restricted mobility.

21 Teachers are appropriately qualified. As the self-assessment acknowledges, full-time staff lack recent industrial experience. Classrooms are suitably equipped. Practical areas are untidy with the exception of the well-developed and well-equipped gas installation workshop. The quality and maintenance of some hand tools are poor. The learning centre has insufficient textbooks and some books which are out of date. Computing facilities are good but there is a lack of specialist construction software.

A summary of retention and achievement rates in construction, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Foundation vocational (crafts)	1	Number of starters	192	108	164
		Retention (%)	78	82	84
		Achievement (%)	83	33	80
Intermediate vocational (crafts)	2	Number of starters	223	259	234
		Retention (%)	78	80	59
		Achievement (%)	74	71	74
Advanced vocational (crafts)	3	Number of starters	48	65	32
		Retention (%)	65	83	69
		Achievement (%)	52	75	82
GNVQ precursors	3	Number of starters	65	41	33
		Retention (%)	85	80	45
		Achievement (%)	79	75	60
Chartered Institute of Building certificate and diploma in site management	3	Number of starters	24	25	22
		Retention (%)	67	84	91
		Achievement (%)	0	90	95

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

Business Studies

Grade 4

22 Inspectors observed 16 lessons covering NVQ administration, NVQ accounting and other provision delivered at the college, in the local community and by franchise providers. The college's self-assessment report included a candid recognition of weaknesses.

Inspectors agreed with many of its judgements but identified additional weaknesses. The self-assessment report paid insufficient attention to teaching and learning.

Key strengths

- growing recruitment to supervisory courses

Weaknesses

- poor achievement and retention rates on most courses
- quality of teaching well below average
- low and declining recruitment to many programmes
- some significant gaps in the range of courses
- poor course management
- inadequate arrangements for internal verification
- weak co-ordination of franchised provision

23 As the self-assessment recognises, enrolments are declining and there is a narrow range of courses. Some important courses are no longer viable. In 1999-2000, GNVQ courses at both advanced and intermediate levels did not recruit sufficient numbers to run. Other gaps include the lack of a foundation level programme for business students. NVQ level 2 courses in business administration are offered for full-time students who can then progress to

NVQ level 3 on a part-time 'drop-in' basis.

A good range of NVQ accounting programmes is offered in the evenings at foundation, intermediate and technician level. There has been healthy recruitment to the introductory supervisory courses. A small amount of administration and business technology provision is offered in the community venues and by franchise providers.

24 Inspectors agreed with the self-assessment report that there are weaknesses in course administration. Course co-ordination and teamwork are unsatisfactory. Internal verification of students' assessed work has not always fully met the requirements of awarding bodies. There is insufficient contact between college staff and those teaching on the franchised provision. Monitoring visits have been too infrequent. The weaknesses identified through the self-assessment process have provided an agenda for action. The college has strengthened the management of the programme area, but at the time of the inspection there had been little progress in tackling the weaknesses identified in the college's action plan.

25 Only five of the 16 lessons observed by inspectors were judged to be good or outstanding, which compares unfavourably with the national average for this programme area. However, there were a few pockets of good teaching. For example, in one supervisory studies lesson, students were organised into groups in a brainstorming exercise on communications. Each group then fed back to the class as a whole. The tutor provided skilful guidance and evaluation and effectively consolidated the main learning outcomes from the exercise. Other lessons had a number of weaknesses. There was insufficient questioning of students to check on understanding. Key points were not always consolidated at the end of lessons. Sometimes teachers missed opportunities to reinforce the vocational relevance of topics. Some lessons covered topics

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and concepts that should have been completed earlier in the course. The wide range of learning needs in some groups was not always met.

26 Inspectors agreed with the self-assessment report that achievement and retention rates are poor on many courses. For those students completing their courses in 1999, pass rates on all levels of NVQ accounting courses were more than 30% below the national average. Only a small number of students attained their full award on GNVQ courses at both advanced and intermediate levels. A key factor in the poor achievement rates, as the college's self-assessment identified, is insufficient monitoring of the completion of students' portfolios.

Retention rates have declined over the past three years on the majority of courses and are generally below the national average.

27 Teachers are appropriately qualified and those working part-time have some relevant vocational experience. There are insufficient internal verifiers. Accommodation is adequate but some rooms are too large for the groups that are taught. The practical training office is spacious and appropriately equipped. Students have good access to IT. There is a good range of business texts and periodicals in the learning centre. The facilities present an attractive environment for study and there is a designated private study area for business and professional students.

A summary of retention and achievement rates in business studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GNVQ intermediate	2	Number of starters	16	15	8
		Retention (%)	50	60	38
		Achievement (%)	0	0	67
NVQ business administration (secretarial)	2	Number of starters	99	50	57
		Retention (%)	87	74	66
		Achievement (%)	67	57	53
NVQ accounting – foundation	2	Number of starters	23	18	29
		Retention (%)	87	61	62
		Achievement (%)	65	82	28
NVQ accounting – intermediate	3	Number of starters	13	18	13
		Retention (%)	69	72	77
		Achievement (%)	33	23	10
GNVQ advanced	3	Number of starters	23	17	10
		Retention (%)	91	82	70
		Achievement (%)	14	33	57
BTEC national certificate	3	Number of starters	23	15	11
		Retention (%)	52	43	36
		Achievement (%)	50	75	100
NVQ accounting technician	4	Number of starters	6	9	9
		Retention (%)	83	67	56
		Achievement (%)	100	50	0

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

Childcare and Counselling

Grade 3

28 Inspectors observed 15 lessons across the range of full-time and part-time provision. They agreed with the judgements made in the self-assessment report. They identified an extra strength and several additional weaknesses. Action points from the self-assessment report have been addressed.

Key strengths

- effective pre-course counselling and guidance
- good progression on counselling courses
- strong links with work placement providers
- provision which meets students' needs

Weaknesses

- unsatisfactory achievement rate on the BTEC national diploma in childhood studies in 1999
- poor retention rates on some courses
- low levels of attendance

29 The college offers a range of full-time and part-time courses in childcare and early years education, and a growing portfolio of professional counselling courses. In 1999, a new 'Explorers' programme was established to cater for the needs of foundation level students. The curriculum area is effectively managed. At regular weekly departmental meetings staff systematically review progress, monitor action plans and agree areas for further improvement. A childcare student forum meets twice a term providing additional opportunities to monitor provision. As stated in the self-assessment report, there are strong links with placement providers including termly meetings and shared development days. External verifier reports confirm that internal verification is sound.

Effective pre-course guidance, identified as a strength in the self-assessment report, ensures students enrol on an appropriate programme.

30 Most teaching is good. In most lessons, teachers explain the aims and objectives at the beginning and summarise what has been achieved at the end. They organise appropriate activities to stimulate students, draw on their experience in the workplace, and link up with other units on the course. For example, a counselling lesson to raise awareness of body language during professional work included a brief exposition, a brainstorming session, a demonstration, a role-play, and ended with an analytical discussion of the work the students had completed. The teacher used humour appropriately, encouraged students to take part and checked that each understood the issues throughout the lesson. In a few lessons, the teacher failed to maintain student motivation and allowed a minority of students to monopolise discussions. All full-time and part-time students value their work experience. Teachers frequently draw on this experience during lessons and in assignments. Assessments are vocationally relevant and at an appropriate level.

31 Retention and achievement were poor on the BTEC national diploma in childhood studies in 1999. Retention on the Council for Awards in Children's Care and Education (CACHE) diploma in nursery nursing dropped from the national average in 1998, to 51% in 1999. Retention and achievement on counselling courses are around the national average. As identified in the self-assessment report, progression from the introduction to counselling course to counselling skills, and then to theory courses, is consistently good. In response to students' demand, an advanced diploma in counselling has been introduced recently to provide further progression. Progression to higher education and employment from level 3 childcare programmes is good. Attendance levels at lessons are low.

Curriculum Areas

32 All students work towards achieving key skills at an appropriate level. Students are encouraged to provide evidence for key skills from their assignments and from their work experience. The work students are given in key skills does not always reflect their vocational interests. Teachers track students' progress and discuss it with students during regular one-to-one tutorials. Students are positive about their programmes and say the tutorials are valuable and supportive.

33 A childcare and counselling base in the learning centre provides a range of texts to support programmes. A small selection of videos and CD-ROMs is available, together with a growing range of files to support specific topics. There is close collaboration between teachers and the learning resource manager to ensure appropriate provision. Further resources are being developed in the health and

care base rooms. Some rooms have no screens for use with overhead projectors and, in some cases, traffic noise is detrimental to students' learning.

A summary of retention and achievement rates in childcare and counselling, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Introduction to counselling	2	Number of starters	72	117	68
		Retention (%)	97	100	93
		Achievement (%)	87	100	86
Counselling certificate combined	2	Number of starters	22	39	63
		Retention (%)	82	82	81
		Achievement (%)	44	82	82
CACHE diploma in nursery nursing	3	Number of starters	41	29	49
		Retention (%)	78	79	51
		Achievement (%)	16	39	84
BTEC national diploma in childhood studies	3	Number of starters	20	11	10
		Retention (%)	90	100	50
		Achievement (%)	90	100	50
NVQ early years and education	3	Number of starters	74	40	43
		Retention (%)	93	95	72
		Achievement (%)	31	76	61

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

Basic Skills

Grade 3

34 The inspection covered literacy and numeracy support as well as discrete basic skills programmes. Ten lessons were observed. Inspectors agreed with some of the strengths and all of the weaknesses in the self-assessment but identified additional strengths and weaknesses.

Key strengths

- good range of accreditation and progression opportunities
- effective initial assessment leading to good individual learning plans
- well-motivated and confident students
- well-equipped resource area

Weaknesses

- inadequate management of basic skills support
- insufficient links between basic skills and vocational interests of students
- ineffective recording of learning
- over-dependence on the use of worksheets in teaching
- insufficient trained basic skills teachers

35 The college offers a good range of literacy and numeracy provision. Accreditation is available at several levels and there are good progression opportunities. There are few courses offered in the community with the exception of provision for students with mental health problems. The management of basic skills has several shortcomings. There is a lack of precise action-planning, an absence of performance indicators, and an incomplete evaluation process. The basic skills teachers are involved in new initiatives with local partnerships but there are insufficient staff resources to develop these effectively.

36 Teachers are enthusiastic and committed. They make appropriate use of individual and group work and relevant practical activities. However, in most lessons the range of teaching methods is narrow and there is an overuse of worksheets which are not always related to students' vocational interests. Inspectors agreed with the self-assessment that individual learning plans are well developed. Each student on specialist basic skills courses has an initial assessment from which an individual learning plan is developed. Good use of team teaching ensures that students are well supported. However, teachers do not provide effective guidance to students on how to organise their work. This makes it difficult for students to see the progress they have made. Records of learning are unsatisfactory.

37 The achievement rate of students on basic skills courses is satisfactory but some retention rates are low compared with national averages. Students are proud of their personal achievements and confident enough to tackle new areas of work. Students work hard and are keen to demonstrate their new skills. Where it is appropriate, students are encouraged to gain accreditation. Once they gain accreditation they are keen to progress to the next level. Students on the new cross-college foundation programme are achieving good results. One student expressed the way he was benefiting in the following way: 'I feel that English is like a rhythm but I was always a beat behind. This course is giving me the opportunity to find the rhythm again'.

38 As the self-assessment report recognises, the dedicated basic skills area in the learning centre provides well-equipped accommodation that can be used flexibly. Resources include a wide range of learning and assessment materials, books that are suitable for adults who are beginning to read, and practical aids for literacy and numeracy. The posters and examples of students' work help to provide a welcoming environment. There is good access

Curriculum Areas

to computer hardware but a limited range of appropriate software. Little use is made of new learning technologies to develop basic skills.

39 All students at the college undertake an initial assessment to identify their basic skills needs. There is little further assessment of those students not taking basic skills courses. The delivery of basic skills across all college programmes is not sufficiently monitored and this is recognised in the self-assessment as a weakness. Action has been taken and a new member of staff has been appointed. New systems have been developed recently to monitor provision but is too early to say whether these are effective. Support is

available individually, in small groups or to the whole class. In some cases, literacy and numeracy support is not linked to the vocational subject. Inspectors agreed with the self-assessment that there are insufficient staff with basic skills qualifications to provide for the needs of the whole college. Some vocational tutors are not sufficiently aware of the importance of modelling and developing basic skills in their lessons. For example, there were instances of vocational tutors using mixed case letters in their writing, failing to correct students' work and using block capitals inappropriately in worksheets.

A summary of retention and achievement rates in basic skills, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
C&G 3739 communication (Wordpower – foundation)	1	Number of starters	47	7	14
		Retention (%)	74	86	64
		Achievement (%)	15	83	56
C&G 3739 communication (Wordpower – stage 1)	1	Number of starters	*	10	14
		Retention (%)	*	80	62
		Achievement (%)	*	75	56
C&G 3794 numeracy (Numberpower – stage 1)	1	Number of starters	30	8	19
		Retention (%)	67	88	59
		Achievement (%)	35	57	45
C&G 3794 numeracy (Numberpower – foundation)	1	Number of starters	10	9	12
		Retention (%)	90	78	42
		Achievement (%)	71	57	60
C&G 3750 numeracy stage 1	1	Number of starters	17	28	**
		Retention (%)	100	100	**
		Achievement (%)	71	93	**
Associated Examining Board achievement tests in literacy 1/2/3	1	Number of starters	+	26	38
		Retention (%)	+	100	95
		Achievement (%)	+	88	75

Source: ISR (1997 and 1998), college (1999)

*data unreliable

**low numbers

+course was not offered

Cross-college Provision

Support for Students

Grade 3

40 Inspectors agreed with some of the strengths and the weakness in the self-assessment report. They identified some additional weaknesses.

Key strengths

- effective arrangements for enrolment throughout the year
- comprehensive careers guidance
- good support for students' welfare

Weaknesses

- the inconsistent quality of tutorials
- the poor quality of some individual student action plans
- shortcomings in the arrangements for additional learning support

41 The college provides course information in a variety of ways including a useful website through which enquiries can be made and application forms can be requested. The site contains current news about the college but has not been updated to include the curriculum 2000 changes. In addition to the college prospectus a promotional newsletter is published three times a year. No information is available in minority community languages. Prospective students can obtain information at open days. Some of these involve employers and relate to specific vocational areas such as construction. During some open days there are 'taster' sessions for pupils from local schools. All full-time and some part-time students have a guidance interview. Students can enrol at any time for some courses and at a number of times in the year for many others. Less than half of the students at the college enrol in September. Most students felt that the enrolment process had been effective. All students receive an

induction. This operates more successfully on some courses than others. During induction, staff carry out assessments to ensure that students have been placed on the right level of course.

42 The effectiveness of the tutorial programme is not monitored. Inspectors agreed with the college's self-assessment that the quality of tutorials varies significantly. Some tutorials are of high quality, during which tutors show great sensitivity to the needs of their students. In others, students are unconvinced of the usefulness of the tutorial. Many tutorials are poorly attended. The college has begun to address the variability in the quality of tutorials by producing a new tutorial policy and helpful guidance on the tutor's role. One objective of the tutorial programme is to assist students to improve their performance by the use of action plans. However, many of these plans are of poor quality. Some are very brief, are written in general terms, and do not contain clear and measurable targets.

43 All full-time students undergo an initial assessment of their numeracy and literacy skills. The college makes use of a range of initial assessment methods matched to each student's level of ability. Additional learning support is offered in a variety of ways but the take-up rate is low. Some tutors are unsure of the steps they need to take in order to arrange support. Arrangements for monitoring and reporting on the progress of students are underdeveloped. The college has been unable to evaluate the effectiveness of its additional learning support because of a lack of reliable information. A support team leader was appointed five months prior to the inspection. New procedures to improve reporting arrangements are being developed. The self-assessment report had not identified shortcomings relating to additional support.

Cross-college Provision

44 Careers education and guidance are effective. A careers education and guidance policy clearly sets out the entitlements of students and responsibilities of tutors. As the self-assessment report recognises, the range and availability of resources is good. Two dedicated computers provide access to on-line and CD-ROM resources. There are good supplies of other resources, and students are encouraged to take away a range of brochures and leaflets. Careers information and resources are located in an open area within the learning centre which is open each day of the week. The careers co-ordinator works with three advisers from the local careers service to provide in-course guidance to students. In 1998-99, nearly 600 careers interviews were held, mainly with full-time students. One of the advisers was engaged in a project involving work with students who were at risk of dropping out of college.

45 The college demonstrates a strong commitment to supporting the welfare of its students in a number of ways. The access fund is supplemented by the college to assist students in financial need. A privately owned nursery is based on the site and the college buys 25 places that it allocates to students for a nominal fee. Inspectors found that some students would not have been able to embark upon their studies but for this facility. A well-qualified counselling team provides a confidential service and an opportunity for students to discuss a range of personal difficulties. Where appropriate, students are referred to external organisations, for example, the Asian Women's Agency, or a professional counsellor. One of the student advisers has a responsibility for advising students of their welfare rights. The college employs a staff/student liaison officer for 10 hours each week who works with the student association to organise activities such as visits and sports. A youth worker employed by the local authority works for 15 hours each week with students on projects such as the Duke of Edinburgh award scheme.

General Resources

Grade 2

46 Inspectors agreed with most judgements in the self-assessment report, although these were not always clearly stated. They found additional strengths and weaknesses.

Key strengths

- well-maintained buildings
- high standard of IT resources
- well-planned and well-equipped learning centre
- good library provision
- good access for students with restricted mobility

Weaknesses

- low space usage
- inadequate social and recreational areas for students

47 The college is located on one site close to a main road. The estate includes single and multi-storey blocks built between 1953 and the early 1990s. The college has improved its accommodation since its last inspection. Developments include a welcoming main reception area and a learning centre. The college acknowledges the need to improve its use of space.

48 The accommodation is well-cared-for and most areas are well maintained. A maintenance plan is in place and is currently subject to major review. A refurbishment programme prioritises improvements to the teaching environment. Minimum standards have been set and staff report positively on the work carried out. While most rooms are well decorated and suitably equipped, not all have overhead projectors and few have screens. Since the self-assessment report was completed an equipment replacement policy has been introduced.

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In some parts of the college, traffic noise disrupts learning. Staff workrooms are of uneven quality, most having insufficient storage space.

49 Considerable progress has been made since the college's last inspection to improve access for students with restricted mobility including the provision of ramps, the adaptation of toilets, and the refurbishment of lifts. Most areas of the college are now accessible. Inspectors agreed with the college's view that student common room and recreational facilities are inadequate. A small but well-equipped commercial fitness centre run on college premises is available to students at subsidised rates.

50 Since the last inspection, the college has taken action to address the weaknesses identified in its library provision. A large learning centre has been developed. As indicated in the self-assessment report, the learning centre is a good resource. The centre provides good study space for students and is open each weekday and Saturday and Sunday mornings. A wide range of multimedia learning resources are available, including 160 networked computers and 21 standalone machines suitable for the full range of student needs in the college. The bookstock was significantly expanded in 1997-98 and is now good in most curriculum areas although some out-of-date material remains in construction. A wide range of journals, video tapes and CD-ROMs is also available. The learning centre is organised by curriculum area to provide a focus for particular subjects, a work area for students, and space to display relevant work. These areas are popular with students and help to promote independent learning.

51 The IT facilities and software available through the college network are good. Following a radical review in 1996, a well-researched IT strategy has informed investment in the college's IT resources.

IT facilities for students are now concentrated in the learning centre. This centralisation helps with the management of the resources and improves access for students. There is a good ratio of computers to students at 1:5.5. Computers are of a high specification. Software is generally of an industrial standard and there is an appropriate range of applications. However, there is a lack of specialist software in some areas. The majority of computers are connected to the college network. Access to the Internet is good and students have access to electronic mail. There is a well-developed intranet for students which provides a range of relevant information and guidance on the college and the curriculum. A photography gallery on the intranet provides an effective display of students' work. A staff intranet has also been developed and includes news, minutes of meetings and access to management information. There is one staff computer to every two members of staff and all are registered for electronic mail. Technicians provide an effective service to maintain the equipment.

Quality Assurance

Grade 3

52 Inspectors agreed with many of the judgements in the self-assessment report but identified some additional strengths and weaknesses. The college has taken action to redress the weaknesses identified through self-assessment.

Key strengths

- widespread understanding of quality assurance systems and procedures
- action-planning to improve retention and achievement
- good staff development and training

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Weaknesses

- key quality assurance procedures not completed on time
- inconsistent standards of monitoring, review and evaluation
- weak link between monitoring, review and evaluation, and self-assessment

53 The college has made significant improvements to its quality assurance arrangements since the last inspection. The importance of quality improvement is now widely understood by staff. Whole-college training events on self-assessment have helped to promote a greater understanding of the value of quality assurance. Quality assurance documents are clearly written and of a good standard. There are guidelines and procedure papers for most aspects of the quality system. These include: monitoring; evaluation and review; lesson observation; self-assessment; curriculum audit; and staff appraisal. Curriculum audits have helped to improve course team files and led to some sharing of good practice in teaching and learning. Inspectors did not agree with the judgement in the self-assessment report that there is a comprehensive quality assurance framework. For example, the college lacks an all-inclusive guide to its quality assurance arrangements, and there is no overall monitoring of compliance with the service standards set down.

54 Self-assessment and the monitoring of quality are underdeveloped in cross-college areas. The college has not conducted quality audits of these aspects of its provision. Although quality assurance procedures and service standards for the learning centre are good, they are not as well developed for other college services. Performance indicators and service standards have been developed recently for student services.

55 As the self-assessment report acknowledges, there is a lack of systematic customer surveys. A range of student, staff and employer surveys has been completed for the first time this year using recently purchased software. The outcomes of the surveys provide insufficient evaluative data to enable the college to make improvements in its customer services. The use of customer perception surveys is poor.

56 Staff in all of the curriculum areas use data provided by the management information system to produce and implement action plans for improving retention and achievement. Individual curriculum managers present their action plans for retention and achievement to the corporation for discussion. Senior managers make regular checks against retention and achievement action plans in consultation with curriculum managers.

57 Since the submission of the self-assessment report, several key quality assurance procedures have not been completed on time. At the start of the self-assessment process, quality audits for only three of the seven curriculum areas were complete. The quality assurance subcommittee has not met as planned, and has not completed major items of its business. Although it reports to the academic board, the importance of the role of this subcommittee is not sufficiently emphasised. For instance, its remit does not include oversight of monitoring, review and evaluation. The revised two-stage appraisal system has not been implemented and under half of the staff had been appraised by the target date. The college has begun to reduce the load on curriculum managers by training team leaders in appraisal. Inspectors found gaps or delays in internal verification and a hiatus in the quality assurance checks for business studies franchised contracts.

58 There is inconsistency in the standard of completion of monitoring, evaluation and review. Careful implementation of prescribed procedures is undertaken in some curriculum

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areas such as health and care, but in other areas completion of the standard forms is either inadequate or superficial. There is also inconsistency in the quality of action plans, with the exception of those for retention and achievement. Inspectors found weak links between monitoring, review and evaluation and self-assessment. Staff in individual curriculum areas do not analyse data in order to identify trends as an aid to target-setting.

59 Staff development and training are good, a strength not identified in the self-assessment report. The professional development and training opportunities that the college provides are viewed positively by staff. A database of training needs is built up through consultation with managers. An annual staff development and training plan is formed which draws on an analysis of the database records. Precise sums of money are allocated to each element of the plan. Staff development records are thorough. Individual professional profiles are updated annually and are readily accessible to staff. Induction is praised by staff as effective.

Governance

Grade 2

60 Inspectors and auditors were broadly in agreement with the strengths in the self-assessment report but found additional weaknesses.

Key strengths

- well-organised and open conduct of corporation business
- rigorous scrutiny by governors of the college's finances
- effective governor involvement in strategic planning and direction of the college

Weaknesses

- underdeveloped governor training
- the limited contribution of some governors

61 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.

62 The corporation has 17 members of whom seven are business governors. Corporation members come from a range of backgrounds and have a wide variety of skills. The proportion of women governors is low. The governors are clear on the distinction between governance and management. The corporation's search committee is active and use is made of advertising to fill governor posts. The search committee also carries out a review of governors' contributions before recommending any reappointment. The corporation has established effective nomination and appointment procedures and has recently introduced a probationary scheme under which new governors serve an initial six-month period.

63 As the self-assessment report notes, the corporation carries out a review of its own performance and identifies training needs. Systematic training has only been established recently, following the appointment of the new clerk. A training schedule has been produced but not developed into a formal training plan. Induction training has been revised and these new arrangements have yet to be evaluated. A further innovation has been the development of training that takes place before full corporation meetings. The effectiveness of these training initiatives has yet to be established.

64 The corporation has formed audit, remuneration and search committees but has dissolved the finance committee so that the financial position of the college can be discussed fully at corporation level. Management accounts, with an informative supporting

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commentary, are produced on a monthly basis and minutes show that the corporation gives full consideration to the college's financial position. As stated in the self-assessment report, the governors are well informed about the college's finances and the corporation is well served in terms of the financial skills of its members. The corporation approves the college's financial strategy, which includes clear financial objectives and key performance indicators. Financial implications inform the decision-making process. The corporation receives regular reports on the college's franchised provision but these reports do not fully comply with the requirements of Council Circular 99/37, *Franchising and Fees*. This has been recognised by the college management and corporation members.

65 The terms of reference of the audit committee are comprehensive and the committee has established a formal set of performance indicators to measure the quality of audit provision. All meetings of the corporation in the past year have been quorate. The corporation has set an attendance target that is monitored and annually reviewed. The attendance level has been below the target set. This is due to a small number of governors who regularly do not attend corporation meetings. Links between the corporation and curriculum and cross-college areas have been established with named governors identified for each area. However, some governors have done little to maintain and develop their identified links. The college is taking action to address these issues.

66 The corporation has adopted sound policies for openness and accountability. All governors and senior staff annually update a register of interests and governors complete eligibility checks each year. The corporation has a comprehensive range of policy documents that include standing orders, a code of conduct, an ethical code, and a 'whistleblowing' policy. Agendas, papers and minutes, except

confidential items, are available for public inspection in the college library and on the college intranet. The corporation has appointed an independent clerk to service all corporation and committee meetings.

67 The clerk to the corporation has a comprehensive job description and receives sufficient administrative support. Agendas are well organised and deadlines set for the production of supporting papers. All papers for corporation and committee meetings are dispatched in a timely manner. Discussions in meetings and the actions decided are well reported in the minutes.

68 Governors contribute constructively to the college's strategic planning process. In a two-day seminar, the corporation considered the elements of the strategic plan and contributed to its formulation. Last year the corporation revised the college's mission statement. The whole corporation receives regular detailed reports on progress against targets in student enrolments, retention and achievement. Action plans are presented and monitored for identified areas of concern. Members have a clear understanding of key issues for the college and the sector.

Management

Grade 3

69 Inspectors agreed with some of the strengths in the self-assessment report. They identified additional weaknesses.

Key strengths

- clear strategic planning
- effective planning, monitoring and reporting of the college's financial performance
- good communications across the college

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Weaknesses

- ineffective college management of some curriculum functions and learning support
- insufficient monitoring and review of equal opportunities
- ineffective deployment of staff

70 Inspectors agreed with the self-assessment report that strategic planning is effective. Senior managers have helped governors to formulate a clear strategic direction for the college. Staff development days and open information channels provide opportunities for all staff to contribute to the planning process. The strategic plan is linked directly to the operating statement and is monitored closely by the management team.

71 Some aspects of college management are not effective. Standards of teaching are below average. There is a lack of course co-ordination and development. Course monitoring and review processes vary in standard. There are shortcomings in the provision of learning support. Franchised provision in business studies is poorly managed. Recent staffing changes have created opportunities for the management structure to be significantly revised and for managers to undertake new responsibilities. These measures seek to strengthen the development and management of the curriculum. It is too early to assess the impact of these changes.

72 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college has been judged to have good financial health and levels of solvency for a number of years. Management accounts are produced each month for the senior management team to consider at their meetings. The finance manager, a full member of the college senior management team, is a suitably qualified and experienced accountant. Budget holders have received

formal financial training to assist them in managing their budgets. The strategic plan sets out clear objectives and key performance indicators for the college's finances. The budget setting process is well documented. The current financial system produces reports that do not identify financial commitments. The college's financial regulations have recently been updated and have been reviewed by the college's internal auditors. Financial procedures are now out of date and in need of revision.

73 Inspectors agreed with the self-assessment report that communications within the college are good. Full-time staff have access to the college intranet which has public folders including board and management team minutes, the strategic and operational plans, and college policies. The principal holds two or three full staff meetings each year, and all staff, including those who are part time, attend two staff development days for the whole college. The management style is open and staff feel able to discuss concerns through informal and personal channels. Part-time staff are paid to attend all relevant meetings.

74 Staff resources are not deployed effectively although payroll costs are low. Staffing arrangements restrict the scope for the delegation of administrative duties. Curriculum area managers with a wide range of operational and administrative duties have little time for the developmental aspects of their role. Class sizes are low and space is not well utilised. There are no effective college systems for monitoring staff utilisation other than the financial management accounts.

75 The college has links with a number of external organisations. It is collaborating with five other local further education colleges to improve the provision of further education in Birmingham. There are productive links with special schools and secondary schools with significant provision for year 11 pupils. Vocational skills programmes are offered to

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pupils who have left school early. Sports links are strong and the college has formed a football academy with a local professional team. There is a good relationship between the college and the local TEC. Marketing is strong and effective. Success is celebrated within the college through the 'Achievers' ceremony and the full-colour 'College News' is distributed to 100,000 households. Market research is developing and includes employer surveys and the establishment of an employer database. Local and national labour market intelligence contributes to the needs analysis for the strategic plan.

76 The computerised management information system provides regular reports on students and courses. Curriculum managers make good use of fortnightly reports to monitor progress in recruitment, retention, achievement and course efficiency. Staff and room utilisation information is less reliable. The management information system users' charter contains ambitious performance standards.

77 As the self-assessment acknowledges, inadequate monitoring and review of equal opportunity issues is a weakness. The current policy has remained unchanged since 1994 and there has been little progress on the development of relevant targets or performance indicators. Access and toilet facilities for people with physical disabilities have been improved but little has been done to monitor ethnicity issues.

Conclusions

78 In preparation for the inspection the college produced a comprehensive self-assessment report. The report served as a useful basis for planning and conducting the inspection. Inspectors agreed with many of the judgements in the self-assessment report. However, they found some strengths and weaknesses that had not been identified by the college. In most curriculum areas, insufficient attention had been given to teaching, learning and students' achievements. The college had identified some additional weaknesses after submitting its self-assessment report and taken action on them by the time of the inspection. Inspectors considered that two curriculum areas had been overgraded. In the majority of cross-college areas inspectors awarded a grade lower than that given by the college.

79 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 (November 1999)

<i>Age</i>	<i>%</i>
Under 16	1
16-18 years	17
19-24 years	16
25+ years	65
Not known	1
Total	100

Source: college data

Student numbers by level of study (November 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	39
Level 2 (intermediate)	33
Level 3 (advanced)	20
Level 4/5 (higher)	2
Non-schedule 2	6
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (November 1999)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	81	717	20
Construction	334	746	27
Engineering	3	11	0
Business	56	315	9
Hotel and catering	73	33	3
Health and community care	162	286	11
Art and design	66	200	7
Humanities	53	243	8
Basic education	186	398	15
Total	1,014	2,949	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 33% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1999)

	<i>Per- manent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	56	55	0	111
Supporting direct learning contact	26	1	8	35
Other support	50	1	2	53
Total	132	57	10	199

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£6,573,000	£6,787,000	£6,868,000
Average level of funding (ALF)	£21.17	£18.02	£17.41
Payroll as a proportion of income	57%	53%	54%
Achievement of funding target	101%	100%	100%
Diversity of income	20%	21%	19%
Operating surplus	£287,000	-£89,000	£34,000

Sources: Income - Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

ALF - Funding Allocations 1997-98 (1997 and 1998), Funding Allocations 1998-99 (1999)

Payroll - Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Achievement of funding target - Performance Indicators 1997-98 (1997 and 1998), college (1999)

Diversity of income - Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Operating surplus - Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	187	118	93	225	343	384
	Retention (%)	72	79	78	80	75	74
	Achievement (%)	43	66	61	58	62	69
2	Number of starters	422	534	803	803	1,113	1,802
	Retention (%)	78	69	81	82	88	91
	Achievement (%)	48	43	77	50	51	86
3	Number of starters	131	155	197	423	612	660
	Retention (%)	84	76	73	80	81	77
	Achievement (%)	39	51	65	55	56	75
4 or 5	Number of starters	-	-	-	31	74	10
	Retention (%)	-	-	-	97	96	70
	Achievement (%)	-	-	-	50	33	43
Short courses	Number of starters	222	149	280	719	509	785
	Retention (%)	82	79	60	84	79	81
	Achievement (%)	46	30	75	56	59	95
Unknown/unclassified	Number of starters	1,439	1,250	1,031	8,029	6,866	9,640
	Retention (%)	98	95	91	98	95	95
	Achievement (%)	56	78	83	63	84	91

Source: ISR

-ISR data not collected

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